UWS | UNIVERSITY OF THE WEST *of* SCOTLAND

QUALITY ENHANCEMENT SUPPORT TEAM (QuEST)

QUALITY HANDBOOK

CONTENTS

INTRODUCTION

The Quality Handbook contains information about the range of processes that we at UWS use to protect the student experience and to ensure that provision is designed, developed, approved and monitored to meet the expectations of the University and our external stakeholders such as the Scottish Funding Council (SFC), the Quality Assurance Agency (QAA), and the Professional, Statutory & Regulatory Bodies (PSRBs) that we work with.

The handbook is prepared and updated by the Quality Enhancement Support Team (QuEST) on an annual basis; we have collated all relevant information into a single resource that we hope will be of value in providing guidance on all aspects related to the management of quality at UWS. The UWS approach to quality is informed by both the UK Quality Code and the Quality Enhancement Framework which is distinctive to Scotland.

QuEST aims to work in partnership with Schools, Programme Leaders, SAUWS and Professional Services to enhance the student experience through planned and deliberate steps in line with the University's strategic approach to quality.

Through engagement with colleagues, QuEST will:

- be solution focussed, creative and demonstrate a clear commitment to enhancing the student experience;
- be professional and responsive in all written and verbal communication;
- be friendly and approachable and aim to deal with initial enquiries as soon as possible or direct to an appropriate person;
- promote an ethos of Partnership Working with Schools, programme teams and Professional Services;
- seek to streamline processes and minimise bureaucracy.

Through engagement with External Partners, QuEST will:

- enhance the reputation of the University;
- represent and promote the University at external events;
- keep up-to-date with external developments and expectations and sector-wide best practice;
- review and evaluate quality processes and procedures for effectiveness;
- actively engage in sector-wide discussions on changes to quality requirements.

Please contact us if you have a query about any aspect of the work that we do; we are always pleased to engage at an early stage in the development of proposals and specialist knowledge, and to discuss any issues you may have. We also have a wealth of experience across the team and can be effective problem solvers so if you come across any challenges give us a call. We look forward to working in partnership with staff across the University in session 2017/18.

Nina Anderson
Head of Quality Enhancement Support Team

CHAPTER 1 QUALITY ASSURANCE & ENHANCEMENT FRAMEWORK AT UWS

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1 QUALITY ASSURANCE & ENHANCEMENT (QAE)

Quality Assurance and **Quality Enhancement** (QAE) can be considered as two components of the overall management of quality in the HE sector. It is often said that enhancement comes from assurance, and therefore in practical terms they are interdependent and provide an overall framework that enables both the assurance of the standard of provision, and planned developments to enhance the experience of students. In this section, the key elements of the QAE framework at UWS will be outlined.

2 STRATEGIC APPROACH TO QUALITY AT UWS

The strategic approach to Quality takes note of the various internal and external influences, policies and procedures. The UWS Quality Handbook sets the strategic direction, with the overarching premise that a 'planned and deliberate steps' approach is taken. Major influencing factors are the Quality Code and the Quality Enhancement Framework.

3 ACADEMIC STANDARDS

To ensure that the modules and programmes offered by UWS are designed, delivered and assessed to a high standard, a number of elements are in place to monitor and evaluate the overall standard of awards. These are outlined below. For a general introduction to Quality Assurance, QAA has produced two short videos that may be of interest; '*What is Quality Assurance?*' and '*How is Quality Assured?*.

University Commitment to the Maintenance of Standards

UWS is committed to the maintenance of appropriate academic standards for all its programmes in line with those of other UK Universities.

The responsibility is discharged through:

- The **University Senate**, which has responsibility for all matters relating to academic standards;

- The **Education Advisory Committee** (EAC), reporting to Senate, whose responsibility is to be proactive in the strategic development and enhancement of teaching and learning and to disseminate good practice across all Schools;

- The **Approval** of all programmes and modules of study involving external peers; this includes management of the strategic development of the portfolio by the University Leadership Team in collaboration with Schools, and a rigorous approval process designed to meet the expectations of the Quality Code;

- Systems and procedures operating throughout the year through **Programme Boards**, **School Boards** and **Assessment Panels** to ensure that module and programme delivery and assessment are satisfactory;

- Student engagement and partnership working through a well-established system of **student representation & feedback** mechanisms;

- **Enhancement & Annual Monitoring** (EAM), which includes scrutiny of External Examiners' reports, module review and programme annual reports, evaluation of student feedback and review of progression and degree award statistics;

- Periodic **Internal Review**, or Institution-Led Review (ILR), using both internal and external reviewers;

- Appointment of **External Examiners** on all academic award bearing programmes with explicit responsibilities for ensuring that the University of the West of Scotland's academic standards are consistent with those in other UK universities;

- The submission, where appropriate, of programmes of study for accreditation by external **Professional, Statutory & Regulatory Bodies** (PSRBs).

The University believes that **all** staff have responsibility for the maintenance of academic standards - both academic staff who develop, deliver and assess modules and programmes, and support staff.

Formal Reporting

In formal governance terms, the responsibility for quality assurance rests with Schools, who report annually to Senate on the quality & standards of awards. The University is also required to provide an annual report to the Scottish Funding Council on the management of quality assurance & enhancement, including a statement of assurance endorsed by the University Court.

The definition of quality enhancement is:

> *"taking deliberate steps to bring about improvement in the effectiveness of the learning experiences of students".*

At UWS we consider that hearing the views of our students is a key part of enhancement, and we try to ensure student input at all levels is sought and acted upon. Chapter 3 of this handbook outlines the various ways that students can become involved in improving our systems and processes to provide a better experience for all.

Managing quality enhancement is supported by the elements of quality assurance outlined above and also by external influences that help frame the work that we do in this area.

Internal systems and processes supporting Quality Assurance & Enhancement

The elements outlined in this section provide the overall framework for managing Quality Assurance & Enhancement at UWS. An outline of how these systems fit together is given overleaf. Detailed information for the key processes involved can be found in the appropriate Chapters in this handbook.

The Quality Cycle

- Portfolio development & approval
- Delivery : providing the student experience
- Monitoring, assuring Quality & Standards
- Reflection & review
- Enhancing the student experience

4   EXTERNAL INFLUENCES ON THE UWS APPROACH TO QUALITY

4.1   Quality Assurance Agency for Higher Education (QAA)

Established in 1997 to provide an integrated quality assurance service for UK higher education institutions, the Agency is an independent body funded by subscriptions from universities and colleges of higher education, and through contracts with the funding councils. A full range of information, reports and guidance is available from the Agency's website. QAA also supports the Scottish Higher Education Enhancement Committee (SHEEC) in developing quality enhancement across the sector.

The **Quality Enhancement Support Team** (QuEST) is generally the first point of contact for liaison with QAA. QuEST will endeavour to provide appropriate and timely communication to staff of all matters relating to external quality and enhancement updates and developments.

In setting and developing an enhancement-led approach to quality, QAA Scotland works in partnership with a number of key bodies in addition to the University Sector. These include the Scottish Funding Council (SFC), NUS Scotland (NUS), the Scottish Credit & Qualifications Framework (SCQF), Student Participation in Quality Scotland (sparqs) which supports and develops

student representation across the sector, Universities Scotland ([US](#)) and the Scottish Government ([SG](#)).

Information for those with responsibility for academic standards and quality

Higher education providers produce information to enable those with responsibility for setting and maintaining academic standards and assuring and enhancing academic quality, both internally and externally, to discharge their duties effectively. This information, which is not necessarily in the public domain and may be commercially sensitive, is, nevertheless, subject to scrutiny by QAA when it conducts periodic external reviews. Through its published reports, QAA provides assurance to the public that the provider's management of academic standards and quality is sound and meets the Expectations of the Quality Code.

4.2 The UK Quality Code

Purpose of the Code

- To safeguard the academic standards of UK higher education;
- To assure the quality of the learning opportunities that UK higher education offers to students;
- To promote continuous and systematic improvement in UK higher education;
- To ensure that information about UK higher education is publicly available.

Values on which the Code is based

- All students are treated fairly, and with dignity, courtesy and respect;
- Students have the opportunity to contribute to the shaping of their learning experience;
- Students are properly and actively informed at appropriate times of matters relevant to their programmes of study;
- All policies and processes relating to study and programmes are clear and transparent;
- Strategic oversight of academic standards and academic quality is at the highest level of academic governance of the provider;
- All policies and processes are regularly and effectively monitored, reviewed and improved;
- Sufficient and appropriate external involvement exists for the maintenance of academic standards and the quality of learning opportunities;
- All staff are supported, enabling them in turn to support students' learning experiences.

The structure of the Code

The Code is arranged in three parts which have all been published. There are two key elements included in each Chapter:

- An **expectation** that institutions are required to meet, and
- A series of **indicators of sound practice**.

The indicators help institutions assess how they can demonstrate that they comply with the expectation, and complement the SHEEC Indicators of Enhancement.

[Part A](#)   Setting and maintaining academic standards

[Part B](#)   Assuring and enhancing academic quality

Chapter B1   Programme design, development and approval
Chapter B2   Recruitment, selection and admission to higher education
Chapter B3   Learning and teaching
Chapter B4   Enabling student development & achievement
Chapter B5   Student engagement
Chapter B6   Assessment of students and the recognition of prior learning
Chapter B7   External examining
Chapter B8   Programme monitoring and review
Chapter B9   Academic appeals and student complaints
Chapter B10 Managing Higher Education provision with others
Chapter B11 Research degrees

[Part C](#)   Information about HE provision

QuEST on behalf of EAC has completed a mapping of UWS systems and procedures against the expectations of the Quality Code. In addition to evaluating our current arrangements, this is a requirement for the Advance Information provided as part of the ELIR process.

More information can be found at www.qaa.ac.uk

4.3   The Scottish Credit & Qualifications Framework ([SCQF](#))

This is one of the national qualifications frameworks in the UK. It promotes a clear understanding of the achievements and attributes represented by the main qualification titles in Scotland. QAA manages the SCQF in partnership with the Scottish Qualifications Authority ([SQA](#)) and Universities Scotland. Further information on the SCQF and curriculum design is provided in Chapter 8.

4.4   Subject Benchmark Statements

These set out expectations about the standards of degrees in a range of subject areas. Subject Benchmark Statements are part of the Quality Code - Part A: Setting and maintaining academic standards.

They describe what gives a discipline its coherence and identity, and define what can be expected of a graduate in terms of the abilities and skills needed to develop understanding or competence in the subject.

Information and updates on all the above can be found by using the hyperlinks or by visiting the QAA website at www.qaa.ac.uk. If you have any queries please contact QuEST and we will be pleased to advise.

4.5 The Scottish Quality Enhancement Framework (QEF)

In addition to the requirements of the UK-wide framework, the Scottish higher education sector has taken an enhancement-led approach to quality assurance. This was developed in partnership between the funding council, QAA Scotland, Universities Scotland, NUS Scotland and the HE institutions themselves, and is known as the Quality Enhancement Framework or QEF.

There are five integrated elements in this approach:

1 Enhancement-Led Institutional Review (ELIR)

ELIR is an enhancement-led peer review process which, while providing information on the security of the institution's management of quality and standards, is focused on the institution's strategic management of quality enhancement. ELIR is also charged with reviewing the effectiveness of student learning and the overall student experience that each institution provides. The University of the West of Scotland was last reviewed during the autumn of session 2014/15; more information can be found on the Education Portal.

ELIR reports for all institutions can be viewed on the QAA website here. Following the successful outcome of the 2014/15 review, the University is able to use the Quality Assured logo.

2 Internal Review / Institution-Led Review

A comprehensive framework of internal review, known as Institution-Led Review (formerly Subject Health Review), is embedded within the University. The nature of the review process is decided by the institution but shares agreed features as outlined in SFC guidelines including the use of external peers and a cycle of all provision being reviewed not less than every six years.

3 A greater voice for student representatives in institutional quality systems, supported by a national development service (sparqs)

- The involvement of student members in review teams within the QAA Institutional Review process;
- The systematic representation of students at all levels within institutions;
- The effective training and support for student representatives through both internal mechanisms, existing external structures and through a national student development service (Student Participation in Quality Scotland, sparqs);

- Better information on the student experience through national surveys of student and graduate cohorts (e.g. the National Student Survey, NSS).

4   Enhancement Themes

A national programme of enhancement themes each year, which involve the sector in a series of developmental activities on themes. Selected by the sector aimed at delivery and sharing good practice in learning and teaching in HE, information about the Enhancement Themes can be found here. Further details can be found in Chapter 8 of this Handbook.

5   Public information provided by institutions

The Funding Council's view is that public information about the quality of educational provision should provide assurances about the quality and standards of provision and provide information to inform student choice and to assist employers and others to understand the nature of Scottish HE. Further development of the requirements resulted in a close link with UniStats. The latest guidance on quality was published in August 2017 by SFC and can be found here.

4.6   The Higher Education Academy

The Higher Education Academy (HEA) is a UK-wide organisation set up to support quality enhancement in teaching and the student experience in higher education.

The Academy's role is to provide a focus for enhancing teaching, learning and students' experiences in higher education. The HEA works with institutions, discipline groups and individual staff within the four countries of the UK. The Academy's mission is to help institutions, discipline groups and all staff to provide the best possible learning experience for their students.

The HEA's Strategic Plan 2012-16 set out the following priorities:

- To inspire and support effective practice in learning and teaching;
- To recognise, reward and accredit excellent teaching;
- To influence policy, future thinking and change;
- To develop an effective, sustainable organisation that is relevant to, and valued by, Higher Education.

The HEA Strategic Plan for 2017-2021 is still under development.

The UWS HEA Fellowship programme provides a structured route to securing the appropriate level of Fellowship for staff across the institution. Further information can be obtained from UWS Academy, for an introductory guide to the programme, please see the Education Portal.

4.7   Universities Scotland

In terms of Quality Management and Enhancement, Universities Scotland (US) has established a Learning and Teaching Committee with representation at

Senior level (often Vice-Principals with L&T responsibilities). There is also the Teaching Quality Forum which is supported by the QAA and on which all Scottish Universities are represented.

4.8   Descriptors of Enhancement (SHEEC)

The '**Descriptors of Enhancement**' have one overarching use, namely to provide a framework which captures the core *practices* in the Scottish approach to enhancement. They are intended to be used to coordinate the way enhancement might be described at national and institutional levels, and to provide a tool to integrate the various frameworks in use in the various review processes.

The descriptors focus on enhancement *practices*, designed to improve or enable the quality of teaching and learning within an institution. A strong guiding principle for the development of the new descriptors was to identify clusters of practices which evoked the distinctive character of the Scottish approach to enhancement, and which set it apart from other, more assurance-driven designs. The descriptors cover the following six specific dimensions of the Scottish approach to enhancement:

1. **Collaborative practice**
2. **The use of national quality Enhancement Themes**
3. **Learning from international experience**
4. **Alignment and coherence**
5. **Evaluative practice**
6. **Students as partners**

More information is available here.

5   SCHEDULED REVIEW OF ARRANGEMENTS FOR MANAGING QUALITY

To support the activity undertaken as part of Enhancement and Annual Monitoring and Institution-Led Review, the various systems and processes that contribute to the UWS framework for managing QAE are reviewed periodically. The stimulus for reviewing particular areas can come from a range of sources:

- Scheduled review and refresh of policies and procedures (on a rolling basis);
- Issues arising from other activities – ILR, EAM, Programme Approval *etc.*;
- Discussions with the LEAN team on how to streamline processes;
- Areas noted for development through internal audit;
- Holistic review of arrangements (on a 5-year cycle between ELIRs);
- Outcomes of ELIR that highlight areas for development.

Examples of review activity undertaken include:

<u>Session 2015/16</u>
Effectiveness of changes to Collaborative Approval
Periodic Internal Review (in line with programme primacy and new School structures)

Session 2016/17
Programme Annual Reporting
Pilot of revised Internal Review activities
Engagement of TNE students

By undertaking review of areas noted above, the intended outcome of improvement and development of policy and procedure can be achieved, in terms of both planned and deliberate steps and also with the flexibility to review areas in response to emerging issues or changed priorities.

CHAPTER 2   INSTITUTION-LED REVIEW

ANY QUERIES CONCERNING THIS BOOKLET SHOULD BE RAISED IN THE FIRST INSTANCE WITH QUEST. THIS BOOKLET CAN BE PROVIDED IN OTHER FORMATS ON REQUEST.

THE PROCEDURES DESCRIBED WITHIN THIS BOOKLET HAVE BEEN ASSESSED FOR EQUALITY IMPACT AND CONFIRMED AS BEING AT LOW RISK OF HAVING ANY NEGATIVE IMPACT ON DIFFERENT GROUPS OF PEOPLE.

CHAPTER 2   INSTITUTION-LED REVIEW

1   INSTITUTION-LED INTERNAL REVIEW CONTEXT

Institution-Led Review (ILR) – formerly referred to at UWS as 'Subject Health Review' - is defined as the internal and external peer review of the academic health of the total taught and research provision in a subject delivered by the University. The review forms an integral element of the University's quality assurance system and is intended to provide an opportunity to focus on and to review quality enhancement, learning and teaching, the wider research and scholarship in the subject area and the interactions and interrelations between subjects together with their future development. The student experience is at the heart of ILR.

ILR is located within an enhancement-led approach to quality.   The process is intended to be robust and holistic but one that is useful to the subject team and the School in providing a periodic juncture for reflection, evaluation and focus on future plans and opportunities.   The Education Advisory Committee (EAC) is committed to ensuring that the process is supportive and developmental in nature. The Academic Quality Committee (AQC) shall assist EAC in taking forward ILR. EAC shall continue to take an institutional overview of the outcomes of ILR.

ILR provides an opportunity for good practice to be validated by peers and more widely disseminated. The panel will seek to evaluate how the subject and programme team plans for enhancement and takes deliberate steps to bring this about.

All areas of the University's credit-bearing provision will undergo ILR on a cycle not exceeding six years (**APPENDIX 1**). From session 2014-15, the primacy of the programme has been given increased prominence in the context of ILR, and following a review in 2016-17, an ILR can be at School-level, Subject-level, by Clusters, or at Programme-level, to give Schools flexibility to aggregate programmes and subjects in ways which provide coherence and fit the organisational structure, mode of delivery and enhancement-led approach, as long as all modules and programmes are covered within the six year cycle.

Programme review is an important and integral part of ILR. As part of the ongoing focus of ILR, Schools are responsible for ensuring programme structures/documentation are reviewed regularly, normally in the year preceding ILR. ILR will confirm the ongoing re-approval of programmes.

A **two-phase approach** was piloted in 2016/17, which will be used going forward. This two-phase approach requires genuine engagement by panel members during Phase 1 (written input) as well as active participation/attendance during Phase 2 (face to face component/main event). It also brings additional responsibility to the role of the Chair.

Details of Phase 1 and Phase 2 are provided in section 11.1.

The **Scottish Funding Council (SFC)** publishes guidance on the nature and scope of institution-led internal review within its guidance to HEIs on quality (*SFC Guidance – July 2017 circular*)[1]. These guidelines state that institution-led quality reviews should include the following characteristics:

- ILR should consider the effectiveness of annual monitoring arrangements and the effectiveness of the follow-up actions arising from annual monitoring. Reporting at programme or subject level should identify actions to address any issues and activity to promote areas of strength for consideration at institutional level. The ILR method should be designed to allow constructive reflection on the effectiveness of the annual monitoring and reporting procedures.

- All aspects of provision are expected to be reviewed systematically and rigorously on a cycle of not more than six years to demonstrate that institutions meet the expectations set out in the UK Quality Code[2], and the standards set out in the European Standards and Guidelines (part 1).

- ILRs must continue to produce robust, comprehensive and credible evidence that the academic standards of awards are secure and that provision is of high quality and being enhanced. ILR should be designed to promote and support critical reflection on policy and practice. The method used should ensure that any shortcomings are addressed and it should give a central role to quality enhancement by promoting dialogue on areas in which quality could be improved and identifying good practice for dissemination within the institution and beyond.

- All credit bearing provision should be reviewed, including undergraduate and taught postgraduate awards, supervision of research students, provision delivered in collaboration with others, transnational education, work-based provision and placements, online and distance learning, and provision which provides only small volumes of credit.

- The unit of review should have sufficient granularity to allow adequate scrutiny of programmes and disciplines including ensuring there is adequate external scrutiny at the discipline level by the external panel member(s). Excessive aggregation should be avoided if it means the process cannot examine the 'fine structure' of provision and doesn't facilitate the identification of specific issues affecting particular programmes.

- Reviews should provide an objective review of provision based on an understanding of national and international good practice. Each review team should include a student and at least one member external to the institution with a relevant background.

- ILR should include an element of reflection on national and international good practice.

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[1]http://www.sfc.ac.uk/communications/Guidance/2017/SFCGD112017.aspx[2]
http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b

- Institutions are expected to continue extending student engagement and participation in quality in line with the Student Engagement Framework for Scotland. Students should be engaged at all stages of the ILR process including the development of the self-evaluation, as full members of ILR teams, and in follow-up activity.

- Additional specific information should be gathered from students as part of the evidence base for reviews. The ILR should include student views of provision and learning experience, differentiate between views from different categories of students, identify distinctive characteristics of provision, and take account of graduates' views on the relevance of provision for employability.

- Reviews should take full account of subject benchmarks and establish that programme design and learning outcomes are consistent with relevant benchmarks;

- Reviews should take account of the UK Quality Code for Higher Education[2];

- Reviews should take full account of the Scottish Credit and Qualifications Framework (SCQF);

- Both annual monitoring and ILR are likely to consider: themes arising from and responses to external examiner reports; internal and external student survey data; performance data on recruitment, progression and achievement; and data trends. Data is likely to be benchmarked against other areas of the institution's activities as well as equivalent provision in other institutions;

- The role of support services is of crucial importance in determining the overall quality of the student learning experience. Reviews should enable the University to be satisfied about the contribution made by support services to the quality culture of the University and the ways in which services engage with students to monitor and improve the quality of services and the ways in which the services promote high quality learning and continuous quality enhancement;

- ILR should reflect on the outcomes of relevant PSRB accreditations. Institutions are encouraged to engage with PSRBs to explore appropriate ways of aligning PSRB activity with ILR.

