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**REGULATIONS FOR PROGRAMMES OF
STUDY LEADING TO THE UNIVERSITY'S
TAUGHT ACADEMIC AWARDS**

Regulation 5 - Regulations for Programmes of Study Leading to the University's Taught Academic Awards

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5 Regulations for Programmes of Study leading to the University's Taught Academic Awards

These regulations apply to all modules and programmes of study leading to the University's academic credit or awards.

5.1 Trimesters, Programmes and modules - Definitions

5.1.1 *Teaching year*

- a) The teaching year used at the University's campuses at Ayr, Dumfries, Hamilton and Paisley is divided into three trimesters: The trimester dates are approved annually by Senate.
- b) Senate will also approve additional Trimester dates to support multiple intakes for non-Scottish campuses and TNE provision.
- c) The expectation is that UWS programmes should be delivered within the approved trimester dates to enable harmonisation of schedules for admission, enrolment, and assessment processing.
- d) Given the specific nature of an award which is validated by UWS but delivered by another institution, it is not expected that this type of 'validated' programme has to adhere to the agreed schedule, however the partner institution delivering the 'validated' programme is encouraged to comply with the agreed schedule dates.

5.1.2 *Programme*

- a) A programme comprises a set of learning outcomes approved as leading to an award of the University (including any intermediate awards) together with details of the modules through which these outcomes may be achieved as a group of modules and a set of programme learning outcomes.
- b) A full-time programme will deliver a minimum of 120 Scottish Credit and Qualification Framework (SCQF) credit points per teaching year.
- c) Each programme will be assigned to an Academic School.
- d) Each programme will have an approved Programme Specification.
- e) Each programme will have a named Programme Leader(s).
- f) The module delivery pattern(s) for a programme will be approved at the validation/approval event. Any change to this delivery pattern(s) thereafter should be approved by the relevant School Board.

5.1.3 *Programme Title and Award*

- a) The title and award for a programme:
 - i Must be specified in the Programme Specification.
 - ii Should be straightforward, and accurately reflect the programme content so as to provide useful information to students, potential students, employers and other stakeholders about the level of knowledge and skill to be expected from a person holding such a qualification.
 - iii Should accord with the normal expectations of professional and statutory bodies (where appropriate), of students and of employers, as an indication of the level of knowledge and skills to be expected of a person holding such a qualification.
 - iv Should be approved at the time of the programme validation/approval event. Any related intermediate awards should also be approved at the time of the validation
- b) The title of a programme should not normally reflect more than two subject components.
- c) School Boards should annually approve an updated list of the programme titles available for awards.
- d) Senate will be responsible for giving approval for a change to the approved portfolio of available programme titles and to new titles. This will include the withdrawal of programme titles (see Regulation 4.2.7.)

5.1.4 *Programme Specification*

- a) All programmes leading to a University award must have a Programme Specification, set out on the approved University template.
- b) The Programme Specification is a concise description of a programme, including details of the programme structure, the entry requirements, learning outcomes, curriculum structure, the teaching & learning approaches, how the programme will be assessed at each level of the programme, progression requirements and the awards available.

More information on the design of a programme can be found in the University's Quality Handbook.
- c) The Programme Specification should clearly specify the learning outcomes required at each programme level and for each qualification, including intermediate awards.

More information on learning outcomes can be found in the University's Quality Handbook.
- d) The Programme Specification should specify the period within which a student should normally complete the programme and the associated assessments (including any resits).

- e) Where a programme is offered on more than one campus or through blended learning, the core modules as defined in the programme specification must be the same at the different locations.
- f) Where the objectives of the programme are such that attendance is compulsory for specific elements, the Programme Specification must give details of the attendance requirements to be met by students.
- g) Any elements that must be passed in order to qualify for professional accreditation must be identified in the programme specification.
- h) The Programme Specification must specify the core modules for a programme to enable the programme learning outcomes to be met.
- i) Any modifications to a programme specification must be approved by the relevant School Board.

5.1.5 *General Requirements for Programme Regulations and Professional Requirements*

- a) University Regulations should apply to all programmes of study unless a condition of professional accreditation requires a deviation.
- b) In the case of any seeming conflict between the University Regulatory Framework and those of any external institution or body which accredits the programme, the School Board may seek approval from the Education Advisory Committee for the regulations of that institution or body to take precedence.
- c) Where there is a conflict between the programme assessment regulations noted in a Student Handbook or other published material and those of the University as defined in the Regulatory Framework, the University regulations should take precedence.
- d) When students enrol each year they will confirm that they accept the University's current Regulatory Framework. See Regulation 1.3.