The operation, outcomes and impact of internal ILR is one of the key elements on which the 'confidence' judgement in the **Enhancement-Led Institutional Review (ELIR)** report rests. QAA meets annually with senior officers in the University to discuss engagement with the enhancement-led approach to quality. Furthermore, institutions are also required to provide an annual statement of assurance to the Scottish Funding Council (SFC) to complement the annual report which the governing body endorses. (*SFC Guidance – July 2017 circular, para 56 – 63*)

Every four to five years an institutional review (ELIR) takes place with an external panel visiting the University on two separate occasions for up to a

week. UWS was last reviewed during session 2014/15. An analysis of the outcomes from ILRs forms part of the University's submission for ELIR.

A particular focus of the annual discussions and ELIR is the approach to internal review (ILR) and **what the University is learning from the outcomes of each review**. To inform this discussion and as evidence of the effectiveness and robustness of the internal review arrangements, the University will forward the report of each ILR to QAA. A summary of the key actions/issues is also submitted annually to Senate, Court and SFC.

During the last ELIR, the University was praised for its integrated quality assurance and enhancement procedures (*QAA ELIR Outcome report – UWS December 2014*). The report stated that "the University continues to have a comprehensive and robust approach to self-evaluation using a number of review methods including institution-wide holistic review, **subject health review**, policy review and thematic reviews." Furthermore, "The outcomes of **institution-led quality reviews**, including annual monitoring processes are effectively disseminated to staff and students, with students having a leading role in the conduct of reviews."

The University seeks to demonstrate the articulation between ILR and the annual monitoring process by using similar themes in both processes.

At UWS, the Quality Enhancement Support Team (QuEST), located within the department of Corporate Support, co-ordinates both internal review/ILR and institutional reviews centrally.

2   CORPORATE STRATEGY AND ENABLING PLANS

The institutional ILR process provides an opportunity for subject teams to reflect on progress towards the ambitious targets of the UWS Corporate Strategy 2014/20, via the three Enabling Plans below:

- Education Enabling Plan 2015 *(currently under review)*
- Global Reach Enabling Plan 2014
- Research, Enterprise and Engagement Enabling Plan 2015

Some key principle statements within the Corporate Strategy Refresh 2017/20 correlate to Institution-Led Review (ILR) including:

- "*We are here for our students*".
- "*We plan to ensure our students and colleagues are provided with a contemporary, innovative and sustainable 21st century learning environment, including high-quality digital provision*".
- "*We operate in a supportive, disciplined and demanding environment where staff develop and contribute through self-motivation and inspiration and a shared drive for success and development*".

The Self Evaluation Document will be expected to outline how the subject and programme teams are addressing the themes of the Corporate Strategy and Enabling Plans.

The **Education Enabling Plan 2015/20** (*approved June 2015*) states:

- "Transforming opportunities for our students through the delivery of outstanding, distinctive and progressive higher education";
- "A substantial change in our students' level of success";
- "Ensure that our graduates will be highly employable and able to make a difference locally and globally".

The Education Enabling Plan is currently under review.

The **Global Reach Enabling Plan 2014** (*approved December 2014*) works towards promoting UWS as an international University which "provides a springboard for all its learners to contribute globally". ILR considers many elements relating to global reach including international student experiences and equity, continual promotion of an international culture and supporting the development of strong strategic partnerships. The process of internal review considers internationalisation in the curriculum as well as supporting staff and student global aspirations.

The **Research, Enterprise and Engagement Enabling Plan** (*approved April 2015*) considers UWS strategy and the management and attainment of the KPIs. This plan seeks principally to "enhance the quality and quantity of UWS research" and by consideration of all these aspects within the ILR process, this supports its targets to increase Doctoral-level staff, expand partnerships, and promote a culture which embeds research in the life of the University as well as embracing opportunities to capitalise on innovation and business opportunities.

3   AREAS TO BE ADDRESSED BY INSTITUTION-LED REVIEW AND IN THE SELF EVALUATION DOCUMENT (SED)

The University's EAC has confirmed that the following areas should be addressed by ILR and in the Self-Evaluation Document (SED) prepared by the ILR team.

- **Provision**
- **Learning, Teaching and Enhancement**
- **Research and Knowledge Exchange**
- **Student Assessment and Feedback**
- **Progression and Achievement**
- **Student Support and Guidance for Learning**
- **Quality Enhancement and Assurance**
- **Strategic Development/Five Year Vision**

Reflection should also seek to illustrate how their Schools/Subject groups are taking cognisance of the following plans with respect to meeting KPIs:

- UWS Corporate Strategy Refresh 2017-20
- Education Enabling Plan 2015 *(currently under review)*
- Global Reach Enabling Plan 2014
- Research, Enterprise and Engagement Enabling Plan 2015

3.1   Provision

The ILR provides an unparalleled forum for review of curriculum in discussion with subject experts. It will consider the academic development of the subject with regard to the effectiveness and currency of design, content and organisation of provision with reference to the outcomes of provision and the development of knowledge and understanding, cognitive skills, subject specific skills, employability skills and Personal Development Planning (PDP) in the context of national and international developments. The impact of placement experience and work-based and related learning on the student experience will also be considered.

The review will explore how the subject team has embedded employability skills across their programmes. The review will explore how graduate attributes, including those relating to employability are effectively incorporated into the programmes and promoted to students. The HEA Learning and Employability Series is a useful resource designed to help HE staff understand more clearly the relationship of career development learning to strategies designed to enhance the employability of students.

Reviews should take full account of subject benchmarks, Professional, Statutory, & Regulatory Body (PSRB) reports, the UK Quality Code for Higher Education and the Scottish Credit and Qualifications Framework (SCQF). The module descriptors and programme specifications will be considered against these frameworks and benchmarks with the expectation they will be re-approved through the ILR process. The panel will wish to understand how the subject/programme team uses external reference points in developing its provision.

The SED should articulate how the provision is kept up to date with the leading academic developments in the subject both nationally and internationally, taking into account the Corporate Strategy and relevant Enabling Plans. It should present an objective review of the provision based on an understanding of national and international good practice and employer expectations. The SED should include a reflective statement on how provision compares with practice in other countries. The HEA Subject Centres will provide a useful point of contact for this benchmarking.

ILR will consider the strategy and approach for recognition of prior learning and any articulation arrangements with colleges.

Collaborative provision in the subject area will be considered in terms of the approach taken to managing the student learning experience on collaborative programmes. The University has a separate process for collaborative review, though this focuses more on institutional arrangements to manage the collaborative partnership and the student experience rather than the module/programme content.

The panel will engage with the subject/programme teams on the distinctiveness of the University provision in the area under review.

Equality & Diversity

As a public authority the University has a general responsibility not to discriminate in employment or in providing goods, services and facilities to students. From May 2012 there are specific duties to advance equality of opportunity and to foster good relations with people who have characteristics protected under legislation. These protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

In addition, the ILR should explore how students from widening participation backgrounds (20% lowest in SIMD - Scottish Index Multiple Deprivation; those articulating from FE and returners to HE) have been recruited, supported and how they are progressing.

The ILR will explore and report on the inclusiveness of the curriculum and approaches to learning, teaching and assessment with specific regard to how these address issues of diversity. UWS is committed to achieving equality of access to higher education at all levels and recognises that discrimination of any kind has a detrimental effect on learners, their relationship with University staff, their learning activities and their achievement. Staff should be aware of and make use of the available resources, which provide advice and guidance on developing inclusive learning, teaching and assessment.

ILR will explore how staff in the subject area are engaging with inclusive learning, teaching and assessment practices within the curriculum and also in its handbooks and other communications with students.

Internationalisation and Global Citizenship Strategy

The ILR will explore what approaches teams are adopting to implement the University's Global Reach Enabling Plan 2014 and how this is impacting the subject area.

3.2 Learning, Teaching and Enhancement

The review will consider the appropriateness and effectiveness of the learning and teaching approaches within the subject area and how these foster independent learning and critical thinking.

The panel will wish to understand how the University's Education Enabling Plan 2015 is impacting on this subject area. The SED should articulate how the subject/programme teams have reflected on the curriculum and the values depicted in the plan.

The quality of the learning environment, its equivalence across all campuses and sites of delivery and how effective learning is supported across all campuses will be of interest to the panel.

The panel will seek clarity on the strategy for the current and planned future use of the University's VLE and extended e-Learning environment and how this is underpinned by staff development.

The panel will also review research informed teaching in the subject area and how research mindedness is engendered in students.

The SED should articulate how scholarly research and professional activities underpin teaching particularly at honours and masters level. Pedagogic staff development will also be discussed. The panel will explore engagement of staff with the wider national and international frameworks for pedagogy and quality enhancement. This may include involvement with the Scottish national enhancement themes, the UK's Higher Education Academy (HEA) external examiners, QAA etc. How such external activity enhances the delivery of the subject will be considered together with planned staff development and the partnership between the subject/programme team(s) and the University's Learning Innovation team. The staff Performance & Development Review (PDR) process will be discussed and its relationship with strategic planning in the School.

The review will consider the opportunities for and response to student feedback at all campuses, and sites of delivery, as well as all modes of delivery. The role of the Student/Staff Liaison Group (SSLG) and how this group assists in considering the effectiveness of processes for annual monitoring arrangements, maintaining standards and enhancing quality will be explored by the review panel. ILR is required to consider and report to SFC on the effectiveness of annual monitoring and enhancement arrangements and follow up actions. The panel will explore how the team uses student statistics in the annual and ongoing monitoring processes and what comparisons are made with similar statistics within and out with the University.

The staff development activities and aspirations to support staff in taking forward programme development and enhancement of the student experience should be discussed in the SED.

The SED should evaluate the effectiveness of the subject/programme team's/School's implementation of strategies for promoting quality enhancement and for identifying, disseminating and implementing good practice.

In the context of a large multi-campus University, the panel will wish to explore communication strategies for module and programme management across all sites of delivery. The SED should make this clear.

3.3   Research and Knowledge Exchange

The panel will consider opportunities for research student development, staff development and networking internally and externally on research issues in the

subject area under review. The School plans for research and the relationship between this and the subject under review will be scrutinised, these will also be considered in line with the aspirations of the Research, Enterprise and Engagement Enabling Plan 2015. Support mechanisms for staff to undertake research and subject consultancy activity and research-led teaching will be explored. The quality of the research students' experience including supervision, support and appropriate student feedback are reviewed under this heading (research student numbers and staff research profiles should be provided). The panel should have the opportunity to meet research students where there are such students in the subject area.

3.4 Student Assessment and Feedback

Processes within the subject area/School for confirming the maintenance of standards as measured against subject benchmark statements, SCQF, PSRB expectations and sector norms will be considered. Reviews will consider the effectiveness of assessment strategies and the variety and appropriateness of assessment methods and whether the intended learning outcomes set for programmes are valid and are being achieved. The balance between formative and summative assessment will be explored. Quality and timeliness of feedback to students on assessment and student understanding of how learning outcomes are achieved will also be considered and discussed with students. The SED should illustrate staff awareness of the University's Assessment Handbook for Staff: Effective Practice in Assessment (2017-18 Edition) and provide assurances that cognisance is being taken with respect to the principles outlined within this strategy.

How the subject/programme team makes use of the reports from external examiners will be considered and the School's response to these will be key evidence for the review.

The panel will also consider progression and achievement, and will review actions taken as a result of ongoing analysis of programme success rates, including strategies for retention and progression, module success rates, honours classifications, destination statistics and graduate employment. The Business Intelligence Section of Information Technology and Digital Services (ITDS) will provide a range of relevant data which will be made available to the ILR team and the panel.

3.5 Student Support and Guidance for Learning

ILR considers the effectiveness of strategies for admission and subject specific induction arrangements (including arrangements for direct entrants/Recognition of Prior Learning (RPL). There should be evidence of how high quality support and guidance for all modes and locations of study in relation to module/title choices is applied consistently across the subject area. Support arrangements for students on placement/Work Based Learning (WBL) will be considered.

The panel will explore the implementation of Personal Development Planning (PDP) and the impact this is having on students, support for special needs, equality and diversity, and promotion of good race relations. Support for international students may be a specific issue to consider. The University's

Student Partnership Agreement (SPA) will be discussed with the subject team. (Please note the SPA is under review in 2017/18).

ILR will explore the contribution made by professional support services to promote high quality learning.

3.6   Strategic Development/Five Year Vision

The panel will want to have a clear understanding of the School's vision for the strategic development of the programme. The panel will expect the SED to demonstrate critical evaluation and horizon scanning by the subject/programme team(s) leading to the development and consideration of a five-year vision (which should be explicitly stated) in the context of external evolution of the subject, liaison with professional bodies/industry and wider professional/subject developments and the University's Corporate Strategy. The panel will interrogate the relationship between the SED and School Plans. The planned development of the portfolio of programmes, interschool activity, postgraduate and collaborative/new market developments will be discussed. There will be detailed consideration of student data from the dashboard; this will feature as a key part of the internal review considerations and evidence base.

4   ONGOING PROGRAMME APPROVAL

For the majority of University programmes the review of their continuing academic health and re-approval is confirmed via the ILR process rather than in separate re-validation events.

The panel will be asked to confirm that the programme specifications and module descriptors for the ILR are current, up-to-date, accurate, relevant and complete (see section 8). ILR confirms the re-approval of provision until the next ILR (or revalidation), making conditions and recommendations where necessary.

If there are serious issues specific to the re-approval of individual programmes, the panel may set conditions for ongoing approval or recommend in its report to EAC that a formal review of the programme(s) takes place.

5   STUDENT ENGAGEMENT IN ILR

5.1   Scottish Funding Council Guidelines

The SFC guidance on the engagement and involvement of students in quality states an expectation that student engagement and participation in quality shall continue to be extended in line with the Student Engagement Framework for Scotland. It is expected that students will be engaged at all stages of the ILR process including the development of the SED, as full members of ILR teams and in follow-up activity. (*SFC Guidance – July 2017 circular, para. 35 - 36*)

5.2   Informing and Involving Students

At the start of the session in which the ILR is to take place, the subject/programme team(s) should advise all students of the ILR process. This

is facilitated by an 'Informing and Involving Students' leaflet available from QuEST. Online video footage is also available. **The ILR should be on the agenda of SSLGs to ensure students are aware of the process, how to engage with it and the importance of their involvement.** The SSLG also provides a forum for student input to the SED. Responsibility for involving students in the ILR process lies with the subject/programme team.

Students should be engaged in curriculum design, development and review processes. Students are encouraged to engage with ILR on several levels:

- Each ILR has a student representative in full membership of the panel. Normally, but not exclusively, this will be a sabbatical officer of the Students' Association. The student representative will not be/have been a student from the subject area under review. (sparqs training/or equivalent is provided for all student panel members);

- The panel will have the opportunity to meet a spectrum of students/graduates (taught and research) from the subject area from all programmes under review. The students invited to these discussions will, as far as possible, reflect the broad diversity of the student cohort;

- Graduates should also be included in the meetings with students. (The School should arrange for 10-20 such students/graduates to be available. Academic staff can seek necessary advice and guidance from QuEST regarding student population);

- ILR teams are strongly advised to brief the students who are going to meet the ILR panel on what to expect when meeting the panel. Refer to the QuEST, 'Students Matter – Informing and Involving Students' leaflet. Ideally, this should prepare students for the likely questions they will be asked, but not to script the students. Academic staff are known to the students and are best placed to brief their students on the process and encourage participation;

- SFC guidance also states that the ILR team should gather additional specific evidence from students in the subject area under review for the ILR panel. **Students should be given the opportunity to influence the content of the SED,** particularly in contributing to the evaluation of learning, teaching and enhancement and student support and guidance. This may include all or some of the following:
  - The report of a special meeting or minutes of specific discussions at an SSLG of the provision under review and the draft SED;
  - The report or written commentary of one or more focus groups convened to discuss the provision under review and/or the draft SED (ILR teams should co-ordinate, but QuEST/SAUWS can help contribute at the focus group itself);
  - Specifically devised 'ILR' questionnaires.

It is recommended that student views are sought, where possible, in a controlled environment.

Whatever methods are employed, the process of collecting the additional student feedback should:

- Generate holistic evidence about student views of provision and of their learning experience;

- Differentiate between the views of different categories of students where these are likely to be significant (for example part-time and full-time, students from different levels of programme, entrants from school and entrants from further education etc.);

- Allow identification of distinctive characteristics of provision; and

- Take account of the view of graduates on the relevance of provision for their careers.

6 SUPPORT SERVICE ENGAGEMENT IN ILR

There is increasing recognition of the important role of professional support services in determining the overall quality of the student learning experience. For instance, students interact with guidance services, learning resources, ITDS, the library, recruitment, student finance etc. and together these services have an impact on the overall student experience. Refer to the QuEST, 'Involvement of Professional Support Services in ILR' leaflet.

All services contributing to the student experience should be reviewed as part of an institution's approach. Support services are of crucial importance in determining the overall quality of the student learning experience and can impact significantly on student achievement and well-being. It is a matter for each institution to determine how this should be done. Whatever the approach taken, the evidence should allow the institution to reflect on the contribution of support services to the 'quality culture' within the institution, the ways in which the services engage with students to monitor and improve the quality of services, and the ways in which the services promote high quality learning and continuous quality enhancement. (*SFC Guidance – July 2017 circular, para.37*)

Professional Support Services should engage with ILR on several levels:

- ILR teams should develop evidence that can be made available to ILR panels on how Professional Support Services contribute to the quality culture. **This should include how Subject/Programme teams and Support Services interact to engage with students to monitor and improve the quality of services** and the ways in which the services promote high quality learning and continuous quality enhancement. Over time this will draw on a range of input such as the periodic review by the University of Support Areas, the output from and the use made of questionnaires and other student feedback, external reports on specialist areas etc.;

- Reviews should take account of the UK Quality Code for Higher Education; Chapter B4: Enabling Student Development and Achievement (*March 2013*);

- The Subject area under review should engage with professional support services to jointly evaluate the impact of service department support to that subject's students, the equivalence of support across campuses and the meeting of the particular needs of the students in that subject area;

- Professional support services may be asked by the subject/programme team to comment on the SED and/or to identify how their unit supports improvement in the student experience at UWS. Input into the SED may be via an SED Engagement Workshop where support units may engage with the subject team to evaluate the impact of support services on that subject's students, and identify any required input into the SED. Any outcomes arising from this workshop should be incorporated into the SED;

- Meetings with Support Service representatives will be built into the Phase 2 ILR event providing an opportunity to describe the interface between the Subject/Programme team and the Professional Support Service, and the support arrangements in place for the students of the subject area and how they work together to meet the needs of students. The panel can divide if need be, to enable a range of members to meet appropriate specialists from support areas to explore the particular themes they are pursuing from their engagement with the SED.

7   SELF EVALUATION DOCUMENT (SED)

7.1   ILR Lead/Team Approach

A Self Evaluation Document (SED) is prepared by the subject/programme team, based on the key areas to be addressed (outlined in section 3), and taking cognisance of the guidance in **APPENDIX 2 (SED guidance)**.

The Assistant Dean (Education) will identify the ILR lead/author of the SED; however sole responsibility does not lie with this one individual and a team approach must be taken. In order to get the best outcomes from ILR to support subject development, it is recommended that ILR teams are established. The ILR team should have clear performance objectives in relation to the ILR, including clear roles for specific individuals.

Recommended ILR Teams should include:

- ILR Lead/author of SED;
- Assistant Dean (Education);
- Programme Leaders (for all programmes under review);
- Other key academic staff involved in the delivery of the subject area under review;
- School/Student Enhancement Developer(s);
- School Administrative Support;
- Learning Innovation (where necessary)

The SED should be explicit about the ILR team's view of the strengths of the subject as well as areas for improvement by placing emphasis on evidence-based reflection. It should be **reflective and self-critical, evaluative rather than descriptive** and should demonstrate that discussion and analysis is <u>ongoing</u> within the subject/programme team and pose suggested ways forward in reaction to current and anticipated challenges. The SED should also outline what the team/subject area particularly wishes to achieve from the ILR.

On embarking in the drafting the SED, some starter questions are appended in **APPENDIX 3** to assist the ILR team in reflecting and preparing for ILR. Learning Innovation has particular skills to assist ILR teams in undertaking this activity and they should liaise closely in this regard. Furthermore, students should be given the opportunity to contribute to the SED (see section 5).

7.2   General

The University follows a six-year cycle of reviews; hence each subject area will be reviewed at least once every six years. Although the review should reflect on key developments over the period since the last review, a reasonable length of time for the scope of the review would encompass the previous three sessions (i.e. the panel could request to review a sample of student work for the previous three-year period). **However, the focus on the ILR is about enhancement and future developments and how the subject/programme team learns from the past to inform the future and takes deliberate steps to bring about enhancement.**

The team should bear in mind that the SED will be considered by externals and colleagues from out with the subject area and should be clearly written, making explicit the range of provision and the strategies for taking it forward and therefore a limited amount of descriptive content is necessary in the SED to provide context for reviewers. However, the brief description should be followed by evaluative and reflective comment under each heading.

Members may request samples of student work for review so it is recommended that Schools retain samples of student work (as described in procedures for the Retention of Assessed Work **(APPENDIX 4)** to prepare for any requests which may arise).

7.3   SED Workshops

Learning Innovation can facilitate workshops with ILR teams to promote self-reflection and inform preparation of the SED. These include: a Learning Innovation Initial Preparation Workshop aimed mainly to those key people charged with writing the SED - this should take place well in advance of the event. And, secondly an SED Engagement Workshop, may take place once an initial draft of the SED is available to maximise engagement and input into the SED with participation of ILR team members and relevant Support Services. Learning Innovation can arrange other developmental activities with each ILR team as required, including providing feedback on drafts of the SED.

7.4 Guidance on Format of the SED

As intimated in section 7.1, SED guidance (**APPENDIX 2**) is available for use. The SED should include the following sections:

- Introduction and context – a short statement on the range and history of provision, distinctiveness and how the subject contributes to the University's strategic aim of excellence in the student experience, and what the team hopes to achieve from the ILR;

- List of programmes/titles included in the review – including student numbers at each level of each programme title, full-time/part-time/online learner/other status, (where possible including gender breakdown) and at which campus/collaborative partner sites these are delivered. The panel will be interested in the cohort analysis used by the subject/programme team to understand the student profile and retention and progression. **Where individual modules [University credit-bearing] in the subject are offered outwith a programmatic structure these should also be listed as should modules which contribute to programmes outwith the subject area under review**;

- Critical evaluation of the effectiveness of the areas to be addressed as detailed in section 3 above, and taking Enabling Plans into account;

- The SED provides an opportunity for the ILR team to provide its perspective in terms of the current arrangements in place for the quality enhancement and assurance of standards; particularly in terms of external examiner reports/responses, effectiveness of annual monitoring, Programme Boards, Student/Staff Liaison Groups, level of student input, MEQs, student surveys etc.;

- The SED concludes with a summary of strengths and an action plan, identifying areas for further development based on the ILR team's evidence-based reflection.