5.1.6 *Programme Leader*

- a) Each programme will have a named Programme Leader (see Regulation 5.1.2e).
- b) The Programme Leader will be appointed by, and responsible to, the appropriate Dean of School or nominee.
- c) The Programme Leader has responsibility for the management of the programme;

5.1.7 *Module characteristics*

- a) A module is a formally structured learning experience with a coherent content and an explicit set of learning outcomes and assessment criteria. The credit value, content, learning outcomes and assessment details will be documented in an approved Module Descriptor.
- b) A module will have a specified SCQF level, at level 7, 8, 9, 10, 11 or 12. The level assigned to the module is an indicator of the relative

complexity, or depth, of learning required to achieve the stated learning outcomes in the module. In determining the level of a module the SCQF level descriptors will be used as reference points for the generic characteristics of learning at the specific SCQF levels. For reference:

- i. SCQF levels 7 to 10 are normally equivalent to the first, second, third (Degree) and fourth (Honours) years of full-time undergraduate study.
 - ii. SCQF levels 11 and 12 indicates Postgraduate/Masters level. A level 11 or 12 module must reflect a distinctive postgraduate standard in terms of both depth and/or breadth of delivery and of assessment in taught or research modules, irrespective of the mode of study.
- c) A credit value, specified in terms of the number of SCQF credits and the level, should be ascribed to each module.

The number of credits assigned to a module is based on the estimated student learning hours, i.e. the number of hours which it is expected that a learner will spend, on average, to achieve the specified learning outcomes at that level. Students are expected to undertake 10 hours of study for each SCQF point ascribed to a module.

- d) At UWS the credit framework recognises that a module can carry, 5, 10, 20, 30, 40, 60 or 120 credit points.
- e) Students are awarded academic credit in respect of their achievement as demonstrated through meeting the learning outcomes for a module.
- f) Each module is assigned to an academic School.

5.1.8 *Module Prerequisite and Co-requisite*

- a) A prerequisite module (or modules or a subset of alternative named modules) is a module which provides specific preparation for another named module at a higher level. A prerequisite module is required to be passed before the other module at the higher level may be undertaken. A pass in one trimester should not be specified as a prerequisite for starting a module in the following trimester. (See Regulation 7.3.1)
- b) Co-requisite modules must be taken together, normally in the same programme level.

5.1.9 *Module viability*

- a) A module may not run if not deemed viable in terms of the number of students registered on it. However this can only be sanctioned if the module is not core for a degree title for which a student has been previously enrolled.

5.1.10 *Module Co-ordinator and Moderator*

- a) Each module will have a named Module Coordinator and Module Moderator.

- b) The Module Co-ordinator and Moderator will be approved by the appropriate Dean of School or nominee.

5.1.11 *Responsibilities of a Module Coordinator*

The Module Co-ordinator's responsibilities will include the following:

- To review annually the module content and ensure that the module descriptor is kept up-to-date;
- To advise the Dean of School or nominee and School Timetabler on the delivery schedule for the module;
- To establish that appropriate timetabling and exam schedule arrangements have been made for the module;
- To co-ordinate and maintain the timely production of the final and resit examination papers;
- To establish the continuous assessment structure and schedule for the module in consultation with the programme leader;
- To collect continuous assessment marks and to collate final assessment data;
- To ensure that marks for students taking the module are collated and recorded using the University's marks data entry system
- To monitor attendance and engagement requirements (see Regulations 5.3.6 - 5.3.8);
- To collect student feedback in line with University requirements;
- To attend the Subject Panel;
- To liaise with the Dean of School or nominee about any problems relating to the administration and delivery of the module which the Co-ordinator, having made all reasonable endeavours, is unable to resolve;
- To present proposed module changes to the Programme Board for approval and new modules for recommendation by the Programme Board to the School;
- The Module Co-ordinator is also responsible for advising appropriate Programme Leaders of amendments to the module where it is offered in more than one programme.
- Module Co-ordinators should communicate with Programme Boards on issues pertinent to the module.

5.2 UWS Awards and SCQF

5.2.1 UWS Awards and SCQF Credit rating

The table below notes the various awards available at the University. The awards are rated for general credit against the Scottish Credit and Qualification Framework (SCQF). The SCQF rating for each award is noted in the Table.

Award		SCQF Rating##
Certificate of Higher Education CertHE	Single	At least 120 credit points at SCQF level 7 or above
International Certificate of Higher Education Int CertHE		140 credits at SCQF level 7
Diploma of Higher Education DipHE	Single	At least 240 credit points of which a minimum of 100 are at SCQF level 8 or above
International Diploma of Higher Education Int DipHE	Joint	At least 240 credit points of which a minimum of 100 are at SCQF level 8 or above and of which a minimum of 60 are in each subject area 120 credits at SCQF level 8
Scottish Bachelor's Degree BA, BSc, BAcc, BDiv	Single	At least 360 credit points with 200 in the subject area of which a minimum of 100 are at SCQF level 9 or above
	Major	At least 360 credit points with 160 in the major subject area of which a minimum of 80 are at SCQF level 9 or above
	Joint	At least 360 credit points with a minimum of 120 in each subject area, including a minimum of 60 at SCQF level 9 or above in each subject area
	Minor	At least 360 credit points with a minimum of 40 in the minor subject area at SCQF level 9 or above
Scottish Bachelor's Degree with Honours BA, BSc, BAcc, BDiv	Single	At least 480 credit points of which a minimum of 200 in the subject area are at SCQF levels 9 and 10, including a minimum of 100 at SCQF level 10 or above #
Scottish Bachelor's Degree with Honours BA, BSc, BAcc,	Major	At least 480 credit points of which a minimum of 160 in the major subject area are at SCQF levels 9 and 10, including a minimum of 80 at SCQF level 10 or above #

BDiv	Joint	At least 480 credit points of which a minimum of 60 in each subject area are at SCQF 9 and with a total of 120 at SCQF level 10 of which a minimum of 40 are in each subject area
	Minor	At least 480 credit points of which a minimum of 80 in the minor subject area are at SCQF levels 9 and 10, including a minimum of 40 at SCQF level 10
Integrated Master's	Qualifications to be confirmed	At least 600 credit points of which a minimum of 120 are at SCQF level 11
Graduate Certificate/ Diploma/ International Graduate Diploma	Graduate Certificate	At least of 60 credit points at SCQF level 9 or above
	Graduate Diploma International Graduate Diploma	At least 120 credit points at SCQF level 9 or above
	Professional Graduate Diploma	At least 120 credit points at SCQF level 10 or above
Postgraduate awards	Postgraduate Certificate (PgCert)	At least 60 credit points of which a minimum of 40 are at SCQF 11*
	Postgraduate Diploma (PgD)	At least 120 credit points of which a minimum of 100 are at SCQF 11*
	Masters MSc/MA/MEd/MBA	At least 180 credit points of which a minimum of 160 at SCQF 11*
Professional Doctorate/ Doctor of Business Administration/ Engineering Doctorate	DProf/DBA EngD	Equivalent to at least 540 credit points of which a minimum of 420 credit points at SCQF level 12 with a maximum of 120 taught credit points at SCQF level 11 and nothing less than SCQF level 11

Where students have been admitted with prior learning Reg 6.8.1, minor differences in credit points will be tolerated (up to 5 credit points) and added to the transcript at the point of admission.

There are specific arrangements for the treatment of 96 credit HNCs Reg 6.8.1bii)

Modules which contribute to the Honours classification must be no less than SCQF level 9

* All modules in the programme must be at least SCQF level 10.

Award titles and credit requirements

5.2.2 *Certificate of Higher Education (CertHE)*

- a) CertHEs are normally only awarded in single subject titles; Joint or Major/Minor combinations are not normally permitted for CertHE awards.
- b) In order to achieve a CertHE, 120 credits must be achieved with at least 120 at SCQF Level 7.
- c) The title of the CertHE defines a single coherent programme in which the majority of credits are in a single subject area.
- d) A CertHE may also contain a broad range of subjects provided within a broader subject discipline consistent with a generic or common programme of study.

5.2.3 *Diploma of Higher Education (DipHE)*

- a) DipHEs may be awarded in Single subject titles or Joint subject titles. In order to achieve a DipHE 240 credits must be achieved with a minimum of 100 at least SCQF level 8.
- b) The title of a Single DipHE defines a single coherent programme in which the majority of credits are in a single subject area.
- c) The title of a Joint DipHE award defines a coherent programme of study which has modules from two single subject areas where there are equal credits from each of the two areas.
- d) For the Joint award the title A and B will be named in alphabetical order.

5.2.4 *Bachelor Degree (BA/BSc/BAcc/BDiv)*

- a) The Scottish Bachelor's Degree may be awarded in Single subject titles, Joint subject titles or Major/Minor titles as approved as being on the list of the University of the West of Scotland's portfolio of titles.
- b) In order to achieve a Bachelor Degree, 360 credits must be achieved with at least 100 at level SCQF level 9.
- c) For the Bachelor Degree award the title is determined by the credits taken at the highest level of study (SCQF level 9).