7.5 Footnotes

The document should be fully footnoted and annotated, citing references and document sources to which the evaluation refers. It is important to ensure that the sources referred to (footnote) are available and brought together as the SED is being written (lodged on the ILR-specific drive – see section 7.7). This provides essential reference material to the panel in supporting the claims made by the subject/programme team.

7.6 Approximate Length

The SED should be as concise as is reasonable to cover the required detail and normally should range between 8,000 – 16,000 words plus appendices.

7.7 School Approval of SED & Associated Evidence Base

The SED should be scrutinised and endorsed by the School, prior to being submitted to QuEST. The final SED, along with the current programme

specifications (see section 8 below) should be signed off on behalf of the School by the Dean as conforming to the University's expectations for submissions.

In development of the SED, the School must confirm the following:

- Appropriate student engagement into SED (to include evidence as appendix to SED to support student input – eg. commentary as an appendix/or a footnote);
- Appropriate Professional Support Service engagement into SED (confirmation will be sought that Support Services have had the opportunity to input to the SED. This may be via an SED Engagement Workshop or by other activities);
- Programme specifications and module descriptors are current, up-to-date, accurate, relevant and complete.

Other documentation and evidence to support the review shall be lodged on a **ILR-specific drive (z:drive)** populated by the ILR team and QuEST. Details of the required documentation can be found in **APPENDIX 5**. Prior to the review, in addition to the SED, the panel will also receive a populated pen-stick containing module descriptors, student handbooks, student progression data and all other documented evidence to support the review. In relation to this, the School must also confirm:

- Specific material lodged on z:drive for the ILR is current, up-to-date, accurate, relevant and complete.

The School will also be required to provide a specified number of hard-copy bound sets (QuEST to confirm number) of the following material for distribution to panel members:

- **Self-Evaluation Document** (Final School approved version with School Confirmation Form attached);
- **Programme Specifications** for all programmes under review (presented in an appropriate order to align with SED and with supporting contents page);
- **Module Descriptors – for core modules** contributing to programmes under review (presented in appropriate order). Optional modules will be accessible to the panel via the University's Programme Specifications and Module Descriptor (PSMD) site.

The School will forward the above to QuEST **ten weeks** in advance of the Phase 2 main event, together with a completed and signed School Confirmation Form **(APPENDIX 6)** stating that the School is satisfied that the expectations of ILR have been met. Furthermore, the supporting documentation (on z:drive) should be ready to be transferred onto pen-stick for issuing to panel members.

Both SED and populated pen-stick will also be forwarded to the ILR panel via QuEST prior to the Phase 1 (i.e. 10 weeks in advance of main event), together

with a note of guidance from the panel Chair asking for feedback and proposed lines of enquiry.

8   MODULE DESCRIPTORS AND PROGRAMME SPECIFICATIONS

Module descriptors and programme specifications are key documents for ILR; these must be current, up-to-date, accurate, relevant and complete. The cycle for ILR indicates that there is a process of reflection and review within the School and subject area when modules and programme structures will be updated in preparation for the review. The panel will be interested in the rationale and process by which changes were made/are proposed and how students have been consulted.

Where amendments are proposed for the next cohort, the ILR panel should receive the proposed modules and programme structures but also a summary of the key changes/existing structure so the panel can understand the changes and enter into dialogue with staff and students about this. A useful way to present this is by means of programme structure tables showing current and proposed versions which can be readily compared (QuEST can provide exemplars).

Where there are minor/joint titles in the subject area these should be included in the ILR within their subject/programme review.

As stated in section 7.7, the School will be required to provide hard-copy bound sets of both programme specifications and core module descriptors in addition to the SED for distribution to panel members.

9   PLANNING AND PREPARATION

9.1   General Overview

ILR is an ongoing period of review rather than a 'big-bang' event. Careful planning of the process by the School working together with QuEST is therefore required. The Education Advisory Committee (EAC), assisted by the Academic Quality Committee (AQC) will monitor these arrangements.

A brief pattern of activity for ILR is as follows:

▪ An **initial kick-off** meeting will normally be held 4 – 6 months before the ILR to assist ILR teams to prepare for their forthcoming review;

▪ A proposed schedule containing an **indicative timeline** shall be made available by QuEST to assist ILR teams in meeting key milestones; also acting as a prompt for events and deadlines, and helping to ensure a full understanding of the ILR process (**APPENDIX 7**). The Dean of School is responsible for ensuring this timeline is adhered to and deadlines met;

▪ Regular meetings can be facilitated by QuEST if required to assist ILR teams. UWS Academy are available to offer specific academic-related support;

- The ILR team should forward potential **external panel nominees** to QuEST for consideration and approval;

- QuEST will invite and determine internal panel members (including student panel members);

- The ILR team should identify staff and students/graduates who will meet with the panel and confirm names to QuEST at least one week before the Phase 2 Event.

- The responsibility for involving students in the ILR process lies with the ILR team. Academic staff are known to the students and are best placed to brief their students on the process and encourage participation. ILR teams therefore hold responsibility for briefing those students/graduates due to meet the ILR panel on what to expect (highlighting likely questions but not scripting the students). Academic staff can however seek necessary advice and guidance from QuEST to carry out these tasks. Refer to the QuEST, 'Students Matter – Informing and Involving Students' leaflet.

- Furthermore, the School is responsible for circulating the SED and copies of the panel membership/programme to the internal subject/programme team and students/graduates as well as any other stakeholders (clinical managers, service users, practice mentors, Industrial Advisory Board members etc) who may be attending.

- Any requests from the panel for further documentation must be made via QuEST.

9.2   Internal Communication

The ILR should be an inclusive and developmental process involving all staff, relevant support services, as well as students in the subject area. The School will determine the attendance of staff to each relevant meeting of the review (predominantly during Phase 2) but it is expected that all staff should be available. Given that advance notice is given for the ILR dates, it should be possible to schedule other priorities to maximise staff attendance. The Dean of School, Assistant Deans and relevant Programme Board Chairs are invited to appropriate meetings for Phase 1 and 2.

QuEST staff are available to the School at all times in the preparation phase to clarify issues/expectations and can brief groups of staff and students as requested by the School.

QuEST will provide the ILR lead contact with copies of the agreed programmes for Phase 1 and Phase 2 as well as panel membership for the ILR, they should ensure these are forwarded to members of staff attending the event.

10   THE REVIEW PANEL

10.1   Role of the ILR Chair

The Chair of the ILR will act on behalf of the University, representing EAC by undertaking an institution-led review of a subject's quality assurance and enhancement arrangements.

The role of the Chair is pivotal as a co-ordinating and directing influence on the process. Chairs are nominated by UWS Vice Principals and Depute Principal. The Chair of ILR will be a senior member of staff from outwith the subject under review and all will be required to undergo specific ILR Chair training.

The Chair of the ILR has the authority to air serious concerns about the quality of an SED and/or the associated evidence base, or engagement with the process in advance of the event. In cases where the Chair raises significant concerns, the decision to proceed or not would be taken following discussion between the Chair, the Depute Principal and the Head of QuEST.

Furthermore, following an ILR event, should any concerns regarding quality, standards or engagement with the ILR be identified, the Chair of the ILR along with the panel may agree to hold a follow-up event one year later.

Adoption of the Phase 1 and 2 approach will bring additional responsibility to the role of the Chair, in terms of co-ordinating the revised approach.

10.2   Selection of External Participants

The selection of external panel members will be discussed at a preliminary meeting between the Assistant Deans (Education), the ILR Lead and QuEST; and thereafter verified by the ILR team. Nominations for external panel members should be submitted to QuEST at the earliest opportunity, to ensure that availability of first choice externals is maximised. The School Board should scrutinise the nominations proposed by the ILR team and approve these before they are provided to QuEST.

All nomination forms (**APPENDIX 8**) must be completed in full and signed off by the School Board before being passed to QuEST. QuEST will need this information to confirm the balance, expertise and experience of the panel before recommending approval of the panel. The Head of QuEST/Depute Head of QuEST will authorise invitations to be issued on behalf of EAC.

There should normally be a minimum of two academics and one professional/industrialist. The School may request additional panel members to cover the specialisms under review.

ILR teams should follow specific criteria outlined in **APPENDIX 9**. This guidance should assist in identifying potential external candidates for individual reviews. From session 2016-17 onwards, external panel members will need to provide evidence to confirm their eligibility to work in the UK; this is a requirement for honorarium payment.

10.3   Selection of Internal Panel Members

The selection of internal panel members will usually be from the following:

- Chair of the ILR: A senior member of staff (from outwith the subject under review). All Chairs must undergo ILR Chair training;

- A minimum of two members of academic staff from outwith the subject under review. These should normally comprise of either:
  - ➢ A senior member of academic staff from a subject area recently Subject Health Reviewed; OR
  - ➢ One or more members of EAC from a School not connected with the review; OR
  - ➢ One or more members of staff from an area to undergo an ILR in the next year (if more appropriate, those with forthcoming ILRs may prefer to act as an observer);

- Students' Association President or nominee (not from the subject area under review);

- Observers (as required).

The panel and Chair will be supported by the Depute Head of QuEST and a Quality Enhancement Officer from QuEST.

11   THE EVENTS: PHASE 1 AND 2

For session 2016-17, all ILRs will comprise a Phase 1 and Phase 2 Event.

Phase 1 will involve written input from all panel members followed by an interim half-day event involving the Chair of ILR, QuEST and the Subject Team only.

Phase 2 will form the main face-to-face event requiring attendance by all panel members. Reviews will normally comprise a single 2-day event but for smaller reviews, it may only be necessary to hold an event over a shorter time period, QuEST will make decisions on a case by case basis. QuEST will discuss with the Chair of the ILR and the School the planned location of the ILR depending on the campuses involved in delivery. The length of the programme will also be dictated by the number of programmes within the review and the need to ensure the panel can review these in appropriate detail.

No rigid event programmes will exist for ILRs held during 2016-17.   It is intended that the pilot approach will enable the event programmes to be more flexibly arranged depending on the panel's focus.   In summary -:

- **Phase 1** will consider the programmes under review, mainly for assurances surrounding quality management arrangements and re-approval purposes. An interim report will be produced by QuEST to inform Phase 2.
- **Phase 2** will steer the review towards an enhancement-led approach and explore the benefits of having dedicated time with external experts devoted to subject development discussions. It is intended that programme teams

will be able to tailor Phase 2 more specifically to their subject area, instilling more engagement, and providing opportunities to showcase good practice, to identify case studies where there be challenges that the ILR panel could engage with, to enable incorporation of accreditation elements, among other considerations.

The nature of ILR is not adversarial. The panel will seek an open and constructive exchange with the ILR team who are encouraged to adopt the same approach, to engage fully with the process and not to feel defensive. To support this stance, a transparent agenda will be maintained through the process with advance comments from the panel shared with the subject/programme team.

The SED and the meetings with staff should demonstrate that a process of honest self-evaluation is embedded in the ILR team's approach to improving the student experience.

The panel may request VLE access to enable members to review live modules and other student facing material.

11.1 *Phase 1 (Written input)*

(i) The SED and supporting programme/module material to be circulated to panel approximately **two/three months prior** to the final event.

(ii) All panel members are **required to** provide advance written comments (using a standard template provided by QuEST). Genuine engagement will be essential and receipt of written feedback will be crucial to fulfil the role as panel member. Written feedback received from panel will be reviewed by the Chair and QuEST, to inform the agenda for the Phase 1 interim event.

(iii) **Phase 1 Interim half-day event** (held approximately **1 month prior** to final event):
This will involve Chair of ILR, QuEST and Subject Team only. This meeting will involve general discussion of issues arising from the Phase 1 review, consider resolution of some issues, and seek confirmation of quality management arrangements. There will also be agreement of the provisional programme for the Phase 2 event.

(iv) Production of written report arising from Phase 1 by QuEST – this summary report will highlight good practice and areas for further exploration.

(v) Phase 1 summary report – this will be circulated to all panel members <u>prior</u> to Phase 2.

It is intended that, successful completion of Phase 1 should:

- Resolve any queries surrounding routine practice which would no longer require consideration at the final event, thus freeing up time during Phase 2 event to focus on subject-specific areas.
- Identify specific areas for consideration during Phase 2 event.

- Identify specific colleagues who should meet with the panel during Phase 2 (e.g. Professional support staff/technical staff).
- Identify any additional information required from the School.

11.2   *Phase 2 (Face-to-Face Final Event)*

The programme for Phase 2 event will not follow a standard format; however students and School/subject staff will always be expected to participate in their specific ILRs. The panel will meet with students at the start of the event.

The duration of this event is normally 2 days, but will be determined locally, dependent on the size and nature of the review.

All panel members are **required to** attend the Phase 2 event on campus.

The ILR programme for the Final Phase 2 event will:

- Be informed by the Phase 1 summary report and any further feedback received by the panel. It will be clear from completion of Phase 1 what the issues requiring further exploration are.

- Provide flexibility to enable the programme team to tailor Phase 2 more specifically to their subject area, hopefully instilling more involvement and engagement from subject teams (e.g. providing opportunities to showcase good practice, to identify case studies where there may be challenges that the ILR panel could engage with, to enable incorporation of accreditation elements, among others).

- Continue to involve students and School/subject staff input (as appropriate) in terms of participation in specific ILRs.

11.3   *Exceptional – Follow-up Event*

If required, there will be an opportunity for a Phase 3 or follow-up event at the request of the Chair (any exceptions will be agreed by EAC). This may be due to the number of programmes or complexity of the review. If required, a further meeting will take place 4 – 6 weeks after the initial meeting. It may take place at a different campus. At this meeting there is further exploration of the issues identified at the earlier meetings and additional documentation received. Usually, there are meetings with Senior School staff and with teaching staff.

Where the panel has significant issues for the subject/programme team to address, it may exceptionally seek to reconvene in a one year follow-up.

12   REPORTING AND FOLLOW-UP ACTION

The final report will be written by QuEST, usually within 8 weeks after the Phase 2 event and circulated to the panel for confirmation following approval by the Chair of the ILR. Where final reports are not yet completed, draft summary reports shall be presented to EAC/AQC in May annually.

The ILR team will be given the opportunity to comment on the factual accuracy of the draft final report and provide any outstanding data.

The final report should be discussed in detail by relevant Programme Boards and the School Board. The final report will be scrutinised by the AQC (normally in August following review) on behalf of EAC and will report on key themes and monitor follow-up action. Furthermore, where necessary, an institutional action plan will be developed and any wider University issues will be summarised for the attention of the Executive Group. EAC will be responsible for sharing and disseminating good practice arising from ILR.

The School/ILR team/Programme Board(s) will engage with the recommendations of the report and advise EAC/AQC on actions taken within 6 months of receipt of the report (normally in November following review). AQC has developed an Action Plan template for use by programme teams (**APPENDIX 11**). EAC shall continue to take an institutional overview of the outcomes of ILR whilst remitting the action plan to AQC to monitor one year follow up.

Schools should recognise the importance of ensuring open and transparent communication of internal review outcomes and action plans across the School; this applies to both staff and students. The outcomes should be highlighted at relevant Student-Staff Liaison Group (SSLG) meetings with a view to monitoring and review involving student input.

The ILR report will:

- Confirm the approval or re-approval of provision until the next ILR (or revalidation), making conditions and recommendations where necessary;

- Highlight strengths of provision and areas of positive practice for dissemination within the University;

- Include brief commentary in relation to SFC expectations and outcomes with regard to:

  ➢ Confirming satisfactory engagement of students;
  ➢ Confirming satisfactory engagement with Professional Support services;
  ➢ Commenting on engagement of subject staff in the ILR;
  ➢ Commenting on the quality of reflection and evaluation;
  ➢ Commenting on the accuracy, currency and relevance of the documentation and evidence to support the SED;

- Provide conclusions of the health of each of the areas addressed, making recommendations where necessary.

12.1 One Year Follow-Up Event

Each ILR will be subject to a follow-up event in April of the following session. A small panel of AQC members and QuEST staff will meet with the Programme Leader(s) and selected staff to discuss the outcomes arising from implementation of the action plan. The School shall update the action plan prior

to the review to outline progress against each condition and area for development.

The updated action plan should also be discussed and endorsed by the SSLG prior to the follow-up event, to ensure that students have had the opportunity to provide feedback on it. The minutes from the SSLG should be provided to QuEST along with the revised action plan.

In summary, ILR Follow-up activity should consist of the following:

	School/Other	**EAC/AQC/ QuEST/Other**	**Anticipated Timescale**
ILR Summary Report	Comment on factual accuracy; Report discussed at Programme Board(s)	**EAC** for consideration	**May EAC**
Full ILR Report	Comment on factual accuracy; Report discussed at Programme Board(s)	Full Reports remitted to **AQC** to identify themes and University wide actions (wider issues maybe referred to the Executive Group).

This scrutiny of reports will inform the annual letter to SFC. Institutional Action plan prepared. | **August AQC**

September |
| **ILR Team Action Plan** | Programme Board(s) prepare a joint action plan in response to the report. Programme Board(s) and School approval of action plan before November EAC. Desirable for outcomes to be linked to School Plans / EAM.

(date for completion of actions is normally within 12 month window – any exceptions should be clearly flagged and justified) | Action Plan submitted to **EAC** for approval | **November EAC** |
| | Programme Board(s) engages with actions. School monitors progress. | EAC remits action plan to AQC to monitor one year follow up | |
| **ILR Outcomes & Action Plan** | Outcomes & Action Plan should be highlighted at relevant SSLG meetings with a view to monitoring and review involving student input. | SSLG meetings | **Sept – April** (as appropriate) |

One year follow up	Programme Board(s) provides update on how actions have been addressed one year later. School confirms that follow up has been addressed. SSLG endorses/comments on updated action plan. (*should comprise evidence of impact rather than simply a narrative of change*)	AQC convenes formal follow up meeting with subject/programme team to seek assurance that actions have been addressed.	**April AQC**
	Programme Board(s) address any outstanding items prior to May EAC	AQC reports to **EAC** confirming follow up has been completed and advising EAC of any significant issues	**May EAC** (12 months after ILR)
Annual Institutional Overview	Discussion and approval of SFC Institutional letter and agreement of institutional wide actions.	**QuEST/VP (Education)**	**September EAC**
Annual confirmation to COURT/SFC	Annual statement of assurance to Funding Council from governing body (Court)*	**QuEST /Corporate Support** Return of annual report to SFC on institution led review	**By 30 September to SFC**
Dissemination of ILR Reports /Findings	**The following to receive ILR Reports and/or a summary of findings:** • SAUWS • Student body (via relevant SSLGs) • Schools • UWS Academy All reports to be lodged on [Education Portal]().	**QuEST**	**September Annually**
Sharing of Good Practice	**UWS Academy** to identify good practice and disseminate across the University. Good Practice Staff Seminars proposed.	**UWS Academy/ QuEST**	**Annually**
Full ILR Reports	Provided annually to the **Quality Assurance Agency** (QAA)	**QuEST** Discussed at annual meeting with QAA.	**QAA Annual Meeting** (dates vary)

PROPOSED SCHEDULE OF INSTITUTION-LED REVIEW 2017/18 – 2022/23

Proposed Schedule (and date of Last Review)
2017/18 *(5 Reviews)*   **Business Undergraduate (2011/12 & 2012/13)**   ***Business Postgraduate (2011/12 & 2012/13)**   ***Business – MBA/DBA (2012/13)**   (*Elements of PG & MBA/DAB reviews may merge into one event)   **Divinity (Scottish Baptist College) (2011/12)**   **Physics (2011/12)**
2018/19 *(6 Reviews)*   **Computing (2012/13) and Creative Technologies (2014/15)**   **Engineering (2012/13)**   **Bioscience (2012/13)** *(Former title - Life and Environment (2012/13))*   **Safety, Health and Environment (2012/13)**   **Quality and Project Management (2012/13)**   **Psychology, Social Work, Health Behaviours & Addictions (PSWHBA) (2012/13 and 2013/14)**
2019/20 *(3 Reviews plus ELIR)*   **Enhancement-Led Institutional Review (ELIR) 4**   **Career Long Professional Education (2013/14)**   **Society, Policy, Justice & Governance (2012/13 and 2013/14)**   **Midwifery (2014/15) and Community Provision**   (Community Provision - various dates as previously contained in different ILRs)
2020/21 *(5 Reviews)*   **Law and Legal Studies (2014/15)**   **Accounting and Finance (2014/15)**   **Pre-Registration Provision (Adult Health (2014/15))/ Mental Health (2015/16)**   (Mental Health, 6 years could take this up until 2021)   ***Undergraduate Non-commissioned Provision**   ***Postgraduate Provision** (various dates as previously contained in different ILRs)   (*UG Non-commissioned provision & PG provision may merge into one event)
2021/22 *(5 Reviews)*   **Culture & Creativity (2015/16)**   **Education: Teacher Education (2015/16)**   ***Education: Early Years (2015/16)**   ***Education: Community Education (2015/16)**   (previously classed as Education: Initial Professional Programmes (IPP)) (*Early Years and Community Education may merge into one event)   **Sport & Exercise (2015/16)**
2022/23 *(2 Reviews)*   **Physical Sciences (2016/17)**   **Languages (2016/17)**

INSTITUTION-LED REVIEW - SED GUIDANCE

The Self Evaluation Document (SED) is the key document for the ILR. This guidance is designed to assist the authors whilst drafting their SEDs.

1. INTRODUCTION

- Add context and core information about the programmes within the subject in the School (2 or 3 paragraphs)

- Year and timing of review, i.e. Session 2012/13, January/February.

- Who has prepared document? Details of how it has been endorsed by staff and students, including statement on how the expectation to gather additional specific information from students as part of the evidence base for the review has been addressed.