5.2.5 *Bachelor Degree (Single)*

- a) The title of a Single degree award defines a single coherent programme in which the majority of credits are in a single subject area. It should be expressed simply and in as few words as possible.
- b) The minimum number of credits in each subject required for a Single Degree title: 100 credits from the subject area as defined within the approved programme specification.

5.2.6 *Bachelor Degree (Joint)*

- a) The title of a Joint degree award defines a coherent programme of study which has modules from two single subject areas where there is an approximate balance between the two areas.
- b) The minimum number of credits in each subject required for a Joint ordinary degree is 60 credits from the subject as defined within the approved programme specification.
- c) For the Joint award the title A and B will be named in alphabetical order.

5.2.7 *Bachelor Degree (Major/Minor)*

- a) A Major/Minor degree may be awarded where the programme includes a major/minor combination and where the minor subject accounts for one third of the programme.
- b) The minimum number of credits in each subject required for a Major Degree title component is 80 credits from the subject area as defined within the approved programme specification.
- c) The minimum number of credits in each subject required for a Minor Degree title component is 40 credits in the subject as defined within the approved programme specification.
- d) Major/Minor Degree Awards will be titled as follows: BA or BSc A with B.

5.2.8 *Honours degree characteristics*

- a) Honours Degrees may be awarded in Single subject titles, Joint subject titles or Major/Minor titles as approved as being on the list of the University of the West of Scotland's portfolio of titles.
- b) Titles for Honours awards are determined by the modules taken at the top two levels of study (SCQF levels 9 & 10).
- c) The Validation or Approval Panel will confirm the appropriateness of the title of the award.
- d) In order to achieve an Honours Degree 480 credits must be achieved with at least 100 at SCQF level 10.
- e) Where there has been direct entry to Level 10 then the title should be that as described in the appropriate UWS programme specification. (See Regulation 6.7.4(b) (iv).)
- f) An approved Honours award should include a dissertation element (or equivalent evidence of substantial independent work) which should be equivalent to at least 40 credit points at SCQF level 10. For guidelines on Honours and Masters Dissertations see the UWS Assessment Handbook.
- g) Each copy of the Honours thesis should remain the property of the University, but the copyright of the thesis should be vested in the candidate.

5.2.9 Honours degree (Single)

- a) The title of a Single Honours award defines a single coherent programme in which the majority of modules are in a single subject area. It should be expressed simply and in as few words as possible.
- b) The minimum number of credits required for a single honours title is the equivalent of 200 credits from the subject area as defined within the approved programme specification; with at least 100 of these at SCQF level 10 and none less than SCQF level 9.

5.2.10 Honours degree (Joint)

- a) The title of a Joint Honours award defines a coherent programme of study which has modules from two single subject areas and where there is an approximate balance between the two areas.
- b) The minimum number of credits required for the joint award is 60 credits in each subject area at level SCQF 9, 40 credits from each subject area at SCQF level 10 plus one 40 credit project in either subject area.
- c) The first named title in the award will be determined by the dissertation/project.

5.2.11 Honours (Major/Minor)

- a) A Major/Minor Honours Degree may be awarded where the programme includes a major/minor combination where the minor subject accounts for one third of the programme at levels 9 and 10.
- b) The minimum number of credits required for a Major Honours title is 160 credits from the subject area as defined within the approved programme specification, with at least 80 of these at SCQF level 10.
- c) The minimum number of credits required for a Minor Honours title component is 80 credits from the subject as defined within the approved programme specification, with at least 40 of these at SCQF level 10.
- d) Major/Minor Honours Awards will be titled as follows: BA or BSc Honours A with B.

5.2.12 Integrated Master's*

- a) An integrated master's is an undergraduate degree followed by an additional year of study at master's level, with a minimum of 120 credits at SCQF level 11.
- b) The award is conferred at the end of study as a full master's – an intermediate bachelor's degree is not normally awarded.
- c) The Integrated master's programme must include a dissertation (or equivalent evidence of sustained independent work) which should normally calibrate to at least 60 SCQF level 11 credit points.

**note*

The University does not have any Integrated Master's awards at present. As and when these are developed, admissions and progression regulations will be addressed.

5.2.13 *Master's*

- a) An approved taught Master's programme must include a substantial dissertation (or equivalent evidence of sustained independent work) which should normally calibrate to at least 60 SCQF level 11 credit points. Further guidance on what constitutes 'sustained independent work' can be found in the UWS Assessment Handbook.
- b) Each copy of the Master's thesis should remain the property of the University, but the copyright of the thesis should be vested in the candidate.