1.1   Range of provision

    (List all programmes under review – ug, pg, collaborative etc)

1.2   Staff profile

    Brief narrative regarding staffing including academic staff, recognised teachers, admin support, clinical, placement and external facing activities.

1.3   Current student profile[2] - below

Undergraduate

Current students	Level 7	Level 8	Level 9	Level 10
No. FTE/headcount				
Programme 1				
Programme 2				
Programme 3				
Programme 4				
Programme 5				
Programme 6				
Programme 7				

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[2] More detailed information in supporting documentation.

Postgraduate

Students	PgC	PgD	MSc
Programme 1			
Programme 2			

PhD students		

Staff student ratio		

Brief narrative on student profile including analysis over time.

1.4   Aims of provision in relation to University Corporate Strategy

- What is main aim of provision – internationalisation, access, distinctiveness, niche provision?
- Describe the subject's contribution to excellence in the student experience.
- Outline what the subject team hopes to achieve from the ILR at this time in the subject's development?

NB Point 1:
For all sections, the SED should highlight good practice or innovation.

NB Point 2:
Whilst completing the SED, ILR teams should endeavour to illustrate how their School/Subject group are taking cognisance of the following:
- **UWS Corporate Strategy Refresh 2017-20**
- **Education Enabling Plan 2015**
- **Global Reach Enabling Plan 2014**
- **Research, Enterprise and Engagement Enabling Plan 2015**

2.   REFLECTION ON –
PROVISION (CURRICULUM DESIGN CONTENT AND DEVELOPMENT)

For each programme under review, how has the School/Subject area addressed the following (where applicable)?

o   Effectiveness of design and content of curriculum in delivering programme(s) aims[3].

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[3] It is likely that the background detail for much of this section will be in validation reports and documents. It is appropriate to refer to these in this section rather than repeat text.

o How has provision changed since last validated/reviewed. Summary of changes for each programme along with rationale/details of student consultation/involvement.

o How learning outcomes demonstrate progression between levels (consistent with SCQF level outcomes).

o The appropriateness of the curriculum for developing knowledge, understanding and skills as identified in the benchmark statement.

o The appropriateness of the curriculum for developing cognitive, subject specific and employability skills. Use of personal development planning to demonstrate how graduate attributes are promoted. (See HEA website for guidance on embedding employability in the curriculum.) https://www.heacademy.ac.uk/knowledge-hub/career-development-learning-and-employability

o Integration of placement/work based/work related learning.

o How the UWS Graduate Attributes have been embedded into the curriculum.

o Reflection on PSRB accreditation.

o Employer / industry / student / alumni engagement in curriculum design to ensure currency and validity.

o The appropriateness of the curriculum in relation to inclusiveness, accessibility and internationalisation, sustainability and enterprise.

o Reflection on national and international good practice, including national enhancement themes.

**3.   REFLECTION ON –
LEARNING, TEACHING & ENHANCEMENT**

How has the School/Subject area addressed the following (where applicable)?

o Implementation of the Education Enabling Plan.

o Use of VLE and staff development planning/opportunities.

o Variety, appropriateness, inclusiveness and accessibility of teaching methods across cohorts and campuses, including collaborative institutions, to encourage independent learning, critical thinking and personal development planning.

o Consideration of mobility and flexibility in accordance with individual learners' needs.

o Evidence of research informed teaching.

o Appropriateness and effectiveness of learning and teaching resources.

o Engagement with best practice Equality and diversity policies in relation to issues regarding delivery.

4. REFLECTION ON –
RESEARCH AND KNOWLEDGE EXCHANGE

How has the School/Subject addressed the following (where applicable)?

o The School research plans for the subject under review.

o Taking into account the Research, Enterprise and Engagement Enabling Plan.

o The support mechanisms for staff to undertake research, consultancy and knowledge transfer.

o Opportunities for internal and external networking on research issues.

o Research staff profile/publications.

o Research student development and availability of learning resources.

o Supervision and support for research students.

o Support for research students undertaking undergraduate teaching.

5. REFLECTION ON –
STUDENT ASSESSMENT AND FEEDBACK

How has the School/Subject area addressed the following (where applicable)?

o The appropriateness and effectiveness of the design of assessment to meet intended learning outcomes.

o Range and variety of assessment methods.

o Programme overview of variety and volume of assessment.

o Appropriateness of balance between formative and summative assessment including specific commentary on relative balance of summative assessment.

o Quality and timeliness of feedback to students.

o Staff development for assessment practice.

o Reflection on student feedback in relation to assessment design and practice.

o Engagement with appropriate policies and assessment design as outlined in the Assessment Handbook for Staff.

6.   REFLECTION ON –
**   PROGRESSION AND ACHIEVEMENT**

How has the School/Subject area addressed the following (where applicable)?

o Reflection on progression rates over time, including specific comment on progression to Honours.

o Reflection on honours classifications and comparison across school/other HEIs.

o Commentary on employment destinations.

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7.   REFLECTION ON –
**   STUDENT SUPPORT & GUIDANCE FOR LEARNING**

How has the School/Subject area addressed the following (where applicable)?

o Induction arrangements for new and continuing students, including off campus, such as local delivery/distance learning.

o Guidance on module and programme choices.

o How lifelong learning modules have been used to support student learning, to support transition.

o Use of effective learning resources (staff).

o Use of the Disability Services.

o Support for students off campus i.e. collaborative and placement.

o Effectiveness of support for the needs of the diverse student body, i.e. international, mode of delivery.

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8.   REFLECTION ON –
**   QUALITY ENHANCEMENT & ASSURANCE OF STANDARDS**

How has the School/Subject area addressed the following (where applicable)?

o   Use made of external examiner reports and responses.

o   Reflected and acted on Module Review Forms (MRFs), Programme Annual Reports (PARs) and Collaborative Annual Reports (CARs).

o   Effectiveness of annual monitoring and follow up action.

o   Effectiveness of Quality Management arrangements.

o   Effectiveness of Student / Staff Liaison Group (SSLG).

o   Student input to design and operation of programme and organisation of   learning environment.

o   Consideration of student surveys including NSS, PTES, PRES, i-graduate, NSSE and Module Evaluation surveys (MEQs).

9.   STRATEGIC DEVELOPMENT / FIVE YEAR VISION

o   Development of vision for subject and programmes in line with University strategy.

o   The outward face of the subject team, e.g. external appointments and engagement with PSRBs.

o   Plans for development of the portfolio.

10.   CONCLUSION

1   Summary of strengths

2   Summary of areas for further development (Action Plan)

PROMPT QUESTIONS TO ASSIST THE SUBJECT TEAM IN PREPARING THE SELF EVALUATION DOCUMENT

- What is the strategy in our subject area driving each of the six themes of ILR?

- How is our subject developing in the context of the School Business Plan – is there a shared vision of the future?

- What use have we made of validation reports on our programmes over the last three - five years?

- Can we show all conditions and recommendations have been addressed?

- What use have we made of external examiners' reports over the last three - five years?

- What was the value of the last ILR? How have we addressed all the issues in the report?

- What have we learned from student feedback questionnaires and SSLGs over the last five years?
- What have we done as a result?

- How do we effectively involve our students in the quality management of our programmes? Are the students agents for change?

- How do we ensure the broad spectrum of students are engaged in feedback opportunities?

- What other mechanisms have we found to be effective in securing student involvement/feedback?

- What changes have we made to our provision in this subject as a result of the above?

- What is our understanding of enhancement?

- What deliberate steps have we taken/do we take to continually improve the effectiveness of the student learning experience? Can we give examples?

- How effective are the quality management arrangements in this?

- Do we have basic data for students in terms of age, disability, gender re-assignment, pregnancy and maternity, marital status, race, religion, sex, sexual orientation and socio-economic group (using SIMD)?
- How have we used this data on students to review practice?

- How do we systematically review student data in terms of progression and retention and multi-campus delivery?

- Have we got formal evidence of the use made of student feedback, external examiner comments, strategies for learning and teaching etc?

- What impact has the Education Enabling Plan (EEP) had on our practice/our students?

- What impact has the Assessment Policy/Handbook had on our practice/our students?

- How do we evaluate the quality of our students' experience on placement/WBL?

- How do we quality assure the placement setting/select new placements? Is the University guidance (QAA Code of Practice) followed?

- What use have we made of employer feedback?

- How are we taking forward WBL?

- How are we as a subject team engaging with:

  the national enhancement themes and their outputs?
  the Higher Education Academy (HEA), Subject Centres and other HEA activities?
  the SCQF?
  the review of the existing Subject Benchmark Statements/development of new standards?
  other external activities such as external examining, acting as external reviewers for other HEIs, QAA activities?
  our professional bodies/their reports?
  the University's Single Equality scheme?

- Are we sufficiently outward looking nationally/internationally?

- How are our programmes informed by international good practice?

- How do our programmes compare with international provision?

- What is our relationship/aspirations with relevant professional bodies?

- How have we used previous PSRB reports?

- Are the intended learning outcomes of our programmes still valid? Can we show through quality management arrangements (Pre-2014/15 via SDG minutes) or elsewhere that these have been reviewed?

- How do they relate to external reference points including relevant subject benchmarks, SCQF level descriptors and PSRB requirements?

- Do we evaluate the maintenance of standards in relation to these reference points?

- How do we ensure the curriculum content enables students to achieve the intended learning outcomes (ILOs)?

- How are our ILOs communicated to students, staff and external examiners?

- Do our students know what we expect of them?

- Is there clear progression of challenge between each SCQF level/year of the programme?

- Does the design and content of curricula encourage achievement of ILOs?

- Is curricula content informed by recent developments in techniques in learning and teaching, by current research and scholarship and by professional requirements?

- Have changes to curricula been considered to promote inclusiveness, accessibility, and to meet our responsibilities for equality and diversity?

- Have we got a full set of module descriptors and programme specifications fully updated to present for re-approval?

- Do we have a shared vision for learning and teaching, do we discuss this at Programme Boards?

- Does our assessment strategy enable learners to demonstrate achievement of the ILOs?

- Do we use adequate formative assessment?

- Is the feedback we give to students consistent and of high quality?

- Is it provided within the normal University deadlines?

- How do we ensure standards are maintained and seek to help students achieve these at the highest levels?

- How effectively do we draw on our research to confirm our learning?

- How good are the materials we provide to support learning?

- How effective is our use of the University's VLE? Is there a consistent approach by the subject team?

- What is the staff development strategy?

- Do we use part-time tutors/recognised teachers? How are they supported?

- Is there effective induction?

- Is student support effective?

- How do we effectively support students with additional support requirements (e.g. disabled/international/minority students)?

- Do we provide a parity of student experience at all campuses? How do we know?

- Do we address skills development and employability appropriately as well as developing subject expertise in students? Please expand.

- Are admissions and induction arrangements effective?

- Are we confident using RPL arrangements?

- Are resources suitable and appropriately updated to deliver this subject?

- How is PDP embedding into our provision?

- How are UWS Graduate Attributes embedded into provision?

- What is the subject/School research strategy? Do all staff know what it is?

- What is the quality of our research students' experience?

- Do we consider our annual monitoring activities to be effective?

- Are we clear on the five year plan/vision of the subject?

- What are the future plans for developing the portfolio, e.g. postgraduate, collaborative, new markets, and international?

- What makes this subject distinctive at the University of the West of Scotland?

QuEST can provide copies of previous validations and ILR reports if these are not readily available within Schools.

RETENTION OF ASSESSED WORK

This is a confirmed policy statement, as agreed by EAC (May 2015)

The current procedures are outlined below:

All exam submissions, following each Progression & Awards Board (PAB), to be retained for two months following the final PAB for the academic session in which the module was delivered. Thereafter, for hardcopy submissions, a sample of assessment material will be retained as outlined below. The Dean of School will be responsible for arranging the collection, storage, retrieval and subsequent secure disposal of assessment material.

For coursework assignments: if not given back to students as part of feedback on assessment it should be disposed of as above.

For quality review purposes, where external or internal assessors may wish to review assessment material from a range of modules or student performance over time, a representative sample of module assessment material should be retained. A sample of module assessment material[4] (following the Subject Panel) for each module in the University at all levels should be retained on a rolling basis for five years. Mark sheets should be retained along with scripts and other assessed work. Students should not be required to submit two copies of coursework etc. The sample scripts should be photocopied by the School following marking to capture examiners' comments. The Module Co-ordinator is responsible for identifying the sample and the Dean of School should make administrative arrangements for scanning/photocopying, storage and retrieval.

Where professional and statutory bodies require retention of examination scripts and projects/dissertations and/or other assessed work, for a longer period than specified in the University policy, then this requirement should be met: the programme leader will be responsible for ensuring that this policy is met.

It is recommended that all Schools adopt a system for organising the comprehensive storage of module material for quality review purposes. An ideal "module pack" would contain:

- Module descriptor;
- Examination paper/coursework outline;
- Assessment strategy;
- Marking schedule;
- Evidence of moderation;
- Samples of assessed work and marks/grades (for the previous session);

This policy will be reviewed from time to time in light of the changing requirements of the University and QAA methodologies.

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[4] Definition of Module Sample: For the purposes of this policy, a minimum sample constitutes five pieces of assessment or 5% - whichever is greater (for each assessment method as identified in the module descriptor) for each module. The sample should reflect the range of marks awarded and should be accompanied by a copy of the Gradebook printout.

INSTITUTION-LED REVIEW – DOCUMENTATION 2017-18

Other documentation and evidence to support the review shall be lodged within appropriate folders on a **ILR-specific drive (z:drive)** populated by the ILR team. The content of the z:drive ILR folder will later be transferred to a pen-stick to be issued to panel members as an **Advance Information Set (AIS)** prior to the review. This material should be current, up-to-date, accurate, relevant and complete.

NB. File names should be appropriate – these should normally comprise a title and date format.

Folder Title on Z:drive / Recommended Material	CHECKLIST (for Admin use) Populated (Yes/No/Date Details useful)
Folder 1 – Self Evaluation Document (SED) & Supporting Material	
Self-Evaluation Document (SED) *(current)*	eg. Populated Final 12/01/17 SED Version lodged
Footnotes *(as referenced in SED)* *(styles variable, need clarification)*	If considered necessary, guidance on footnotes could be included here.
Briefing Pack	
Previous ILR Report	eg. Populated (Title of ILR Report & Date to be included as they may differ from current ILR title)
Folder 2 – Module & Programme Documentation	
Module Descriptors (current) (Core modules in briefing packs)	eg. Provides guidance note directing to PSMD Hard copy provided for panel during the review.
Programme Specifications *(current)*	eg. Populated Hard copy provided for panel.
Student Handbooks *(most up-to-date)*:-	
➢ Programme Handbook(s)	
➢ Module Handbook(s) (where available) ➢ (Panel member may request access to Moodle to view if not been provided)	

➢ Placement Handbook(s) (where applicable)	
Folder 3– Quality Assurance	
Validation Reports (for all programmes under review)	
External Examiner Reports (3 years)	
External Examiner Responses (3 years)	
Collaborative Approval Reports & Reviews (where applicable)	[Where material is not applicable, relevant sub-folders should be removed prior to transfer onto pen stick]
Annual Monitoring Reports:-	
➢ Module Review Forms / Analysis *(any documentation available to demonstrate where analysis of module review forms has taken place)*	
➢ Programme Annual Reports (PAR) *(3 years)*	
➢ Collaborative Annual Reports (CAR) *(3 years)(where applicable)*	
➢ School Collaborative Annual Reports (FCAR) *(3 years)(where applicable)*	
➢ Professional, Statutory & Regulatory Body Reports (PSRBs) *(where applicable)*	
➢ Reports arising from School Annual Monitoring Events *(3 years)*	
➢ School SMART Targets (3 years)	
Folder 4 – Student Feedback / Involvement	
National Student Survey (NSS) results and analysis	
PTES/PRES/NSSE Other Surveys – record of analysis	
Student Staff Liaison Group (SSLG) minutes *(3 years) (may also be in Committees Folder)*	
Record of Focus Groups/Year Group meetings etc (where applicable)	
Folder 5 – Committees/Minutes	
Student Staff Liaison Group (SSLGs) minutes (3 years) *(may also be in Student Feedback/Involvement Folder)*	
SDG Minutes and Papers *(3 years)* *(Note: SEDs were disbanded in mid-2014 with revised quality management arrangements commencing from session 2014-15 onwards)*	

Other School related Committees/Sub-groups	
Folder 6 – Research	
Research Student Handbook *(most up-to-date)*	
Research Student Feedback (PRES) *(analysis may be in Student Feedback Folder)*	
Research Strategy *(most up-to-date)*	
Research Student Numbers	eg. None (folder removed from z:drive)
Folder 7 – External Engagement	If activities listed are not applicable, useful to indicate this on checklist.
External Engagement activities of Subject Staff:-	
➢ Information on Conferences attendance/presenting *(3 years)*	
➢ Involvement in Reviews for other Universities *(3 years)*	
➢ External Examiner appointments – *at other institutions (3 years)*	
➢ QAA involvement *(3 years)*	
➢ PSRB Involvement *(3 years) (where applicable)*	
➢ HEA Involvement *(3 years)*	
➢ Employer / Industry Involvement *(3 years) (eg. Industrial Advisory Boards etc)*	
Folder 8 – Strategic Development	
School Academic Plans and Strategies *(most up-to-date) (where available)*	
Staff Development Plans *(most up-to-date)* *(NB.* **This is NOT PDRs***; the SED may make reference to general strategies either in place or being considered in relation to staff development, this folder has been provided in cases where further supporting information is available)*	
Folder 9 – Statistics	
Statistical Information:-	Available from Dashboard (http://dashboard.uws.ac.uk)
➢ Student Numbers (including full-time/part-time/~~distance~~ online learning/campus	

distribution etc)	
➢ Programme and Module Success Rates data	
➢ Honours classifications (where applicable)	
➢ Employment/Destination statistics (where available)	
➢ School Analysis of data (or reference to relevant minutes etc)	
Folder 10 – Staff CVs	
Staff CVs *(most up-to-date)*	
Folder 11 – Examples of Students' work	**Base Room N/A from 2016-17**
➢ Examples of Student's work *(3 years available)* A review of student work is not normally conducted, however, Panel members may request such information so it is recommended that Schools retain samples of student work should any requests arise.	This folder may contain samples of electronic submissions (provided permission given)
Folder 12 – Background documentation	
Background documentation relevant to the subject	This may frequently be empty. However, it may be particularly relevant where professional accreditation exists, among other scenarios.
UWS and Background Documentation	
Campus Maps	
ILR Handbook 2017-18	
UWS prospectuses	
SCQF information and level descriptors	
Regulatory Framework 2017-18	
UK Quality Code for Higher Education: Chapter B8: Programme monitoring and review (October 2013) Chapter B4: Enabling Student Development and Achievement (March 2013)	
Benchmark Statements	
UWS Policies and Strategies * ➢ Education Enabling Plan 2015 ➢ Global Reach Enabling Plan 2014 ➢ Research, Enterprise and Engagement Enabling Plan 2015 ➢ UWS Corporate Strategy Refresh (2017/20)	

'Dreaming/Believing/Achieving – A 21st Century University' ➢ University Assessment Handbook for Staff (2017-18 Edition) ➢ UWS Equality Scheme Implementation Plan (2012) ➢ Recognition of Prior Learning Policy & Procedures (June 2012) *(currently under review)* ➢ Work Based Learning (WBL) Policy (June 2015) ➢ Student Partnership Agreement (SPA) (December 2015) ➢ Student Engagement Policy & Procedure (June 2011) *(currently under review)* ➢ Student Support and Guidance Policy & Procedure (June 2011) *(currently under review)* *** Some policies are currently under review to reflect recent University re-organisation.**	

Responsibility for providing documentation:	
Quality Enhancement Support Team (QuEST)	
ILR Team	
Business Intelligence (Information Technology and Digital Services - ITDS)	Data available from Dashboard (http://dashboard.uws.ac.uk)

University of the West of Scotland
Institution-Led Review

Institution-Led Review (ILR) Confirmation Form, to be completed and endorsed by the School on submission of the Self Evaluation document (SED).

School	
ILR Title **Programme / Titles for Re-approval**	***Insert ILR Title*** • ***List Programmes under review***
School Approval of SED	***Insert Date of Approval*** ***Specify Forum of Approval (eg. School Board)***
In development of the SED, the School must confirm the following: • Appropriate student engagement into SED (include evidence as appendix to SED to support this); • Appropriate Professional Support Service engagement into SED; • Programme specifications and module descriptors are current, up-to-date, accurate, relevant and complete; • Specific material lodge on z:drive for the ILR is current, up-to-date, accurate, relevant and complete.	

Guidance for Schools

By signing below the School is satisfied that the above expectations for ILR have been met.

Dean of School: _____   Date:

ILR Lead/Other (as appropriate): _____   Date:

PROPOSED SCHEDULE AND TIMELINE DOCUMENT

'TITLE' INSTITUTION-LED REVIEW (ILR) 2017-18

EXEMPLAR: PHYSICAL SCIENCES SUBJECT HEALTH REVIEW

SESSION 2016-17

Chair of ILR: Dr Maria Pollard
Lead Contact(s) for co-ordination of ILR: Dr Jorge Chacon

TIMESCALES	EVENT
Monday 12th September 2016	Kick-off meeting with QuEST and relevant staff from School/Subject Area to discuss arrangements for the review and the documentation required.
Recommended ASAP. Latest: By Monday 3rd October 2016	**Nominations for external panel members should be submitted to QuEST at the earliest opportunity, to ensure that availability of first choice externals is maximised. School to scrutinise and approve nominations prior to forwarding to QuEST.** (via School Service Delivery Managers for Deans/School Board approval).
	Accreditation: Confirm whether accreditation is associated with any of the subjects under review at present.
Recommended by Friday 11th December 2015	Subject under review to ensure appropriate student and staff input into SED (eg. Workshops, Focus groups etc). • Appropriate student engagement into SED (teams should gather additional specific information from students as part of the evidence base for reviews; evidence should be appended to SED); • Appropriate Professional Support Service engagement into SED (teams should monitor their impact on the student experience). • Learning Innovation available to offer support on reflective and academic writing of the SED. • The Student School Enhancement Developer may be able to assist with co-ordination of Focus Groups (if this is the desired approach by team) (School of Science & Sport: **Simon Carr**).
Recommended: By Friday 20th January 2017 (8 - weeks prior to ILR Phase 1)	SED to be scrutinised and endorsed by School Board. (ie. Approximately 8 weeks prior to the Phase 1) From CoDs: School of Science & Sport School Board – Friday 18th November 2016 (next one 1st March 2017) School Boards are scheduled for mid-late November 2016; this is predominantly for annual monitoring. Next round of School Boards are set for late February/early March 2017 so therefore too late. Extraordinary School Boards may be desirable for approval of the SED.
By Friday 27th January	**The approved SED (including programme specifications &**

2017	core module descriptors) and supporting documentation (on z:drive) to be forwarded to QuEST for circulation to panel members.
	In submitting SED, to note that the review seeks to **re-approve provision**: Schools must confirm that the programme specifications and module descriptors are current, up-to-date, accurate, relevant and complete. A signed Confirmation Form should accompany the SED.
	Schools must provide evidence to support claims made within the SED: Schools must confirm that the specific material lodged on z:drive for the review is current, up-to-date, accurate, relevant and complete.
PHASE 1	
Latest: By Friday 27th January 2017	Event Programme to be finalised by ILR Chair, following liaison with ILR Lead and QuEST (also to determine allocated sections for panel members).
By Friday 3rd February 2016	**QuEST distribute SED, programme specifications & core module descriptors along with briefing pack (including pen stick) to external and internal panel members.** **(ie. providing 4 weeks for panel to provide feedback)**
By Friday 3rd March 2017	**Deadline given for Panel to Provide FEEDBACK**
By Friday 10th March 2017	**Phase 1 Preparation Meeting** (between Chair and QuEST to agree Event Programme for Phase 1)
Friday 17th March 2017 (half-day)	**Phase 1 Interim Event – HAMILTON Campus (Campus tbc)** (involving Chair of ILR/QuEST & ADE/selected Subject Team)
By Friday 24th March 2017	**QuEST Produce Draft Summary Report (Phase 1)**
PHASE 2	
Monday 27th March 2017	Following endorsement of Draft Summary Report: Phase 1 Summary Report and Phase 2 Programme sent to Panel (via email by QuEST) Event Programme for Phase 2 to be finalised by ILR Chair, following liaison with ILR Lead and QuEST
Monday / Tuesday 3rd / 4th April 2017 (Week commencing - 3rd April 2017)	**Phase 2 Main ILR Event** **– HAMILTON Campus (Campus tbc)** (involving Chair /QuEST/School/Dean/Assistant Deans x 3/Full Subject Team/Students/Staff/Others)

By Friday 12th May 2017	Draft report to be made available to ILR Chair for approval.
Latest: Friday 19th May 2017	Draft report (approved by Chair) to be made available to the Panel for endorsement and the School to comment on factual accuracy and provide any outstanding data.
Latest: June 2017	Report finalised
Monday 8th May 2017 (EAC meeting)	**Summary Report** will be received by Education Advisory Committee (EAC).
August 2017 (AQC meeting)	**Full reports** remitted to Academic Quality Committee (AQC) to identify themes and University-wide actions.
	School/Subject group prepares action plan in response to the report. School approval of action plan before November EAC. Desirable for outcomes to be linked to School plans.
November 2017 (EAC meeting)	The action plan submitted to EAC for approval. EAC remits action plan to AQC to monitor one year follow up.
During Session 2017/18	The School/Subject group engages with actions. School monitors progress. School annual monitoring processes should also incorporate reflection on issues identified in the ILR.
April 2018 (AQC meeting)	The School/Subject group provides update on how actions have been addressed one year later. School confirms that follow-up has been addressed. *(this should comprise evidence of impact rather than simply a narrative of change)*
	School addresses any outstanding items prior to May EAC.
Progress report to the May 2018 EAC	AQC reports to EAC confirming follow up has been completed and advising EAC of any significant issues.

UNIVERSITY OF THE WEST OF SCOTLAND

NOMINATION FORM FOR APPROVAL OF EXTERNAL MEMBERS OF INSTITUTION-LED REVIEW (ILR) PANELS

Schools are asked to complete the following sections for external nominations to the Institution-Led Review panel.

Please note: If required, subject lead contacts can informally approach nominees for purposes of ascertaining interest in ILR. Where nominees are approached, it is vital that they are made aware that this does not indicate that their nomination will be accepted. Formal contact is via QuEST only – QuEST will approach nominees individually.

External panel members will normally include two academic experts and one professional/employer *(see footnotes)*. Further guidance on criteria can be found in the ILR handbook available from *QuEST*.

All sections of the nomination form must be completed in full by one nominated person within the subject area and signed off by the School prior to approval by the Head of *QuEST* on behalf of Education Advisory Committee (EAC).

INSTITUTION-LED REVIEW: _____

DATES FOR INSTITUTION-LED REVIEW: _____

<u>Nominee Details</u>:-

Surname:……………………………………………………………………………………...

Forenames:…………………………………………………………………………………..

Salutation:……………………………………………………………………………………
(eg Mr/Mrs/Dr etc)

Job Title/Designation:………………………………………………………………………..
(eg Head of Department/Senior Lecturer etc)

Academic and Professional Qualifications:..

<u>Contact details</u>:-

Institution/Company…………………………………………………………….............

Department:…………………………………………………………………………………..

Full Postal Address:…………………………………………………………………………

………………………………………………………………………………………………

e-mail address:………………………………………………………………………………

Telephone no:………………………………………………………………………………………………..

Preference rating - (1 - 4)

Rationale for selection including subject expertise: (please indicate what particular strengths and expertise the School believes this person can bring to this review referring to academic/professional experience and, in particular outlining the subject area(s) within the review they would cover)

Experience of review activity? e.g. Experienced Internal Reviewer, QAA Reviewer

Background: How is the nominee known to the subject area(s)? Furthermore, in what professional capacity has the subject team selected this nomination? (see footnote*)

Completed forms should be submitted to the School Service Delivery Managers for Dean's/School Board approval and thereafter to QuEST.

Confirmation of Endorsement by School: ……………………………………………

Approval by Head of QuEST: …….…………………………………………………...
(on behalf of EAC)

Footnotes

* Any current/previous connection with the University of the West of Scotland (e.g. previous external examiner, [must be more than 4 years since period completed], previous member of staff, former validation panel member).   University Regulations preclude the appointment of any current University external examiners as Institution-Led Review panel members.   Retired professionals/academics cannot be considered after 12 months has elapsed since their employment in the subject/HE).
** From session 2016-17 onwards, external panel members will now need to provide evidence to confirm their eligibility to work in the UK; this is a requirement for payment. Passports and/or valid Photo ID will be required to participate.
*** Panel members will only be entitled to receive their honorarium fee on appropriate participation and input during both Parts 1 and 2.

Education Advisory Committee appreciates the time taken to complete these forms.
This assistance allows for an appropriate balance of panel members to be established

SUBJECT HEALTH REVIEW

– EXTERNAL PANEL NOMINATION CRITERIA 2017-18

Selection of External Participants

The selection of externals will be discussed at a preliminary meeting between the Assistant Deans (Education) and QuEST; and thereafter verified by the ILR team. Nominations for external panel members should be submitted to QuEST at the earliest opportunity, to ensure that availability of first choice externals is maximised. The School Board should scrutinise the nominations proposed by the ILR team and approve these before they are provided to QEU.

All nomination forms must be completed in full and signed off by the School Board before being passed to QuEST. QuEST will need this information to confirm the balance, expertise and experience of the panel before recommending approval of the panel. The Head of QuEST will authorise invitations to be issued on behalf of Education Advisory Committee (EAC).

There should be a minimum of two academics and one professional/industrialist. The School may request additional panel members to cover the specialisms under review. The following guidance should inform the identifying of potential candidates.

- The full breadth of the subject provision under review must be covered by the externals;

- It is preferred that at least one external is from a non-Scottish Higher Education Institution. At least one panel member should be able to offer an international perspective;

- It is preferred that at least one of the externals should be an experienced QAA Reviewer or an experienced internal reviewer for another University;

- It is preferred that at least one external panel member should be in a senior academic role with an understanding of strategic development of provision in HE;

- In nominating an industrial/professional panel member regard should be given to his/her ability to comment on the currency of the curriculum, the employability of graduates from the provision under review and any relevant expertise such as association with an appropriate professional body and ability to engage fully with the areas to be addressed in ILR;

- It may be prudent not to choose someone from a close or competitor institution as future strategic plans for the subject area will be discussed in detail during the review;

- Once potential external panel members are identified; subject lead contacts can <u>informally</u> approach nominees for purposes of ascertaining interest in ILR. Where nominees are approached, they should be made aware that this does not indicate that their nomination will be accepted. Formal contact is via QuEST only – QuEST will approach nominees individually;

- It is useful initially to identify more than the minimum number of externals, as not all may be available during the ILR period of review and this will allow QuEST to make subsequent invitations without delay;

- Those precluded from the nomination process include honorary professors, visiting lecturers, recognised teachers of the University, or any person deemed to be in current employment of the University. In addition, external examiners and former members of staff within the last four years cannot serve on ILR panels. Panel members should not be from areas where UWS currently has colleagues acting as External Examiners within the specific subject/programme area under review. Retired professionals/academics cannot be considered after 12 months has elapsed since their employment in the subject/HE.

- When nominating individuals, the subject lead should identify any current/previous connection with the University of the West of Scotland.

Eligibility to Work in UK:

From session 2016-17 onwards, external panel members will now need to provide evidence to confirm their eligibility to work in the UK; this is a requirement for payment. Passports and/or valid Birth Certificate together with evidence of National Insurance elibility will be required to participate.

Panel members will <u>only be entitled</u> to receive their **honorarium fee** on appropriate participation and input during both Parts 1 and 2.

UNIVERSITY OF THE WEST OF SCOTLAND

<div style="border:1px solid black; text-align:center;">

CURRICULUM VITAE

</div>

Name: (NAME IN CAPITALS)

Academic Post: Senior Lecturer/Other (specify as appropriate)

School: School of XXXXXX

E-mail: firstname.surname@uws.ac.uk

Qualifications:

1st Degree: XXXXXXX + (Year)

2nd/Higher Degree: XXXXXXX + (Year)

Other Qualifications: XXXXXX + (Year)

Academic Experience:

YEAR – YEAR: XXXXXX
YEAR – YEAR: XXXXXX

Other Experience:

XXXX – XXXX: XXXXXXX

Subjects: XXXXXX

External Activities: XXXXX

Present Research: XXXXX

Publications (last four years):

XXX (provide full details of publications in the last four years)

Previous: XX (no. of previous publications)

FOLLOW-UP ACTION PLAN TEMPLATE

Action committed to	How will this be achieved?	Who will take responsibility for this action?	By when will this action be completed?	How will the effectiveness of the action be evaluated?	*** ILR follow- up meeting ** April 2019

GLOSSARY OF TERMS USED AT THE UNIVERSITY OF THE WEST OF SCOTLAND

AQC	Academic Quality Committee – as sub-committee of the Education Advisory Committee
EAC	Education Advisory Committee – a Standing Committee of the University's Senate. Proactive in the strategic development and enhancement of learning, teaching, assessment and quality management
External Examiner	An academic or professional expert in the area of study who acts as a member of the Progression & Award Board or Subject Panel or both. No recommendation for the conferment of an award of the University shall be made without the consent of the External Examiner
FTE	Full Time Equivalent
HEA	The Higher Education Academy – established in 2004 to support institutions in their strategies to improve the quality of the student learning experience, providing subject and staff development, subject networks and research and evaluation on HE policy
HEI	Higher Education Institution
ITDS	Information Technology and Digital Services
ILO	Intended Learning Outcome
ILR	Institution-Led Review – the system of internal review of the academic health of the total taught and research provision in a subject delivered by the University every six years
KPIs	Key Performance Indicators
MEQ	Module Evaluation Questionnaire – students complete one towards the end of each taught module
Module Co-ordinator	Responsible for the development of a particular module and monitoring the module descriptors. Member of the SDGs
Module Moderator	Moderates the marks for the module

Multi-campus	UWS operates over five campus sites, Ayr, Dumfries, Hamilton, Paisley and London therefore activities are often referred to as 'multi-campus'.
PDP	Personal Development Planning - supports students' learning by recording their learning goals and reflection on these
PDR	Performance Development Review – annual discussion with academic and support staff to discuss activity, planning and key results
PSRB	Professional, Statutory or Regulatory Body
Programme Leader	Member of staff appointed by the School who directs the development of the programme.
PABs	Progression & Awards Boards – agrees decisions about progression, awards and honours classification for each level of a programme
QAA	Quality Assurance Agency for Higher Education for the UK
QuEST	Quality Enhancement Support Team— heads the implementation of the UWS's quality framework and directives of the EAC
REF	Research Excellence Framework
RPL	Recognition of Prior Learning
SAUWS	Students' Association, University of the West of Scotland
School	There are six Schools: School of Business & Enterprise, School of Engineering & Computing, School of Media, Culture & Society, School of Education, School of Health, Nursing & Midwifery, School of Science & Sport.
School Board	Considers management and School-wide review of quality & standards and has oversight of academic provision in the School relating to both taught programmes and research activity
SCQF	Scottish Credit & Qualification Framework – provides a national vocabulary for describing the relationships between qualifications, entry and exit points and routes for progression within and across education and training across Scotland
SED	Self-Evaluation Document – a document which

	identifies the areas to be addressed by Subject Health Review
SIMD	Scottish Index Multiple Deprivation
SSLG	Student/Staff Liaison Group – organised at Faculty or subject level to enable students to raise issues with teaching staff
Senate	The Senate is the academic authority of the University responsible for the overall planning, coordination, development and direction of the academic work of the University
Subject Panel	Agrees the marks and reassessment recommendations for modules within a subject, with external examiner agreement, before they are passed to the Progression & Awards Board
T1/T2/T3	Trimester 1/Trimester 2/Trimester 3 – the University academic year is divided into three 15 week trimesters
UWS	University of the West of Scotland
WBL	Worked-based Learning – working with a company/provision in a planned and structured way to achieve academic credit
VLE	Virtual Learning Environment

CHAPTER 3   STUDENT INVOLVEMENT IN QUALITY ENHANCEMENT

ANY QUERIES CONCERNING THIS BOOKLET SHOULD BE RAISED IN THE FIRST INSTANCE WITH QUEST. THIS BOOKLET CAN BE PROVIDED IN OTHER FORMATS ON REQUEST.

THE PROCEDURES DESCRIBED WITHIN THIS BOOKLET HAVE BEEN ASSESSED FOR EQUALITY IMPACT AND CONFIRMED AS BEING AT LOW RISK OF HAVING ANY NEGATIVE IMPACT ON DIFFERENT GROUPS OF PEOPLE.

CHAPTER 3   STUDENT INVOLVEMENT IN QUALITY ENHANCEMENT

1   INTRODUCTION

The University outlines its commitment to engagement in the Education Enabling Plan (2015/20) which states that '*We provide a supportive learning environment facilitating maximum student engagement and promoting pride in being a UWS student. Student engagement is maximised through involvement in programme development, co-creation of learning, advocacy and sport and well-being initiatives through partnership working with SAUWS*.'

Furthermore, the Education Enabling Plan highlights several objectives directly associated with student involvement at an institutional level. These objectives include:
- ➢ To offer inspirational and transformative learning within a flexible and personalised curriculum;
- ➢ To ensure transition into, within and beyond UWS that raise the horizons for all involved;
- ➢ To maximise staff and student engagement in a culture and environment of support and development;
- ➢ To ensure high-quality information, supporting effective interventions in engagement;
- ➢ To ensure that our graduates are highly employable and able to make a difference locally and globally.

An active student representative system is essential, allowing a free flow of information from staff to students and back again and is a process whereby students, staff, representatives and the University all benefit.

The University of the West of Scotland considers the involvement of students in quality assurance and enhancement activities to be a key priority. By getting involved and giving us feedback, students can enhance the quality of their educational experience and make a difference for future students.

Over recent years several areas of positive practice at the University of the West of Scotland have been identified; one area was student partnership. A Student Partnership Agreement (SPA) between UWS and SAUWS was developed and approved in December 2015 to strengthen this further. The most recent Enhancement-Led Institutional Review (ELIR) (*QAA ELIR Summary report – UWS December 2014*) also praised the integrated quality assurance and enhancement processes, in particular in relation to institutional reviews, Subject Health Reviews, Policy Reviews and thematic reviews, many of which provided an opportunity for student to undertake 'a leading role in the conduct of reviews'.

The QAA UK Quality Code for Higher Education: Chapter B5-Student Engagement (Published: June 2012) has set out the following Expectation about student engagement:

"*Higher education providers take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience.*"

1.1 Scottish Funding Council Guidelines

The Scottish Funding Council (SFC) published guidance on the engagement and involvement of students in quality processes; something which is fundamental to the Quality Enhancement Framework (QEF). All institutions are expected to work with the Student Engagement Framework for Scotland which sets out the expectations and features of student engagement. This framework consists of five key elements and six features of effective student engagement.

Key elements of student engagement:
1. Students feeling part of a supportive institution
2. Students engaging in their own learning
3. Students working with their institution in shaping the direction of learning
4. Formal mechanisms for quality and governance
5. Influencing the student experience at national level.

Features of effective student engagement:
1. A culture of engagement
2. Students as partners
3. Responding to diversity
4. Valuing the student contribution
5. Focus on enhancement and change
6. Appropriate resources and support.

Institutions should have a coherent and effective strategy to develop their partnership approaches with students and student representatives and enhance student engagement, including seeking opportunities for student engagement in co-creation of learning; empowering students to use evidence to enhance their own learning; extending engagement to new groups of students; and developing the role and capacity of Student Association staff to build sustainability and maintain continuity of support for student officers.

More information and resources can be found on the [sparqs website](#).

(*SFC Guidance - July 2017 circular, Paragraph No. 44 - 46*)

1.2 Reason for Student Engagement in Quality Enhancement

The University's feedback and involvement mechanisms (questionnaires, internal review etc.) give students the opportunity to present their views on their learning experience. This feedback enables staff to reflect on their teaching and professional skills as well as identifying areas for improvement, examples of good practice and opportunities to build on identified strengths.

UWS needs student reps to represent the views of their fellow students, whether it be at programme, subject or School level. The University is keen to know where changes can be made to improve the quality of its modules, students' overall experience and to discover what students honestly think about their time at UWS.

The University welcomes the diversity of the student body and is keen to promote representation for all groups of students. We encourage all students to become involved in representation activities, irrespective of their gender, ethnicity, religion, sexual orientation, disability, educational background or culture.

This guidance makes reference to the Student Partnership Agreement (SPA) and the opportunities for student involvement across the University as well as the training and support that is available to our student reps.

1.3   Benefits, Rewards and Recognition for Student Engagement

As a rep, students can learn many new and useful skills, and it also enhances their CV. Student reps are encouraged to listen to their fellow students and communicate their opinions. Through attending committee meetings students will gain an understanding of decision making processes as well as getting to meet new people. In addition, students' skills set should improve to include assertiveness, communication, leadership, negotiation, public-speaking, self-confidence and team work. The University and the Students' Association offer professional training via *sparqs* which students can use on their CV. Further information can be found in Section 3 of this guidance.

Particular incentives to encourage individuals to become student reps include:

- **Volunteering Recognition Award (VRA) -:**
  Student reps are eligible to apply for the Volunteer Recognition Award Classic level (for more information email recognition@uws.ac.uk). The VRA will complement the wider UWS Employability Award planned for delivery in session 2017-18.

- **Higher Education Achievement Record (HEAR) -:**
  From 2016 students will receive recognition of engagement with all aspects of student life through HEAR; these achievements will appear on their academic record. This will include activities such as participating as student reps, engaging in work placements, volunteering, sports achievements and study abroad etc. This small additional voluntary achievement when listed formally on HEAR may be influential for students when competing in the employment market and so should not be underestimated. Where students are involved in Institution-Led Reviews or Programme Approvals, this can be recorded on the HEAR and signed off by a member of QuEST.

- **Incentives/Rewards -:**
  SAUWS intends to provide lots of goodies for student reps to promote their identity in this role (e.g. UWS hoodies and other merchandise etc). There are also awards which can be won by Reps via the SAUWS Big Awards held annually.

2   STUDENT PARTNERSHIP AGREEMENT (SPA)

The approach to student representation at UWS adopts principles which ensure that students continue to be represented as widely as possible within institutions consultative and decision-making forums. To strengthen these principles further and support the UWS Corporate Strategy vision of 'transforming' learning partnerships, a **Student Partnership Agreement (SPA)** between SAUWS and UWS was developed and approved in December 2015 by Senate (**Appendix 1**).

The SPA seeks to:

- promote a mutual agreement about how the institution and students can work together more creatively and move towards an equal relationship with a common purpose;
- develop a deeper understanding of partnership and what the benefits of this could be to both parties;
- promote partnership values: Equality, Democracy, Mutual respect, Diversity, Collaboration and Sustainability;
- be an active, living and dynamic working agreement (with annual targets);
- promote further partnership learning with a view to maximising increased engagement and representation;
- ensure full co-operation by both parties and promote a 'shared' responsibility;
- instigate a new culture of partnership across the institution.

It is anticipated that the SPA shall be reviewed annually by a SPA Review Group to provide a basis for successive updates to the SPA based on current University priorities.

2.1   Student Representation

Student representation within a University may be defined as a method of getting students involved in University quality processes and debates to provide qualitative feedback which could ultimately enhance the quality of their educational experience and make a difference for future students.

The general principles identified in relation to student representation are considered mandatory for adoption across all Schools, UWS campuses and sites of delivery (i.e. at Collaborative partner institutions or via distance learning or other alternative modes). The principles identify student engagement opportunities from involvement in University Committees, to general involvement in the University's quality processes as well as methods of providing student feedback.

The University recognises that informal feedback mechanisms exist across the Institution and that these mechanisms can often provide a suitable approach in providing useful feedback.

The University acknowledges the diverse nature of the student body at UWS where there continues to be an increase in students studying by non-traditional methods off campus. Many students are opting to study part time, or by distance, blended, eLearning, collaborative, or by Flying Faculty modes. The University

must therefore try to ensure that all students receive the same opportunities to provide input into the student experience.

The University will seek to monitor the effectiveness of its student representation processes regularly with a view to providing continuous enhancement of its quality processes.