5.2.14 *Professional Doctorate/Doctor of Business Administration/Engineering Doctorate*

- a) An approved Professional Doctorate/DBA/EngD should include a substantial contribution to knowledge and professional practice, which typically combines taught components and a supervised research programme, normally equivalent to 540 credits with a minimum of 420 credit points at SCQF level 12, and a maximum of 120 credit points comprising the taught component with none less than SCQF level 11.
- b) On completion of the taught component of the award, candidates will be bound by the research degree regulations (Reg 8).

5.2.15 *Intermediate Awards*

- a) Where a student does not demonstrate the learning outcomes, as set out in a programme specification for the final award, an intermediate qualification may be awarded, provided the student has demonstrated the learning outcomes required for that qualification.
- b) Programme specifications should clearly specify the learning outcomes required for each qualification including intermediate awards.
- c) At undergraduate level the intermediate awards should be the Certificate of Higher Education, Diploma of Higher Education and the Bachelor's Degree. At Postgraduate Diploma level the intermediate award should be the Postgraduate Certificate while at MSc level the intermediate award should be the Postgraduate Diploma.
- d) A student who has accumulated the necessary number of credits and satisfied any other specific requirements has the right to claim any award intermediate to the final award for which he or she is registered, provided he/she has demonstrated the achievement of the learning outcomes specified for the intermediate award. (See Regulation 7.5.3.)
- e) Normally no intermediate award will be made to a student who has obtained a final award, or to a student who immediately proceeds to the next level of the award.
- f) The University may make an intermediate award to a student who has met the requirements for that award but is no longer registered on the programme of study leading to a higher level qualification.

5.2.16 Collaborative arrangement (Joint award)

- a) A joint award (collaborative arrangement) involves the granting of a single award by UWS with one or more collaborating awarding bodies for the successful completion of one programme of study. UWS is therefore responsible for the standard of the award as one of the conferring institutions.
- b) UWS will agree appropriate arrangements for the awarding of transcripts and certificates prior to commencement of the programme.
- c) Partner Institutions will be required to demonstrate that they have the legal capacity to make such an award.
- d) Any joint award proposals will be subject to risk assessment, initial scrutiny and approval by the University's Collaborative Forum.
- e) Consideration will be given to conditions of the award and quality assurance procedures prior to embarking on such an arrangement.

5.2.17 Collaborative arrangement (Dual award)

- a) A dual award (collaborative arrangement) involves the granting of separate awards by both UWS and a collaborative partner, for a single programme of study.

The two awards will be based on the same assessed student work and can only be granted when the objectives of the programme have been achieved at the same point in time. Responsibility for each award and its academic standard will remain with the body awarding it.
- b) The responsibility for the standard of the UWS award will remain with the UWS and cannot be shared with the partner.
- c) The partner institution will be required to demonstrate to UWS that it has the legal capacity to make such an award. Together with UWS, the partner institution will ensure that students may not double-count credit for successfully completing modules.
- d) Any dual award proposals will be subject to risk assessment, initial scrutiny and approval of the University's Collaborative Forum.

5.2.18 Collaborative arrangement (Validated award)

- a) A validated award (collaborative arrangement) involves the granting of an award by UWS to be delivered by non-degree awarding bodies. This can be undertaken in areas where the University is confident the partner has the resources and expertise to run its own UWS-validated award, and where the programme is not in direct competition with any award offered by the university on one of its own campuses.
- b) The responsibility for the standard of the UWS award will remain with the University. A Joint Programme Panel (JPP), with representation from both UWS and the partner institution, will be established to manage the collaborative arrangements and to provide a focus for operational issues to be discussed, with the Degree Assessment Board

(DAB) (remit for DAB is included in Collaborative section of Quality Handbook) managing the assessment processing.

For the particular collaborative arrangement with the Scottish Baptist College (SBC) it should be noted that SBC follows UWS arrangements for Subject Panels and Progression & Awards Boards

- c) Any validated award proposals will be subject to due diligence, initial scrutiny and approval of the University's Collaborative Forum.

5.3 Studying on a programme

5.3.1 *Approval of a student's choice of modules in a programme*

- a) A student's programme of modules needs to be approved as educationally appropriate. Such approval will be effectively automatic where a student is following a defined Single programme within the general guidelines provided for that title in the programme specification. For students taking a Joint or Major/minor programme, educational guidance will be available.
- b) For all students, their programme of study and their module selection is only approved when it is signed off authorised by an appropriate academic as part of the enrolment process, either by signature or by electronic confirmation.
- c) A student's module selection in any given trimester can be constrained by timetable compatibility. It is essential that a student is available to attend all required classes for all modules on which they are enrolled, unless a student's individual circumstances in relation to an equality characteristic pertain.