2.2   Student Representation on University Committees

There are a number of University Committees that deal with student issues such as the following:

- SENATE
- EDUCATION ADVISORY COMMITTEE (EAC)
- STUDENT EXPERIENCE COMMITTEE (SEC)
- SCHOOL EDUCATION/INTERNATIONAL / RESEARCH & ENTERPRISE FORUMS
- SCHOOL BOARD
- PROGRAMME BOARD
- STUDENT/STAFF LIAISON GROUP (SSLG)

Many of the above committees involve student representation, in particular, the **Student/Staff Liaison Group (SSLG)**. This SSLG is a forum for students and staff to discuss student-led agendas on learning and teaching issues and to consult with students on its future plans for curriculum development. SSLGs are not "complaint shops". SSLGs can be either subject or programme level: it is up to the individual School to determine the best way to ensure all programmes are represented by one or more SSLGs and to advise this to QuEST/SAUWS annually. SSLGs will normally be chaired by a student. At a minimum there should be at least one SSLG per School or Subject area per trimester. Consideration should be given to multi-campus issues.   The full SSLG remit can be found in **Appendix 2**.

The dates of the SSLG meetings should be published on School Moodle sites along with the reports of meetings to ensure transparency and dissemination of information to all students. All staff should encourage students to participate in SSLGs. A member of School staff (normally academic or School Enhancement Developer) shall lead each SSLG; this person shall be responsible for ensuring that agendas are proactively developed for SSLG meetings to ensure students are involved. Furthermore, the staff member undertaking this role will ensure meetings are convened, publicised, reports published and feedback provided to the student body. Programme Boards will receive reports from relevant SSLGs. Reports will also be used as evidence Internal Reviews.

The ELIR 2014 (*Technical report*) recognised the challenges across the sector in engaging student representatives in related activities and 'encouraged the University to review the election processes, in partnership with SAUWS, to ensure effective operation of the process and to promote the benefits of becoming involved in student representation to the student body.' In response, this review resulted in changes to the student rep nomination process/election process being implemented from session 2015/16. Students now nominate themselves in class (via election process) with Programme Leaders submitting

initial information of Reps to SAUWS via SAUWS website at http://www.sauws.org.uk/representation/courserep/ . Reps are then invited to complete additional relevant information.

For more information on being a University Committee representative, students should be advised to contact the Student Representation Co-ordinator at SAUWS via src@sauws.org.uk .

2.3   Student Representation in Quality Processes

Academic Student Representation: There are several key quality processes across the University which students play an integral role in:

- Internal Review / Institution-Led Review (ILR)
- Approval of New/Amended Programmes
- Enhancement and Annual Monitoring Activities
- Student Feedback Activities

Details can be found within the appropriate section of the Quality Handbook (Link: https://connect.uws.ac.uk/education/sitepages/quality.aspx   or   externally   via https://www.uws.ac.uk/about-uws/uws-commitments/quality-enhancement/).

2.3.1   Internal Review / Institution-Led Review

As expected by the Scottish Funding Council (SFC), the University reviews all its subjects on a six year cycle. At UWS, our internal review process is called Institution-Led Review (ILR). This involves a panel of academic and professional experts from within and out with UWS reviewing the total taught and research provision in that subject.

The views of students are particularly important to the reviewers. The Students' Association is advised of the internal review schedule to allow it to engage with student issues.

At the start of the session in which the ILR is to take place, the School should advise all students of the ILR process. This is facilitated by a leaflet for students, "Students Matter – Informing and Involving Students", available from the Quality Enhancement Support Team (QuEST). The ILR should be on the agenda of SSLGs to ensure students are aware of the process, how to engage with it and the importance of their involvement. The SSLG also provides a forum for student input into a reflective document produced by the subject team called the Self Evaluation Document (SED). Responsibility for involving students in the ILR process lies with the subject team.

Students should be engaged in curriculum design, development and review processes. Students are encouraged to engage with ILR on several levels detailed in the Quality Handbook. **Students should be given the opportunity to influence the content of the Self Evaluation Document (SED).**

The following ILRs will take place during session 2017/18:

- Business and Management

- Divinity
- Physics

For more information on student involvement in the ILR process please contact Donna Taylor in QuEST. (donna.taylor@uws.ac.uk.)

2.3.2   Approval of New/Amended Programmes

As part of the University system for the approval of new programmes, students will be consulted to ascertain views on proposed new programmes and their structure. Schools should make arrangements to include a student member on the drafting team to ensure student involvement in the programme planning and design process. Gathering of student views may also involve discussions via focus groups or via the SSLG or on Moodle.

Student input also applies to significant amendments/additions to an existing programme (e.g. addition of an Honours level) where students are invited to become involved and provide opinion on proposed developments and the implications for the student experience. (*Quality Handbook; Chapter 4, Approval & Accreditation*)

2.3.3   Enhancement and Annual Monitoring (EAM)

The University's approach to enhancement and annual monitoring is programme-based and focuses on the quality of the student experience through reflection at both module and programme level.

By completion of module and programmatic surveys, students automatically contribute to this process; participants of SSLGs will also contribute. School-Based Annual Monitoring Events take place annually in mid-November and there are often opportunities for students to participate in these events within their Schools. Furthermore, an institutional seminar takes place annually (normally January) and there has been increased participation and representation among students at this seminar in recent years. (*Quality Handbook; Chapter 7, Enhancement & Annual Monitoring*)

2.3.4   Student Feedback Activities

The University considers student feedback as a high priority to ensure the University is meeting expectations of students. A variety of student feedback activities exist which include module feedback mechanisms, completion of surveys (e.g. National Student Survey) and providing feedback via the SSLGs or via other informal feedback routes. The University/School/SSLG strives to find effective ways to "close the feedback loop" (*Quality Code B5 – Indicator 2*) to ensure students are aware where feedback has been acted upon, or where change is not possible, the reasons why this has not happened.

All surveys lead to enhancement of the UWS student experience so it is important to take every opportunity to ensure that students make their experiences known.

Whilst the formal and recommended route for receiving student feedback is normally via SSLGs; some areas utilise other informal feedback mechanisms. These mechanisms often include communication with personal tutors, lecturers in discussion with class (more applicable to small groups or laboratories), feedback to year leaders or programme leaders. Reflective blogs on Moodle are also utilised. In instances where informal feedback exists, it is important to highlight the need to evidence such feedback to ensure that all effective feedback mechanisms are illustrated to internal and external review panel members during internal review or external Enhancement Led Institutional Review.

With a view to 'closing the feedback loop', as well as University/School obligations to communicate such information, an emphasis should also be placed on accountability of the student representatives themselves; particularly in terms of representatives taking opportunities to inform fellow students of action been taken as a result of feedback provided.

2.4   Involvement with the Students' Association (SAUWS)

Radical changes to the formal constitution of SAUWS were implemented in session 2016/17 (*http://www.sauws.org.uk/union/constitution/*). The Executive Committee now consists of:

- Four Sabbatical Officers;
- Seven Executive Officers (with appropriate representation from each campus);
- Four Liberation Officers (one from each Liberation group);
- One Care Leavers Officer

There is also the opportunity for students to be appointed as Student Trustees on the SAUWS Board of Trustees. The newly formed Board of Trustees consists of:

- Four Sabbatical officers (elected);
- Four External Trustees who are appointed (one from each campus);
- Four External Trustees who are appointed

The Executive Committee and the Board of Trustees are the main decision-making bodies of the Students' Association.

Social Representation: There are several opportunities for social representation by students via involvement in Students' Association activities.

These include involvement in the following groups and/or activities:

- Students' Association;
- Students' Voice (unlimited representatives) (http://www.sauws.org.uk/union/sauwsstudentsvoice/);
- Executive Committee (as above) (http://www.sauws.org.uk/union/exec/);
- Board of Trustees (as above) (http://www.sauws.org.uk/union/bot/);
- Liberation Groups:
  - Women's
  - Lesbian, Gay, Bi-sexual, Trans (LGBT) +

- ➢ Black & Minority Ethnic (BME)
- ➢ Disabled Students;

Students Studying Off Campus: The University recognises that the make-up of students at UWS is diverse in that not all students study full-time and many are not based on UWS campuses. To accommodate this diversity, the University will continue to develop new and innovative mediums to enable greater interaction with those students studying part-time, via online or blended learning, collaborative, TNE or London Campuses to ensure views are received from those studying remotely.

Proposals to continue to provide opportunities for those students studying off campus to contribute to the student experience include: live online presentations; pre-recorded presentations posted on Moodle for students to access in their own time; video conferencing to other campuses; use of Social Media and other web based discussion forums. It is vital that we understand that as the Institution evolves and more students are studying "out of hours" either part time or by varying off campus modes that we must provide alternative ways to engage with our students and highlight to them the importance of student representation and why their views are just as valuable, if not more, than those students studying full time on campus.

The University recognises the challenges associated with the operation of running 'virtual' SSLGs and, in general terms, in seeking student feedback from those studying off campus. Schools will consider appropriate alternatives to engage in this activity when dealing with distance learning students. It is anticipated that Moodle VLE (or other appropriate IT resources) will be adopted as appropriate.

The University acknowledges the associated resource implications (staffing/sabbatical levels to cover all four campuses and high population of students). Schools are expected to take ownership of recruiting reps and encouraging participation throughout the representation structure.

For more information on being involved in SAUWS, students should be advised to contact Student Representation Co-ordinator, SAUWS on src@sauws.org.uk

3 COMMUNICATION, TRAINING AND SUPPORT

3.1 Student Representation Communication Mechanisms

Student reps will be able to communicate with each other, their cohort and the Students' Association via the SAUWS website on the Course Rep pages (*http://www.sauws.org.uk/representation/courserep/*) and via Moodle on the Programme information pages. Student Reps can also set up their own Facebook pages if they wish as another means of contacting their students and gaining feedback on issues and effective practice. In addition, students will be able to contact their rep using both the SAUWS website and Moodle, whichever they find most convenient for them.

Student reps are expected to **use their Banner ID email accounts** at all times, specifically, they will use this email account when contacting any member of the University community if they choose not to do this through channels described above.

Student reps are also encouraged to make use of Mahara for discussions and for updating their Personal Development Planning (PDP) activities.

Student reps are informed of appropriate use of communication tools and the University's Data Protection Policy as well as social media use during Student Rep training opportunities.

3.2 Training for Student Reps

It is necessary for all student representatives and staff to acquire the necessary knowledge and skills to undertake this important role and those individual students have a full understanding of the purpose and benefits to be derived from fulfilling this role.

Training workshops provide guidance to student reps on how to represent the views of their fellow students, the importance of student representation, the structure and purpose of the various committees and who to turn to for additional information and support. UWS provides *in-house* training (campus-based and online training) to maximise flexibility and opportunities for students to participate. Campus-based training will normally take place as a feature during Student Congress and Networking Session (referred to in section 3.3).

There will be an opportunity for some UWS students to become involved in training activities alongside the Student Representation Co-ordinator for the institution.

The SFC encourages institutions to continue to work on student participation, with support from sparqs as it develops its focus to assist institutions and student associations to fully engage students as equal partners in creating a learner-centred experience. (*SFC Guidance - July 2017 circular, Paragraph Nos. 44-46*)

Additional student representative training can be provided on request; For further information about the training events/ or online training packages please contact SAUWS, Student Rep Co-ordinator, src@sauws.org.uk.

3.3   Student Congress and Networking Sessions

Student Congress and Networking Sessions are solely for participation by student reps. The first Networking Session for an academic year is termed 'Student Congress' with the remaining sessions being referenced as 'Networking Sessions'.

Three Networking Sessions will take place per academic year. For session 2017/18, Student Congress shall meet during week commencing Monday 2nd March at each campus as follows (times and rooms TBC):

- Paisley Campus – Monday 2nd October
- Hamilton Campus – Tuesday 3rd October
- Ayr Campus – Wednesday 4th October
- Dumfries Campus – Thursday 5th October
- London Campus – Friday 6th October

For further information about the Student Congress and Networking Sessions, please contact the Student Rep Co-ordinator, (src@sauws.org.uk). Confirmed details of the sessions are available at:
http://www.sauws.org.uk/representation/trainingandsupport/)

4   UWS CALENDAR OF DATES

Please refer to
http://intranet.uws.ac.uk/department/CourtSenateOffice/default.aspx   for UWS Calendar of Dates and Trimester dates for academic session 2017/18.

Please refer to http://www.sauws.org.uk/representation/dates/ for SAUWS Calendar of Dates and Trimester dates for academic session 2017/18.

5   USEFUL CONTACTS

For further information on student involvement at UWS:

SAUWS
Claire Lumsden, Membership and Engagement Manager
SAUWS membership@uws.org.uk

UWS
Nina Anderson, Head of QuEST
Email: nina.anderson@uws.ac.uk

Gabrielle Weir, Depute Head of QuEST
Email: gabrielle.weir@uws.ac.uk

Donna Taylor, Senior Quality Enhancement Officer, QuEST
Email: donna.taylor@uws.ac.uk

For more information on **Student Partnership in Quality Scotland (sparqs)** contact:

sparqs
12a Union Street
EDINBURGH
EH1 3LU
Telephone No: 0131 622 6599
www.sparqs.ac.uk
info@sparqs.ac.uk

UNIVERSITY OF THE
WEST *of* SCOTLAND
UWS

STUDENTS' ASSOCIATION
SA UWS

Appendix 1

UNIVERSITY OF THE WEST OF SCOTLAND
Scottish Charity Number: SC005410

UWS & SAUWS

LEARNING IN PARTNERSHIP

Student Partnership Agreement 2015-16

**DREAMING,
BELIEVING,
ACHIEVING**

Student Involvement in Quality Enhancement

Session 2017/18

UWS & SAUWS - Learning in Partnership, Student Partnership Agreement 2015-16

The purpose of this Student Partnership Agreement (SPA) is to present how the University of the West of Scotland (UWS) and the Students' Association UWS (SAUWS) are working together in partnership to improve the student learning experience. The agreement sets out our approach to partnership as well as detailing agreed priorities for the academic year 2015-16. It also describes how all students can get involved in all this activity. It is intended to make students aware of agreed areas for improvement and to promote the engagement of students during their time at UWS.

UWS and SAUWS are proud of their commitment to student engagement and representation, and of their work in supporting a positive and enhanced learning experience for all. To extend this commitment, SAUWS and UWS have agreed to enter into a formal Student Partnership Agreement. Developed by students and staff, the agreement outlined below, articulates our understanding of partnership. It reinforces our commitment to work together to create a contemporary and inspirational learning environment where everyone is valued and able to influence the learning experience.

Section A identifies our principles and values underpinning our understanding of partnership. Section B identifies our agreed priorities and actions that will focus our shared activity across the academic session 2015-16, allowing us to assess and evaluate the impact of our partnership work.

The University and SAUWS are committed to the continual development of this Partnership Agreement which will be reviewed jointly on an annual basis.

Section A

The principles and values of partnership:

We believe partnership should be embedded as the ethos of the 21st Century University, reflecting a culture of inclusion and enablement. Partnership should be authentic and empower students and staff to work together to create transformative and sustainable learning communities. It should be based on mutual respect and trust, and instil and enhance feelings of belonging. Partnership should be a powerful driver of positive change, promoting critical reflection and enhancement activity across the work of the University. Partnership does not imply that all participants are the same, but recognises and seeks to harness the diversity of perspectives, experience and expertise available across the University. Our partnership agreement should enhance student engagement and strengthen the role students already perform at all levels of decision-making at UWS.

Partnership in learning & teaching:

Engaging students and staff effectively as partners in learning and teaching is arguably one of the most important issues facing higher education in the 21st century. Students as partners is a concept which interweaves through many other debates, including assessment and feedback, employability, flexible pedagogies, internationalisation, linking teaching and research, and retention and success.

Across the higher education sector in the UK, a number of initiatives have been introduced to harness the potential of partnership in learning and teaching. Students have been empowered as 'producers', 'collaborators' 'co-creators' and 'change agents' in the shaping of learning environments and the university experience. Within Scotland, the commitment to working and learning in partnership is explicitly stated in the Government's strategic vision for post-16 education. We recognise engagement in this type of partnership activity as essential to the future development of our University.

Partnership at UWS

The commitment to partnership is already clearly articulated in the University's Corporate Strategy and Education Enabling Plan. There is an explicit emphasis on maximising student engagement in the work of the University and on building learning communities where students are empowered as active partners: "We shall celebrate staff and students as co-creators of learning, co-solvers of learning challenges and co-beneficiaries of the positive outcomes that ensue". This Student Partnership Agreement formalises and extends that commitment. It is written for all partners, students, academics, professional service staff and senior managers, supporting a breadth and depth of reflection on our current relationships and practices. It will explicitly locate students at the centre of the enhancement work of our University.

Section B

Partnership in practice

Using student feedback from a range of sources and initiatives, the university and SAUWS have agreed to work together on the following themes listed below over the coming year.

Student Representation, Involvement and Participation

ACTION	Responsibility		Desired Outcomes	Measurement of Success/ Timeline (SMART)
Implement the SPA	SAUWS/UWS		Improved Student Engagement Student representatives to have appropriate training to undertake role	Effective practice report – June 2016
Improve opportunities for student representation and participation in all appropriate committees across the university.	SAUWS		Opportunity for recognition for all representation work within the HEAR	All appropriate forums and committees to include trained reps as members – March 2016
Create a recognition system whereby we can record representation, partnership activity and engagement in support of employability.	SAUWS/Student Engagement			Produce metrics of engagement in representation for 2015/16 based on SPARQS matrix.
Each School will have at least one student led academic society by end 2015/16, with appropriate support being provided.	SAUWS/Assistant Deans (Education)			Annual increases in numbers of students and staff involved in collaborative and co-created work. Appropriate activities recorded on the HEAR (June 2016) Production of the HEAR - July 2016
Establish institutional working groups to: Review engagement with Global Reach and international activity within the institution.	SAUWS/UWS		Demonstrate improved integration between home and international students through the production of shared work.	Benchmark established for International students through introduction of International Student Barometer. Improvements. in outward mobility and greater uptake of languages provision.
Co-create an Award in Global Citizenship, with students working in partnership with staff to create an Award that features on the student HEAR and in staff PDR.			Develop a culture where students and staff are supported to be collaborative & co-creative. Provision of an international curriculum and development of an international culture across UWS.	Student satisfaction increased (NSS & EVASYS, PTES and UKES). Evidence of collaboration available from module descriptors, with examples of best practice in collaboration showcased in presentations of student work. Produce an award in 2015-16 and then in 2016-17 to engage 100 students and 10 staff, increasing to 500 students and 20 staff by 2017-18.

Assessment & Feedback:

To improve engagement with assessment and feedback

ACTION	Responsibility	Desired Outcomes	Measurement of Success/ Timeline (SMART)
Ensure that 3 week turnaround for effective and timely feedback is met. Where, for a valid reason it is not possible to provide feedback within 3 weeks an explanation will be provided with details of when and how feedback will be provided to you.	Assistant Deans (Education) /SAUWS.	Monitoring of feedback and turnaround times in place. Increased NSS scores (2016/17). Production of an activity and intervention report by each group (January 2016).	Setting up of assessment, feedback and research awareness group in each School (November 2015). APPC to monitor provision of timely and useful feedback.
Set up Action Research Groups to explore assessment and feedback organised around the SPA for each School.			Production of an activity and intervention report by each group (January 2016).
Produce a report on assessment practices across all programmes of study.		Exploration of new approaches to assessment and feedback such as an assessment partnership model, co-creation, peer and self-evaluation.	Benchmark levels of student engagement with assessment/ reassessment.

Wellbeing

ACTION	Responsibility	Desired Outcomes	Measurement of Success/ Timeline (SMART)
Deliver financial awareness campaign involving Student Services, SAUWS and external partners during 2015/16.	Director of Student Life /SAUWS.	Increased capacity to better manage finances, increased confidence and resilience.	A collaborative approach taken to delivering Student Money Week 2016. Development of a collaborative approach to a series of financial capability activities to be used in classroom settings.
Deliver a campaign focusing on mental health awareness during 2015/16.		With SAUWS mental health ambassadors, take a partnership approach to promoting wider student engagement. Increased confidence and resilience.	Emergence of Nightline Service. Improved student representation at Student Services Team Meetings.

Achieving the Student Partnership Agreement

In keeping with the values of this Partnership Agreement, equality and diversity will be considered at all times. The utilisation of expertise and perspectives from the whole learning and professional community will determine the success of this agreement and outcomes derived from it.

In addition, this partnership agreement supports innovation and creativity, the use of technology, intentions to expand our global reach and will assist our partnership in delivering a 21st century experience.

Reviewing the Student Partnership Agreement

A SPA review group will be set up during Trimester 2 of each year, this group will include members from SAUWS, UWS and the student body, to ensure that an annual review takes place at an appropriate time which all members of the community can contribute to and benefit from. This will include mandates from the Student Voice, Manifesto pledges from elected officers and results derived from Quality Assurance and Enhancement Processes. The review and mandates will provide a basis for each successive update to the SPA.

Conclusion

This partnership agreement contributes to/reflects the reality of UWS being a 'different university' and sets out to achieve our commitment to "maximise student engagement in the life of the university" (UWS Corporate Strategy, 2014-20, p.11) through the provision of transformative, learner-centred learning where students are empowered as critical partners.

Partnership, at UWS, is continuously evolving and will develop and change as the community, simultaneously, develops and changes. Ultimately, students and staff are only truly partners when we engage with each other; neither can do it alone.

Signed on behalf of UWS_____[Principal & Vice-Chancellor]

Professor Craig Mahoney

Signed on behalf of SAUWS_____[Student President]

Jack Douglas

References

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13   Student/Staff Liaison Group (SSLG)

Membership

Chair
The Student/Staff Liaison Group (SSLG) will be chaired by a student or if necessary, it may be a student and a member of staff co-chair the SSLG

Ex officio Members
There should be appropriate representation of students and staff from the programme(s) covered by the SSLG including the programme leader(s) and additional staff and/or students should be invited as necessary to deal with specific items of business

Membership should be balanced to ensure a majority of members from the student body

Staff Support
Each School should appoint an academic member of staff to be responsible for SSLGs within the School

Administrative Support
Support staff from within the School, as determined by the School Executive Manager

Quorum

Normally, there should be more students than staff present.

Remit

The SSLG is a forum for students and staff to discuss student-led agendas on learning and teaching issues and to consult with students on its future plans for curriculum development. SSLGs are the appropriate forum to discuss programme specific matters however it is accepted that students may bring other issues of concern to the SSLG. For each Programme Board, the member of staff nominated to be responsible for SSLGs will:

🕐   Organise the structure of SSLGs within the subject area taking into consideration multi-campus issues;

🕐   Co-ordinate the election and identification of student reps;

🕐   Organise the meetings of SSLGs;

🕐   Liaise with SAUWS regarding the content and timing of training for student reps and staff responsible for engaging with SSLG activity;

🕐   Liaise with the Student Chair of the SSLG with regard to the setting of agendas for meetings;

🕐   Ensure that steps are taken to inform the wider student body of the actions taken following SSLG meetings;

🕐   Ensure student rep activities are reported to SAUWS for the purposes of the Higher Education Achievement Record (HEAR)

The following are indicative of the issues that could be discussed at an SSLG which is reflective of the Student Learning Experience and national surveys including NSS, NSSE, PTES/R, among others:

Curriculum:
- Diversity of the curriculum and its inclusiveness
- International exchange opportunities;
- Work-based Learning/Volunteering opportunities
- Module/Course timetabling and organisation
- New programme proposals/module and programme changes;
- Programme handbook and other course information provided

Learning and teaching process:
- Volume of work and delivery/pace of the programme;
- Variety of teaching and learning methods used e.g. classroom based/lab work, guest speakers and industry visits, group projects.

Learning and teaching resources:
- Resources for programme/modules including library books/e-books, lab equipment, computer software/hardware
- Moodle/other VLE tools and ease of use/accessibility
- Variety of learning material used and their inclusiveness

Assessment and Feedback:
- Communication with students on assessment issues including timing of courseworks and provision of feedback;
- Marking criteria
- Variety of assessment and feedback methods used including formative and summative assessments

Guidance and Learner Support:
- Personal development and careers planning
- Personal tutor and Peer support initiatives
- Contact time and support available inside/outside classroom

Progression and Achievement:
- Success and progression rates of relevant modules and programmes;
- Personal development planning activities
- Academic society activities for programme/school
- Career routes/advice and employability

Quality Enhancement and Assurance:
- Student feedback opportunities (internal and external questionnaires/surveys) including issues raised and actions deriving from these
- Subject Health Review, Self Evaluation Document and other opportunities for student input;
- Discussion of new initiatives and strategies at Programme, School or University level;
- Programme reviews and annual reports

Other areas for discussion:
- Multi-campus issues including partner college provision
- Students' Association activities and information including rep training/networking opportunities, campaign activities, Students' Voice and special events e.g. Elections, Awards etc.
- Miscellaneous concerns outwith programme control e.g. ICT facilities, Library opening hours, out of hours service provision – these should be reported to the appropriate service provider.

Frequency of Meetings

At a minimum, there should be at least one meeting of each SSLG per trimester. (Trimester 3 as required.)

The dates of the SSLG meetings should be published and made available to all students either through notice boards or electronically.

Reporting

All SSLGs proceedings should be formally recorded by a member of administrative staff. While this record may be a minute of the meeting, it is imperative that as a minimum a list of action points together with an indication of the action taken is produced following each meeting. Information on the action taken following an SSLG should be made available to the wider student body either electronically or through notice boards.

The appropriate Programme Boards(s) will receive reports from the SSLGs. The Chair of the SSLG will be a member of the Programme Board.

CHAPTER 4   APPROVAL & PROFESSIONAL ACCREDITATION

APPENDICES

ANY QUERIES CONCERNING THIS BOOKLET SHOULD BE RAISED IN THE FIRST INSTANCE WITH QuEST. THIS BOOKLET CAN BE PROVIDED IN OTHER FORMATS ON REQUEST.

THE PROCEDURES DESCRIBED WITHIN THIS BOOKLET HAVE BEEN ASSESSED FOR EQUALITY IMPACT AND CONFIRMED AS BEING AT LOW RISK OF HAVING ANY NEGATIVE IMPACT ON DIFFERENT GROUPS OF PEOPLE.

CHAPTER 4   APPROVAL & PROFESSIONAL ACCREDITATION

1   APPROVAL OF NEW OR SIGNIFICANTLY REDESIGNED PROGRAMMES

Introduction

One of the key ways in which institutions demonstrate their responsibilities for standards and quality is through the procedures for curriculum design, programme approval and programme monitoring and review.

Development of New Programme Proposals

New programme proposals should be developed in line with the School and the Corporate Strategy. The initial idea should be raised at the Programme Board before the plan is discussed at the School Education Forum (SEF) and recommended to the School Board. If other Schools are to be involved in the delivery of the proposed provision then it is important for all relevant programme teams to be involved in the initial consideration of the provision.

A **New Programme Proposal: Template for Concept paper** (available from the Secretary to the University Leadership Group [ULT]) should be completed and submitted to the School Board for consideration prior to submission to ULT final approval.

Consultation

Drafting Teams should engage with the Business Planning process if there are any additional spaces or physical resource requirements needed to support the delivery of this proposed provision. Drafting teams are also encouraged to speak to the relevant Subject Librarian to discuss reading resources, journals and other relevant support texts. If there are additional IT resources needed to support the provision, the drafting team should also liaise with the Information, Technology & Digital Services (ITDS) to highlight the need for specific software, hardware or other facilities, or any need to increase the number of licenses held, to ensure this new provision can be supported and funded. Information on student fees and other finance support can be obtained from the Business Intelligence and Finance Department.

Where the proposed cohort for the new programme will include Tier 4 (non-EEA) students, Teams should ensure the student journey will comply with UKVI definitions of full time study. Further guidance can be provided by the UWS UKVI key contact, Fiona Andrews.

Approval of New Programme Proposals

If the School Board is satisfied with the proposal it will be forwarded to the ULT for approval. It may be that due to the timing and scheduling of the School Board and ULT meetings that a new programme proposal is required to be circulated electronically to School Board members for consideration and comment before approval provided by the Chair. ULT is supported by Jo Dunlop, Executive Support Team.

If approved by ULT and confirmed by the Vice Chancellor's Executive Group, the programme can then proceed to an approval event.

The Approval Process

The model for programme approval firmly places ownership and responsibility for development of new provision and associated documentation with drafting teams. Final approval rests with Senate in line with the UK Quality Code for Higher Education which recommends that final approval be given by a body independent of those involved with design and delivery. Senate has vested in the Approval Panel the authority to approve programmes.

The University's criteria for approval, below, are informed by the UK Quality Code for Higher Education. (See www.qaa.ac.uk for more information.) Approval mechanisms have been designed to incorporate the Indicators of Good Practice from the UK Quality Code.

a) Schools are responsible for the consideration of proposed new programmes/amendments to existing programmes and for submitting these to ULT.

b) Once confirmed by ULT to proceed to an approval event, the School will be responsible for organising the event.

c) An approval event may also be required where:

- It is an outcome of Institution-Led Review (ILR);

- Where more than one core module at each level of the programme has been amended or replaced via the programme amendment process. This is to safeguard the integrity of the level outcomes and associated awards of the University. The Programme Board should always consider the impact on programme specifications where modules are amended or replaced. Any greater volume of change to modules or level outcomes as identified above will require a full reapproval event;

- Significant changes are being proposed to an existing programme, e.g. change of title, the addition of new modes of delivery including blended, online and face to face, schedule of delivery, or the addition of an Honours level.

Scheduling

The following guidance is correct at the point of publication, although it is understood that there is an institutional review of timetabling reaching conclusion which may affect the timescales given below.

All new programmes/titles will be considered at an approval event by a panel acting on behalf of Education Advisory Committee (EAC) and including external peers. The approval of programmes should normally take place between October and March to ensure that programme data is confirmed by the University deadline of 31 March. This deadline ensures that the Student Awards Agency for Scotland (SAAS) can be advised in good time, programme

marketing put in place and programme information added to the Banner student record system and the Programme Specification and Module Descriptor (PSMD) catalogue.

The majority of events will be contained within one working day. It may also be possible to group related new programmes into one event. Approval events will normally be held at the campus where the programme will run. At the event, panel members have the opportunity to meet formally with senior staff of the University, usually the Dean of School, Assistant Deans and Programme Leader, review relevant learning resources and staff concerned with the programme. Panel members welcome the opportunity to meet with students from existing programmes where this is relevant.

2   PROGRAMME DEVELOPMENT

Senate has confirmed the importance of a strong focus on programme development through the front loading of consultation and engagement with Professional Services, employers and individual representatives, students/graduates and Professional, Statutory & Regulatory Body (PSRB) (if appropriate). The following activities are key elements in this stage of the approval process:

- The establishment of drafting teams which included consultation and engagement with the key stakeholders, employers / industry representatives, students and Professional Services;

- Undertaking market research including reflection on similar provision at other HEIs;

- Confirmation of fit with UWS Corporate Strategy;

- Identification of Unique Selling Point (USP).

The Approval Panel will seek assurance that the above have taken place and may wish to see evidence of how this has informed the development of the proposal.

The Drafting Team

The prime responsibility for the quality of new programmes lies with the drafting team. It is the responsibility of the School to appoint a Programme Leader and drafting team to prepare programme documentation. Careful consideration should be given to the criteria for programme approval and the UK Quality Code for Higher Education when drafting programme approval documents.

UWS Academy & Education Futures are available to assist in the drafting of various aspects of new programme documents including curriculum design and developments, drafting of learning outcomes, embedding employability, Virtual Learning Environment (VLE)/Online developments and the Personal Development Planning (PDP) process). Chapter 9 of this handbook contains further information on curriculum design and outcomes from the enhancement themes.

CASE STUDY:
SCHOOL OF BUSINESS AND ENTERPRISE: STUDENT INVOLVEMENT IN APPROVALS OF UNDERGRADUATE PROVISION IN 2016/17

Prior to the approval event, students were engaged in co-creator focus group sessions where existing cohorts of students from all demographics talked openly about a range of issues including contact hours, assessment and assessment types. It became apparent from these meetings that students were keen to experience a mix of traditional and innovative learning and teaching approaches. The feedback from these sessions informed the programme team's approach to the redevelopment of the undergraduate provision and led to the development of more choice in option modules, including greater use of 10 credit modules. It was hypothesised that these smaller modules would improve progression and retention as students would gain a sense of achievement over less time than the traditional 20 credit module.

Students involved in these sessions were subsequently invited to present at the approval event. The input from students set a very positive tone, and provided a genuine flavour for the panel of the business student at UWS. The student input had created an inspiring atmosphere.

Post-approval communications with the students had shown that they had valued being involved in shaping the future of the programme.

QuEST will ensure that this guidance is provided to Programme Leaders and drafting teams, but Schools should put in place support for academic staff developing new programmes who require mentoring, and monitor developments and offer support to the drafting team.

Deans of School are accountable for ensuring programmes are presented in time for the agreed deadlines and that documentation, particularly learning outcomes, have been scrutinised well in advance of the deadline for circulation to the panel.

Drafting Team Membership

Drafting teams should include representation from colleagues from relevant Professional Services, for example, UWS Academy, Education Futures, Corporate Support, Information, Technology & Digital Services (ITDS), Student Life and Library etc. There should also be involvement from professional/industrial colleagues on the programme development activities. Potential employers should also be consulted during the programme development stage.

The experience of approval events at UWS is that it is of more benefit to have employer and industry involvement in the development of the programme rather than at the end of the process as a panel member. If the drafting teams can evidence their engagement with employers and industry as part of the pre-event activities, then an industrial representative would not be required on Approval Panels unless requested specifically by the School/accrediting body or PSRB.

Student engagement in approval process

As part of the University system for the approval of new programmes, students should be consulted to ascertain their views on the new programme/ programme amendment and its structure.

Schools should make arrangements in good time to include engagement with students during the drafting process. Graduates can

also provide useful input and there should be a professional/industrial member on the drafting team to ensure their input into the development of the programme at the earliest point. Employer and PSRB input to curriculum design and other relevant benchmarking should be evident.

It is acknowledged that it can be difficult to seek students' views for completely new programmes and subject areas, nevertheless, due consideration should be given to the student view for any new addition to the School's portfolio. The drafting team are encouraged to facilitate feedback through Student/Staff Liaison Groups (SSLG), Programme Boards, VLE discussions and specifically arranged Focus Groups.

When approving significant amendments/additions to an existing programme, for example the addition of an Honours level, students on the existing programme will be invited to meet with the panel to provide their opinion on the proposed development and the implications for the student experience.

Where students participate in the programme approval process, this can be recorded in their Higher Education Achievement Record (HEAR) and the HEAR Activity Report Form is signed off by a member of QuEST.

The Approval Process Flowchart

The approval process is organised by the School in consultation with the Programme Leader designate.

Step 1
Once the programme/title has been approved in principle by ULT, the Programme Leader will be informed. Guidance on the production of the programme approval documentation will be provided by the School Service Delivery Officer (Education) [SSDOE]. A timescale plan of milestones will be developed, which will include a submission date for the documentation to be sent to the panel, and proposed dates for the event are identified.

Step 2
The Programme Leader provides the School with nomination forms for the external panel members by at least **six weeks** before the event. (Second choices should also be provided.)

Step 3
The drafting team produces the documentation in accordance with the guidance provided in this handbook.

Step 4
School Scrutiny of the documentation takes place – consultation with the Programme Leader, Assistant Dean(s) as appropriate and SSDOE. The scrutiny event normally takes place at least one month prior to the event to allow for changes to be made prior to the final paperwork being circulated The Dean of School signs off the final documents before they are forwarded to the panel.

Step 5
The SSDOE compiles a briefing pack and sends it out to the panel with the approval documentation – at least two weeks prior to the event. A copy of the timetable and panel membership will be sent to the Programme Leader to disseminate to the programme team. The SSDOE can organise a briefing meeting with the chair of the panel and Programme Leader usually in the week prior to the event to review comments from the panel and discuss the final timetable for the event, if requested by the Chair.

Step 6
The event normally takes place between October and March. The panel has the authority to approve new programmes/titles or to suspend/adjourn the event if serious concerns emerge.

Step 7
A report of the event is prepared by the School and approved by the Chair, panel, and Programme Leader. The report covers the issues discussed during the event and confirms the programme title, structure and delivery methods and highlights any conditions/recommendation/observations. This report is sent to the Programme Leader within five working days of the event.

Step 8
The Programme Leader is responsible for submitting a response to the report on behalf of the drafting team and the School confirming how the conditions have been met along with any revised materials, i.e. programme specification, PDDP, module descriptors as appropriate.

Step 9
The full panel or subset as determined at the event will review the response and revised material and confirm that the conditions have been met.

Step 10
Once confirmed by the panel, the SSDOE will confirm to Student Administration, Recruitment, Admissions & Participation Service, QuEST, Marketing & Communications, Finance and the Banner Manager that the award has been validated and confirm the title and delivery routes including campus.

Step 11
The report is submitted to SEF to review and make recommendations to the School Board. The School Board will report any significant issues to Senate.

Step 12
The detailed points in the report should be considered by the next meeting of SEF and form part of annual monitoring.

For more information on any stage of approval process, please contact your SSDOE.

Responsibilities of the Programme Leader

Programme Leaders are responsible for providing nominations for external panel members to the Dean of School as soon as possible after the ULT authorisation is received.

Programme Leaders are responsible for ensuring that the documentation is prepared in line with the requirements of this handbook and relevant external organisations (such as PSRB or UKVI), submitted for scrutiny, and printed in sufficient quantities to supply the panel, programme team and the relevant Dean of School and the SSDOE. The Dean of School is responsible for confirming the quality of the final version of the document and fit with University Regulations before it is forwarded to the panel not less than two weeks before the event. Where panel members have a complaint about the process it is usually that insufficient time is allowed for reading the documentation and preparing for the event so if documents are not submitted in time to allow two clear weeks ready time the event is likely to be cancelled.

The Programme Leader is supplied with copies of all the briefing information sent to the panel by the SSDOE and is responsible for making circulation of these to the programme team for information.

The Programme Leader is responsible for identifying and inviting the appropriate members of teaching staff and students (if there is a related existing programme) and others to the event and advising them of the times of appropriate meetings. The programme team should include the programme and subject leaders and should cover all the specialist areas taught.

In making the arrangements for the event, the SSDOE will normally liaise directly with the Programme Leader who should therefore ensure that the Dean and Assistant Deans are fully appraised of all arrangements.

Multi-location Delivery of a Programme

Individual programmes can be delivered across multiple locations; the panel will consider this as part of their discussions around the student experience. The programme specification and prospectus should make explicit the delivery approaches for each programme, with a more detailed breakdown provided for the panel to consider. This detailed breakdown should also be included in the student handbook.

Whilst teams can develop programmes for delivery across multiple locations it is important for students to be associated with a single campus for programme management purposes. The importance of clear information in the programme specification and prospectus is vital to allow Schools to manage student expectations. Detailed information on programme delivery is to be made available to students in advance of enrolment.

3   DOCUMENTATION FOR PROGRAMME APPROVAL

Introduction

There are a number of documents required in the programme approval process:

- Programme Design and Development Plan (PDDP);
- Programme Specification(s);
- Module Descriptors;
- Specific documentation to satisfy the requirements of PSRBs.

Programme specifications and module descriptors should be completed online via PSMD http://psmd.staff.uws.ac.uk/.

These documents are detailed on the following pages.

The panel will also be provided with the most recent appropriate Institution-Led Review report.

The School should ensure that:

- the documents are fully subject to a scrutiny process and signed off by the Dean of School;

- all documents are page numbered and include a contents page;

- a final proof check for typographical and spelling errors has taken place prior to printing;

- each document has a front cover with the following information included - University logo, name of the document, title(s) of the award(s) including single/major/joint/minor, name of School and the date of the event;

- the Programme Leader has provided the SSDOE with an appropriate number of hard copies of materials for the panel in line with timescales.

Circulation to the Panel

The SSDOE will ensure a briefing pack for all panel members is circulated which will include:

- An event programme;
- Panel membership;
- A briefing note for panel members;
- Background information on UWS;
- Expenses claim information;
- A campus map.

Programme Design & Development Plan (PDDP)

The PDDP describes how the proposed programme is to be introduced and developed to enable the panel to fully understand the drafting team's intention and how the provision links to aspirations of the Corporate Strategy. The programme specification is incorporated within this document.

The following information should be included within all PDDP documents:

- The standard front page*;*

- A programme structure table for each title outlining full and part-time journeys as appropriate and in line with UKVI requirements as necessary;

- Rationale for the title and level of the programme, with reference to the subject benchmark statement and the market for the award. The title should be consistent with University Regulation 5, UWS Awards and SCQF, in that the name given to any qualification should represent appropriately the level of achievement, reflect accurately the field(s) of study, and not be misleading;

- Confirmation of the use of external reference points including Benchmark Statements, PSRB requirements, employer and graduate feedback;

- Delivery approaches including blended learning and single cohort delivery on multiple locations;

- A matrix to show the mapping of module outcomes and content to the programme learning outcomes should be included in the documentation;

- Confirmation that the proposal has taken full account of the Corporate Strategy, Enabling Plans, Regulatory Framework, Assessment Handbook, graduate attributes and relevant UWS policies, e.g. Copyright;

- Information relating to resources such as physical and lab space, equipment and consumables, the library and computing facilities;

- Where a programme is to be offered at more than one campus, the PDDP should articulate how the equivalence of student experience would be managed;

- Inclusivity in the curriculum*;*

- Management of the student experience including references to annual monitoring, student feedback opportunities and the specific needs of part-time/online blended learning. Arrangements and support for direct entrants via RPL/APEL/admission requirements;

- Staff CVs.

Presentation to the Panel

Each event will start with a meet and greet to allow the panel to meet the Programme Leader and drafting team over coffee before the event commences formally. Following on from the meet and greet there should be a presentation by the School to provide a clear introduction to the proposal and focus the panel onto the development. If the presentation covered the following issues it would remove the need for them to be covered explicitly in the PDDP:

- Background to the development;
- Introduction to the Drafting Team;
- Programme development activities;
- Staff expertise and resourcing;
- Research strategy;
- Student support and guidance;
- Future Plan and 5 Year Development;
- Link to the UWS Corporate Strategy.

Following the presentation the panel will be invited to ask any questions or discuss what they had heard from the School.

The programme for each event will provide an outline of what issues would be considered at each meeting to allow the School to ensure appropriate attendance and representation.

Programme Specifications

Programme specifications are required for all programmes and titles of the University.

Teams should note that the programme specifications will be public documents made available to potential students, employers and other stakeholders via PSMD.

Exit awards (CertHE/DipHE/Degree/Grad Cert/Grad Dip/PgC/PgD) may be included in the programme specification for the higher level award but learning outcomes should be delineated for each award.

Learning outcomes for each title and each award should be explicit, clearly articulated and distinct.

The programme specification will contain detailed information on:

- Admissions requirements;

- Teaching, learning & assessment approach;

- Employability, graduate attributes, Global Citizenship and PDP;

- Any Work Based Learning (WBL)/Sandwich Placement options;

- Pointers to further study.

Teams are reminded of the importance of the specifications containing detailed accurate information on the above as this will no longer be addressed in the PDDP.

Guidance on Programme Specifications

- All programme specifications for Honours programmes should make reference to the appropriate Quality Assurance Agency (QAA) Subject Benchmark (see QAA website for most recent version);

- Cognisance should be taken of the SCQF, with particular attention to Level Descriptors, which set out the characteristic outcomes, which would be expected to be found at each level of study;

- As our Regulatory Framework facilitates direct entry to MSc there should be distinct learning outcomes for the PgC, PgD and MSc. These should be made explicit in the programme specification;

- Academic support for developing all areas of the Programme Specification including the wording of level specific learning outcomes is available from UWS Academy and Education Futures.

Module Descriptors

Module descriptors should be included as part of the programme approval documentation in a separate bound document. This includes existing and new modules. The drafting of all modules should be completed via PSMD. It is not necessary to include all option modules open to prospective students, although recommended option modules can be included. Others should be available if requested by the panel.

The panel will review the core modules for the title/programme, both existing and new modules. New modules should be considered by the Programme Board before the event. The panel will provide the required external input.