5.3.2 *Study abroad*

- a) Students taking a period of study abroad, or at another UK institution, as part of an exchange programme will require to have the modules they are taking at the other institution, approved and signed off by the Programme Leader, Programme Assessment Board (PAB) Chair and School-based Erasmus or International Co-ordinator as meeting the required level and outcomes for the University's award (a form is available for this process from Registry).
- b) In addition, there needs to be a translation of the partner institution's grading system as part of the exchange agreement to enable candidates to have the exchange credit count towards any award with distinction. This should ideally be completed by the Programme Leader prior to the student attending the partner institution.

5.3.3 *A student wishing to change their module selection or programme of study*

- a) A student may seek approval for a change to their selection of modules. Any new module selection must be consistent with the programme specification for their programme of study and be approved by the relevant Programme Leader.

- b) A student may seek approval for a change to their programme of study. Any such change is subject to the approval of their existing Programme Leader and the Programme Leader for the programme they wish to transfer to.

5.3.4 *Lack of academic progress on a programme*

A student should be required to reapply for a programme of study if the Programme Assessment Board (PAB) has not assigned credit to the student for a period of two calendar years. The student will be treated as a new applicant and will go through the University's Recognition of Prior Learning (RPL) process to check on the currency of their learning. They will then be offered the most appropriate level of entry based on that learning.

5.3.5 *Authorised Interruption of study*

- a) A student registered for an award may be allowed a period of Authorised Interruption of Study, approved by the relevant Dean of School and may be re-admitted thereafter to complete the requirements for a degree.
- b) A period of Authorised Interruption of Study will not normally exceed one academic session, and the total period of Authorised Interruption of Study, which may be granted throughout the programme of study, will not normally exceed two academic sessions.

5.3.6 *Attendance and Engagement Requirements*

- a) It is expected that students will attend all scheduled classes or participate with all delivered elements as part of their engagement with their programme of study. However, consideration must be given to students who have protection under Equality law.
- b) Module descriptors, programme specifications and supporting module and programme handbooks should make explicit where there are specific attendance/engagement requirements to be met.
- c) Attendance/engagement will be monitored and, if deemed unsatisfactory, may result in warning and/or withdrawal.
- d) Where appropriate, unsatisfactory attendance/engagement may have implications with respect to programmes accredited or approved by the relevant professional body and Home Office requirements (for international students).

5.3.7 *Operating Attendance recording*

- a) Each student should be notified of the attendance/engagement requirements in respect of each element of the programme of study.
- b) Where there is a specified attendance/engagement requirement for modules and/or programmes, it is the responsibility of the Programme Leader to ensure appropriate records are maintained.

- c) Where a student is deemed to be at risk in terms of meeting any specified attendance requirements, it is the responsibility of the Programme Leader, or other person as identified by the School, to initiate appropriate action to inform the student and personal tutor and warn the student of the implications.
- d) Students should inform the Programme Leader, or other identified School contact, of any planned absence where this is known in advance.
- e) Where unforeseen absence occurs, students should inform the Programme Leader, or other identified School contact, as soon as is practicable and, other than in cases relating to confidential issues, if the absence is for longer than one week, provide supporting evidence of the reason(s) for non-attendance.
- f) The Dean of School should ensure that appropriate mechanisms are in place to monitor attendance and take any action required.

5.3.8 *Withdrawal of a Student on grounds of non-engagement*

- a) Where a student has failed to engage in a programme, the Dean of School or nominee may convene a School Panel to consider withdrawal of the student on the grounds of non-attendance.
- b) A student may appeal against the decision of withdrawal on the basis of failing to meet engagement requirements. (Refer to Regulation 13.3.4.)

5.4 **Work-Based Learning and Placement Learning**

This section details the regulations which are concerned with the assessment of an award of academic credit for Work-based Learning and are informed by the QAA Quality Code for Higher Education.

There is a University Policy on WBL which includes guidance for staff and students on the procedures for Work-based Learning.

5.4.1 *Definitions*

The University recognises a range of learning which may be derived from a work environment or work related activities that may be credit rated. Modules may be approved that are entirely work-based learning or placement learning or which include elements of these activities.

The University recognises **four** main types of work-based learning and placement learning which may contribute to a student's programme of study.

a) *Sandwich Placement or Recognised Sandwich Work Experience*

Sandwich learning takes place when a student is placed in (or secures for their self) a relevant job for a period of 36 weeks. This normally takes place between Levels 8 and 9 or Levels 9 and 10 of a programme of study. The credit awarded for this learning is additional to the 360/480 points needed for graduation with a degree/honours degree. All

three of the parties involved (employer, student and University) need to enter into a Sandwich Placement Agreement covering this learning arrangement.

b) Placement Learning (PL)

Placement Learning which takes place when a student is placed by the University (or secures an opportunity which is approved by the University) with a business or other organisation for a defined period of paid (or unpaid) work experience through which the student will have the opportunity to meet learning outcomes defined by the University as part of one of its Programmes. This learning arrangement needs all three of the parties involved (placement provider, student and University) to accept specific responsibilities during the placement period and so a Placement Learning Partnership Agreement is needed for each individual student placement.

The credit awarded for this type of placement learning contributes to the 360/480 points needed for a degree/honours degree.

c) Work-Based Learning (WBL)

Here the learner is already in full or part-time employment and undertakes study which involves them learning through their role within the workplace in a way which requires the support and certain concessions from their employer to meet the learning outcomes; and has been agreed between the University, the student and the employer.

In this model the student is not being placed in employment by the University but is using their own workplace to facilitate learning which the University assesses and awards credit for.

Such an arrangement will be possible where the University is satisfied that the current employer can provide sufficient opportunities for the student(s) to meet defined learning outcomes to the required level. The University will need to be satisfied that the employer can give the student sufficient time to do the type of work required to meet the learning outcomes by the end of the defined period. These matters would be covered by a WBL partnership agreement. However, as the learner is already an employee of the company this agreement only relates to learning and assessment. There is no need for it to cover other issues such as health and safety.

(d) Recognition of Prior Learning (RPL) Through Work Experience

This relates to cases where a student has acquired learning in a workplace prior to commencement of study with the University of the West of Scotland. This prior learning may be assessed and accredited through the University's RPL procedures.

5.4.2 *Principles*

- a) All Work-based Learning and Placement Learning should be credit rated, whether as part of credit counting towards a University award or as placement credit in addition to the credit for the award.
- b) The University is responsible for the academic standards of its awards and the quality of the provision leading to them. The University will therefore put in place policies and procedures to ensure its responsibilities and those of providers of WBL opportunities are clearly identified and met.
- c) Where WBL/Placement Learning is part of a programme of study its learning outcomes will be clearly identified, contribute to the overall aims of the programme and will be assessed appropriately.
- d) University staff supporting students on WBL/PL must receive appropriate training and support in this role.

5.4.3 *WBL in Programme Specifications & Module Descriptors and Learning Outcomes*

- a) Schools should confirm within individual programme specifications whether credit may be awarded for Work-Based or Placement Learning (WBL/PL) and if so include therein the detailed operation of the scheme. Such schemes must be approved as part of the approval process.
- b) For a WBL module a module descriptor is required. This should demonstrate the level and volume of credit for the module and confirm the learning outcomes for the module.
- c) WBL/PL may be derived from a placement in a work environment outside the University.
- d) Where a WBL/PL route and University route are available within the same programme, the programme learning outcomes for each route should be the same.
- e) Students who do not wish to take an optional Placement/WBL (or who fail to obtain a position with an employer) must have the opportunity to meet the learning outcomes of the programme via a programme of studies within the University. The same arrangements should be put in place for students who require to leave the WBL/PL setting before it is completed.
- f) Up to 120 points at any SCQF level may be available via WBL/PL. If the full 120 points are to be available this should normally only be for single degree programmes. However, if WBL/PL is in place for the full honours year, the normal University regulation for Honours dissertations should apply (5.2.8).
- g) Consideration must be given to the prerequisites for level 10 following a period of WBL/PL to ensure students returning from WBL/Placement are prepared to take the same level 10 programme as students progressing through the University delivered programme.

- h) It is acceptable where the professional body has mandatory practice learning requirements exceeding the normal module hours, to increase these in both practice and mixed theory: practice modules. Additionally, it is determined that credit for WBPL cannot be integrated into the credit required for the award, general placement credit will be awarded and recorded on the student's transcript.

5.4.4 *WBL Assessment and Credit*

- a) All WBL/PL integrated into a university programme/award must be appropriately assessed and lead to academic credit.
- b) The design of the assessment of WBL/PL for the award of academic credit remains the responsibility of University staff and may not be devolved to partner employers. The employer may be involved in assessment of WBL/PL where appropriate and this should be specified in the module descriptor and learning agreement. However, the award of a grade (A - E) will be the responsibility of the academic member of staff of the University.
- c) There should be appropriate assessment of the learning from the WBL/PL experience using appropriate instruments of assessment approved by the external examiner. Assignments and assessments connected with WBL/PL will be properly considered by the academic programme team and there should be consideration of parity of assessment with the University based route where this exists.
- d) Where there is no professional body reason preventing it, there should be use of the full spectrum of assessment marks for the assessment of Work-based Learning (i.e. not pass/fail).
- e) The award of credit for WBL/PL will be confirmed by subject panels and will involve external examiners in the normal way who will comment on WBL/PL in their annual reports.
- f) The grades achieved for assessed WBL/PL will contribute to the award of distinction or honours classification in the normal way and as specified in University Regulation 7.5.
- g) Credit cannot be awarded unless a tripartite learning agreement has been agreed with the employer, University and student prior to the commencement of the WBL/PL experience that defines the intended learning outcomes, methods of assessment and arrangements for reassessment.
- h) The impact of failure or non-completion of any WBL/PL on student progression within the overall programme, and the provision of reassessment opportunities must be made clear in the assessment strategy and student handbook and approved at the approval event.
- i) Where, for professional body or other reasons accepted by the Education Advisory Committee, it is determined that credit for WBL/PL cannot be integrated into the credit required for the award, general placement credit will be awarded and recorded on the student's transcript.

- j) Student transcripts will make clear the route by which students have achieved the learning outcomes for the award.

5.4.5 *WBL Partnership Agreements*

- a) The University has established criteria for the selection and approval of WBL/PL settings/placements and ensures these arrangements are subject to quality assurance monitoring and evaluation reported on in the annual monitoring process. Schools will be responsible for assessing potential WBL/PL settings against these criteria.
- b) Schools must ensure that the partner can deliver appropriate learning opportunities and has the capacity and capability to assist students in meeting the agreed learning outcomes.
- c) A written WBL/PL agreement will be established between the School and the WBL/PL partner and this will be recorded on the WBL/PL Register maintained by the University's Careers and Employability Service, the Education Advisory Committee provides a template for Partnership agreements.
- d) Employers must receive appropriate briefing and support from the appropriate Placement Officer, Programme Leader, or Module Co-ordinator on the University's expectations and their responsibilities in assisting students to meet the intended learning outcomes.
- e) The University has a policy and procedure which applies should it be necessary to terminate a WBL/PL opportunity earlier than planned or to terminate the relationship with the WBL/PL provider.
- f) The responsibilities of the University, the employer and the student must be clearly defined for each partnership providing WBL/PL opportunities, particularly with regard to Health & Safety issues and equality and diversity policies.
- g) The University will provide employers with information on the University, WBL/PL and its expectations of employers participating in WBL/PL in terms of communication, assessment, student support etc.

5.4.6 *WBL - Learning Agreements*

- a) A written learning agreement must be drafted and confirmed between the University, the student and the WBL/PL partner/provider before the student commences the WBL/PL opportunity. This should make clear the learning outcomes, methods of assessment and responsibilities of the University, student and WBL/PL partner.
- b) Students should be partners in the preparation and conclusion of the Learning Agreement.

5.4.7 *WBL - Student Guidance and Support*

- a) Students should be appropriately prepared for the WBL/PL experience by Schools and understand their rights and responsibilities. Induction arrangements will be put in place by Schools with professional input from relevant University support departments.
- b) Schools will ensure that students receive a WBL/PL handbook relevant to the School/programme before commencing any period of WBL/PL outside the University.
- c) Students will be visited by a University tutor at least twice during a sandwich placement (minimum 36 weeks) and according to the arrangements specified on learning agreements, programme specifications, module descriptors and students handbooks for shorter WBL/PL experiences.
- d) Additional arrangements will be put in place for on-going student guidance and support during the WBL/PL including the use of email, Virtual Learning Environment and telephone support. Students should expect to be contacted at least every six weeks by a member of University staff to maintain contact and offer support.

5.4.8 *Sandwich Awards*

- a) A Degree or Honours Degree programme of study in the sandwich mode should include not less than thirty-six weeks of supervised work experience in addition to the period required for the requirements for full-time study leading to the award.
- b) The period of WBL/PL that constitutes the sandwich experience should form a compulsory element in the programme of study. Its learning outcomes should be specified and related to the objectives of the whole programme. The performance of each student should be appropriately assessed. Satisfactory completion of, and performance in, the period of supervised work experience should be a requirement for the University's award.
- c) Distinct learning outcomes are required for a sandwich award which distinguishes it from the full-time award.
- d) Students will be visited by a University tutor at least twice during a sandwich placement (minimum 36 weeks duration).

5.4.9 *WBL Monitoring and Evaluation*

- a) Module evaluation will be used to obtain student feedback on WBL/PL and WBL/PL partners and their tutors will be formally asked for their feedback on the student experience during the WBL/PL opportunity and the implementation of the learning agreement. This will be used to inform monitoring and evaluation of WBL/PL within the programme and School.
- b) Schools will ensure that WBL/PL is fully evaluated within annual monitoring and Internal Review.