Guidance on Presentation of Module Descriptors in Programme Approval Documentation

To enable the panel to easily navigate through the module descriptors submitted for approval it is recommended that:

- The modules be ordered by level and then by core/option. It would also be useful if any new modules could be easily identified either by making bold or underlining the titles*;*

- The learning outcomes stated in the module descriptors are appropriate for the level of the programme and in keeping with the expectations of the SCQF and include all exit awards*;*

- References and reading lists are up to date;

- Academic support for developing all areas of the module descriptor including the wording of Intended Learning Outcomes is available from UWS Academy and Education Futures.

School Scrutiny

All programme documentation will be subject to scrutiny before being circulated to the panel. Scrutiny must take place at least three weeks before the event to allow for timely circulation to the panel. The importance of timely, effective scrutiny should not be underestimated.

Schools are responsible for the completeness, accuracy, integrity and quality of programme documentation. Schools are urged to take advice from the SSDOE on early drafts of documentation. If scrutiny raises any reservations about the proposal proceeding at this stage these should be raised immediately with the Head or Depute Head of QuEST via the Assistant Dean (Education) (ADE) or SSDOE in order that a decision can be taken as to whether the event should be postponed. Deans of Schools are responsible for signing off the documentation before despatch to the panel and for confirming resources and academic planning within Schools are in place as required to support the new programme and that the School is satisfied with the quality of the submission.

The SSDOE will attend the scrutiny meeting to advise on matters such as the Regulatory Framework and the SCQF.

A copy of the scrutiny report will be made available for the panel to review.

4   PROGRAMME APPROVAL EVENTS

Panel Membership

The panel is convened by the School on behalf of Senate and is usually chaired by a senior academic member of University staff. Internal members (University staff) are not normally specialists in the discipline under consideration but will usually have experience of programme approval and quality assurance systems. The panel will normally comprise two externals (two academics) and three internals including the Chair. A senior member of QuEST will be present to advise on regulations and the academic infrastructure. There may be different panels for events that include professional body accreditation.

External members are invited to participate on the basis of their subject expertise as an academic or professional. There should normally be a minimum of two externals though the School or professional body may request additional panel members to cover the specialisms brought forward for approval.

The Programme Leader is asked to make external nominations to the panel using proformas at least six weeks in advance of the event. Second choices should also be identified. If nominations are not submitted by this deadline, the event may be cancelled. There is no honorarium for panel members but expenses are covered and overnight accommodation can be provided.

While External Examiners may make helpful comments at various stages of curriculum design and review they may not be involved as members of Approval Panels.

The panel membership is balanced to reflect the nature and objectives of the event and the characteristics of the programme.

Panel members require to receive the full programme documentation, an outline programme and briefing notes three weeks in advance of the visit. They are invited to highlight issues to be raised during the event in advance to assist the Chair in preparing for the event.

Timescales

Given the implications for PSMD and the need to meet the deadlines for timetabling and online enrolment, it was agreed that it was not practical for new programmes to be approved post March. It was felt that collaborative delivery of existing programmes could take place in April as the modules and programme specification would already exist on PSMD and would be able to have the new campus of delivery added by the end of April programme amendment deadline.

Format of the Event

Approval events are normally held over a full day (e.g. 9.30am to 4.00pm) to give the panel appropriate time to meet with senior staff, to hold discussions with the programme team, review the facilities and possibly meet with students and other stakeholders.

There are some events where it may be appropriate to hold a half day event. This would usually be considered for awards where the panel was considering six modules or less such as:

- addition of an honours level;
- graduate certificate or diploma award;
- postgraduate certificate or diploma award.

However, if the provision constitutes a new subject area for the institution then this would still normally require a full day event.

The length of the visit and timing may also be influenced by the requirements of any professional and accrediting bodies involved in the approval.

Criteria for Appointment of Panel Chairs

The Chair of the panel has a key role in managing the agenda for the day, directing questions and ensuring all members of the panel have the opportunity to participate fully in discussions.

Consequently, there are certain minimum criteria which Senate would normally expect to be satisfied by panel chairs. Chairs will normally be able to demonstrate at least two of the following characteristics:

1   Be a member of EAC and therefore conversant with the national and internal policies and activities supporting the enhancement-led agenda;

2   Have experience as a University Programme Leader who has taken one or more programmes through the approval process;

3   Be a trained QAA or PSRB Reviewer;

4   Be a Dean, Assistant Dean, Programme Board Chair or Senior Lecturer at the University of the West of Scotland, or a Director or Depute Director or Head of a Professional Service Department.

All panel chairs will be expected to participate in the training event provided by QuEST before chairing an event for the first time.

Criteria for Appointment of External Panel Members

Nominations for external panel members should be submitted to the School at the earliest opportunity to ensure that availability of first choice externals is maximised. There should normally be a minimum of two externals, though the School or professional body may request additional panel members to cover the specialisms brought forward for approval. The School should scrutinise the nominations proposed by the programme team, taking into account the following:

- It may be prudent not to choose someone from a close or competitor institution;

- The full breadth of the programme's provision must be covered by the externals;

- At least one external panel member should have experience of programme development and leadership in HE;

- Engagement with an HEA Subject Centre and/or QAA Subject Benchmarking activity will be welcome.

Once external panel members are identified they should not be consulted by the programme team. The SSDOE or nominee will invite all external panel members to be involved in the approval event.

Honorary professors, visiting lecturers, recognised teachers of the University, or any person deemed to be in current employment of the University is precluded from the nomination process. External Examiners (including those retired in the last two years), former members of staff or persons who have been members of Approval Panels in the last four years cannot serve on panels. If a previous External Examiner is to be considered it must be more than four years since their completed period of appointment.

Selection of Internal Panel Members

The internal panel members will usually include the following:

- An internal Chair who meets the criteria noted above;

- Two members of staff from outwith the School proposing the new programme, at least one of whom is an academic who has experience of programme development and/or leadership;

- A senior member of QuEST will be in attendance at all events.

Criteria for Programme Approval

The following criteria are drawn to the attention of Approval Panel members, Schools and drafting teams and will be explored during the event:

a)   The programme team should understand the principles, philosophy and processes underpinning the programme. There should be evidence of external reference points having influenced the curriculum and, where appropriate, there should have been industrial/professional input in the drafting process and exploration of the likely demand for the programme. They should have thought through the intellectual development and the planned experience of a student taking the programme and they should have addressed the implications for direct entrants into the programme via RPL. The rationale for the future development of the programme should be clear.

b)   The programme should be able to realise its educational aims and intended learning outcomes and meet the framework set out in the appropriate QAA Subject Benchmark Statements. Learning outcomes for each level and exit award proposed should be explicit.

c)   The curriculum should be coherent, realistic and of comparable academic standard to similar programmes and awards in other UK Higher Education institutions. The content of the programme should be relevant to its title and outcomes. There should be an appropriate balance between academic and practical elements. The sequence, level and progression of content should be appropriate and in line with the SCQF and appropriately articulated in programme and module learning outcomes at each level. The balance between the depth and breadth of the curriculum should be appropriate to the award.

d)   The programme should be suitable for a range of learners in addition to full-time students. Consideration should have been given to equality and diversity matters. Programme Specifications and Module Descriptors should be complete and clear to their intended audiences, including students.

e)   The title and content of any exit awards including minor/joint specifications must be addressed by the panel and discussed in the report of the event. These should be in line with the SCQF and Regulation 5 of the University's Regulatory Framework.

f)   The intended methods of teaching, learning and assessment should be explicit, appropriate and effective.

g)   The regulations regarding student admission, programme structure, progression, assessment and examination should be those of the University Regulatory Framework. Any deviations that are identified at scrutiny should be brought to the attention of the Director of Corporate Support. The scheme of assessment should make it possible to test the extent to which students have achieved level and programme outcomes.

h) The level of study proposed in the final stage of the programme should be appropriate in relation to the award to which it will lead. There should be distinct outcomes for single/major/joint and minor awards at all levels.

i) The facilities and resources should be sufficient to support the programme adequately and appropriate resource planning in place with any risks identified and addressed. Staff development and research should be ongoing at an appropriate level. Staff CVs are included in approval documentation.

j) Learning and teaching strategies should be compliant with equal opportunities policies and promote a critical understanding of discrimination, diversity and other related concepts in the context of education and society.

k) There should be appropriate student support systems in place.

l) Clear mechanisms should be in place for the maintenance of the standard of the award(s) and the continuing enhancement of the quality of the students' programme of study.

m) The objectives and integration of sandwich or other work-based learning or professional placement arrangements should be articulated.

n) How employability skills and graduate attributes, including the principles of Global Citizenship and PDP, are integrated into the programme and how information on career opportunities is communicated to students should be included.

o) There should be clear systems in place to gather and respond to student feedback and for broader student engagement in learning, teaching and assessment.

p) Embedding of research skills and relevant underpinning should be evident across all programmes.

The extent to which particular issues will need emphasis will vary according to the event in question. The panel will also take cognisance of the UK Quality Code for Higher Education on programme approval, monitoring and review.

The panel has the authority to approve the proposal on behalf of Senate where the criteria for programme approval have been adequately addressed and to specify any conditions which require to be met before the programme can commence as well as any recommendations and observations to enhance the programme and the student experience. The panel is also invited to highlight elements of good practice.

Alternatively, the panel may reject the proposal if it has serious reservations about its structure, content, quality or standard. The Chair may request an adjournment of the programme approval process at any point during the

proceedings if it looks unlikely that the panel will be able to reach a positive outcome.

Outcomes of the Approval Event

During the final private meeting of the panel, it is essential that the main points of agreement or disagreement are identified and decisions reached about the future action required. Guidance is available from the senior QuEST panel member, if required. There are several possible decisions which the panel may agree on behalf of Senate:

- *Adjournment*: the Chair has authority to adjourn the event at any point during the day if the proposal is not of the standard or quality required to achieve approval but the panel has confidence that this can be rectified in the short-term and is willing to reconvene at a later date to consider a revised proposal;

- ***Approval for a period not exceeding six years subject to University monitoring and review procedures***: thereafter the programme will normally be incorporated in the University's periodic Institution-Led Review which operates on a six year cycle;

- ***Conditional approval***: approval may be made conditional upon the fulfilment of certain requirements by a specified date. The panel should agree and specify how such conditions will be met. If however, there appears to be a large number of conditions emerging then the panel, directed by the Chair, should consider if the programme can be approved at this stage or if the event should be adjourned. This would be appropriate for example if more than four conditions appeared necessary;

- ***Approval for a limited period***: exceptionally, the panel may decide that approval should be limited if there remain particular concerns that have not been fully satisfied by the programme team. In such cases the panel should make a recommendation on the process to achieve a full approval when the specified period is concluded. This decision is also appropriate for programmes jointly approved with professional bodies or for collaborative provision;

- ***Refusal of approval***: approval may be refused if there is evidence that the programme does not meet minimum acceptable standards and the panel does not have confidence that this can be rectified in the short-term.

There will normally be **"Recommendations" (which require a response from the School)** and **"Observations"** attached to the report - these may highlight areas of good practice and/or be issues to draw to the attention of parts of the University outwith the programme team.

Guidance on appealing against approval decisions can be found in Regulation 4.2.6. Appeals shall be referred to EAC.

Conditions Relating to Programme Approval

Chairs will summarise the approval conditions and recommendations upon which the panel have agreed: this will form the basis of the report of the event. Once these statements are agreed by the panel, they are communicated orally to the Programme Leader by the Chair at the conclusion of the event.

If conditional approval is given to a programme, Chairs are asked to establish the mechanisms and timescales by which the conditions are to be met:

- Where the documentation requires substantial revision, it is appropriate for the whole panel to approve the amendments;

- Where minor amendments are required to a programme, it is appropriate for the Chair, with or without other panel member(s), to approve the amendments;

- Where conditions have been set, SEF is required to provide assurance that these have been satisfactorily addressed within the required timescale.

It is a requirement that programme teams address the conditions made at approval stage urgently and produce revised programme documentation if required by the deadline specified by the panel.

If conditions are not met by the deadline set by the panel, the programme may not commence.

Procedures after the Event

Conclusions Memo
The panel gives its conclusions and recommendations verbally at the end of the event and a conclusion memo is completed by the SSDOE – see **appendix 1** and circulated to the panel, programme team and School the day after the event to allow the team to start addressing any conditions or recommendations.

The Report
The SSDOE or nominee also compiles a detailed written report of the event outlining:

- The presentation by the School;

- Rationale for development and target audience;

- Confirmed programme structure and student journey;

- Confirmed title and delivery mode;

- The discussions which took place including the conclusions recommended by the panel;

- Outline any conditions and/or recommendations set by the panel & context

Approval reports demonstrate the University's public accountability for the standards achieved by their programmes. Peer groups' academic judgements, and the evidence on which they are based, must be substantiated and accessible through reports.

Approval of the Report
- The draft report must be approved by the Chair of the Panel and checked by the Programme Leader for accuracy before circulation to all members of the panel. The panel's comments are returned to the School for incorporation into the draft. The report will also confirm that the conditions have been met.

Programme Leader Response to the Report
- The Programme Leader is responsible for providing a brief response to the report on behalf of the drafting team and the School to address how conditions/recommendations have been/will be addressed, this will be attached to the report and confirmed by signature of Chair of panel.

- EAC may review any report and consider the Programme Leader response having reviewed the annual summary of programme approval outcomes report which is prepared by QuEST.

Circulation of Approved Final Report
- The approved report is circulated to the programme leader. The School also notifies Recruitment, Admissions & Participation Service, QuEST, Business Intelligence, Marketing & Communications, Finance, Banner and colleagues in Student Administration that the programme(s) has been approved and conditions met and provide copies of revised materials if requested;

- The School Education Forum should review the report in detail and take forward and record longer term issues for enhancement;

- The first Programme Monitoring Report (formerly Programme Annual Report) prepared following the approval event should address the issues in the report.

Final Programme Documentation

The University is required to have on file the documentation relating to each programme as it is currently being taught and administered.

One copy of the approved PDDP incorporating the programme specification is required by QuEST. Copies of previous programme documents which relate to former versions of programmes will be stored for future reference on the PSMD catalogue.

Student Handbook

Following the approved event the Programme Leader will ensure a student handbook is drafted. Core text for this is provided by the Court & Senate Office.

EAC and Senate Overview

Annually QuEST will prepare a report for EAC and Senate providing an overview of recommendations and conditions to ensure Senate has a complete understanding of the approvals and the range of issues arising at approval events. UWS Academy and Education Futures will use this information in taking forward staff development to support future approval of programmes.

5   PROGRAMME APPROVAL FOR ONLINE LEARNING PROGRAMMES

The normal approval procedures will apply to online learning programmes in terms of new programme proposal requirements, guidance and submission paperwork which are addressed above in this handbook. Programme leaders will be expected to follow the timescales for submitting external panel member nominations, submitting documentation etc. The SSDOE or nominee will be responsible for organising the internal panel, and preparing the report.

Approval issues specific to online learning to be addressed are noted below:

Online Learning Programme Development

1   Before any online learning programme is developed, consultation should take place between the drafting team and Learning Innovation to test the viability, scope and necessary development investment relevant to the proposed programme.

2   If the proposal is considered viable, the School should process the proposal via the normal new programme proposal procedures – ULT should also be advised of the proposed new mode of delivery for the programme even if the proposal is to deliver an existing programme via online delivery and the development and ongoing support activities require to be fully costed. There should be clarification on whether:

- there will only, or mainly, be the use of online learning materials;

- communication and academic support of students is to be wholly, or mainly, online;

- the support of a local agent is to be used for students to access resources, academic support or administrative functions.

3   UWS Academy and Education Futures can provide advice and guidance on online learning and the use of Moodle and Mahara. The production of course materials and student handbooks is the responsibility of the drafting team and the School.

4   The team is asked to take cognisance of the relevant expectations of the UK Quality Code for Higher Education and provide a clear commentary within the PDDP.

Quality Assurance

The principles for the quality assurance of online learning programmes are identical to those covering the planning, development and approval of all other taught programmes at UWS.

UK Quality Code for Higher Education

The UK Quality Code for Higher Education should be used by all developers of online learning programmes.

This should include comment on the following:

- Arrangements for learner support, academic guidance, online tutoring and supervision of any research element;

- Resources to support the programme including how online learning students will access them;

- Specification of the requirements that need to be met by prospective students to enable them to study e.g. Computer Hardware & Software Specifications.

Approval Panel for Online Learning Programme

The membership of the panel, unless otherwise recommended at the earlier stages of the approval process, will be the same as specified in section 4 of this handbook, with the additional proviso that there should be at least one external academic panel member from another UK HEI experienced in the operation of an online learning programme, normally, in an area cognate to the proposed programme.

Additional Materials

Before the event the external panel members will receive the documentation (Programme Specification, PDDP and Module Descriptors). The panel members should also be enrolled onto Moodle and therefore have access to the VLE and have an understanding of the facilities students will be able to access should the programme be approved. The team should have at least one fully developed online module available for the panel to review to be able use as an example of the approach being taken to the teaching, learning and assessment, and student support. This will enable the panel to confirm the appropriateness of the approach being taken for this online programme and to protect and enhance the student experience. Where an online route is being developed from an existing blended or fully face to face programme that is already validated, the panel would need clear evidence of how the team have ensured equivalence of experience, access to resources, and learning and assessment methods.

The drafting team and School should also have prepared a plan with clearly identified timescales for the preparation of the programme materials to ensure that the materials are ready in time for the programme to commence and, where possible, have exemplar materials for the panel to review. The panel

may also decide as a condition of approval that the final materials are circulated to all members of the panel to review.

The Event

The event will follow the usual University format for the approval/review of programmes, but should also include a demonstration of Moodle for the panel (or alternative VLE/format if that is to be used), especially for any members of the panel who have little or no previous experience of working with a VLE. It is the responsibility of the drafting team to facilitate this demonstration.

Outcomes of the Event

The outcomes for an event of an online learning programme are the same as those for any blended/face to face taught programme.

6 APPROVAL OF WORK-BASED LEARNING CREDIT BEARING PROVISION

In line with the Education Enabling Plan, approval panels will explore with drafting teams how they are recording and supporting work-based learning and placement opportunities within their programmes for all students whether in the UK or abroad.

The University recognises four main types of work-based learning and placement learning which may contribute to a student's programme of study (see Regulation 5.4 for further detail):

1. Sandwich Placement or Recognised Sandwich Work Experience

   When a student is placed or secures for him/herself a relevant job for a period of 36 weeks. This normally takes place between level 8 and 9 or 9 and 10 of a programme of study. The credit awarded for this learning is additional.

2. Placement Learning

   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. The credit awarded for this type of placement will contribute to the credit points needed for the degree/honours degree.

3. Work-Based Learning

   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: this has been agreed between the University, the student and the employer.

4.   Recognition of Prior Learning (RPL) Through Work Experience

This relates to cases where a student has acquired learning in a work place prior to commencement of study at UWS. This prior learning may be assessed and accredited through the University's RPL procedures.

7   QUALITY ASSURANCE OF SHORT COURSES (NON-CREDIT BEARING) AND EXTERNAL ACCREDITATION

Short courses are defined as non-credit bearing and which do not lead to a University award.

Approval of Short Courses

SEF will be responsible for the approval and monitoring of any short courses within their portfolio, i.e. those covered by the SCQF.

The School Board will establish mechanisms for the approval of such courses. Approval by the School Board will normally be sufficient unless the short course leads to a University award, in which case, it will be subject to the normal University approval process.

Annual Monitoring of Short Courses

School Boards are responsible for the annual monitoring of any short courses within their portfolio including those which do not lead to a SCQF award of the University.

School Boards should decide what method of annual monitoring is most appropriate for each short course and to confirm the ongoing quality of provision in the learning and teaching. Consideration of any short courses should form part of the Programme Board annual monitoring processes. There may also be additional annual monitoring requirements as determined by professional bodies.

NMC Approved Short Courses

Such cases must be jointly approved by the University and NMC requirements. Normally a representative from EAC will represent the University at these joint approval events.

Accreditation of External Provision

From time to time the University is approached by external agencies, such as Local Enterprise Companies, to develop or accredit programmes of study on their behalf. The University has established an Accreditation process to consider the award of credit for external programmes where a strategic benefit to the University can be identified. The Accreditation of External Provision (Chapter 11 of the Quality Handbook) outlines the current approach.

8   PROGRAMME CLOSURE/ WITHDRAWAL FROM THE PORTFOLIO

(Regulation 4.2.7)

When a School wishes to close a programme for whatever reason the following procedure will normally apply:

a)   The School Board prepares a report outlining the following:

- Rationale for closure;

- Proposed date for closure;

- Arrangements for students currently on the programme – at all levels of the award and campuses/sites of delivery/students on suspension/ students enrolled as resit only;

- Consideration of part-time/direct entry students;

- Impact of closure on other provision within the School/other Schools;

- Any potential Equality Impact should be considered through the agreed procedure;

- Implications on staffing resources;

- Professional Body Associations that may need to be informed of the closure;

- External Examiner appointments which may need to be terminated early (or may need to be extended for resits of last cohort);

- Explanation of transitional arrangements, particularly for part time students and proposals for ongoing resit/reassessment needs.

b)   The School will then submit the report to ULT which will make a recommendation to the Vice Chancellor's Executive Group on programme closure. The Vice Chancellor's Executive Group will report its recommendation to Senate.

c)   Once the Vice Chancellor's Executive Group has approved the closure of the programme, the School should undertake a formal consultation with all affected students highlighting the options they have in terms of completing the programme or transferring to other awards if they desire. Transitional arrangements for part-time students or students who receive a resit decision in the final year of operation should be discussed. The written agreement of students wishing to transfer to another programme should be obtained. All students currently enrolled on the programme should have the opportunity to exit with the award. The School should inform Admissions that the award is being withdrawn; they will then inform UCAS. The Admissions Office will also produce letters for students offering alternative programmes.

d)   The School should then inform Recruitment, Admissions & Participation Service, Strategic Planning and Development, Information Technology and Digital Services, Student Administration and QuEST that the programme is being withdrawn from the portfolio and that there will be no new recruitment to the award. The School should outline when the programme will finally be withdrawn from the portfolio and programmes

having taken into account part-time student completion times and any resit/re-assessment issues.

9 PROGRAMME AMENDMENTS

Amendments to existing Programme of Study

Programme Boards are responsible for agreeing changes to programmes on behalf of the School. At the beginning of each session, Schools should review the PSMD Catalogue.

When processing programme amendments, the following should be noted:

- A Programme Amendment Form should be completed. Pro-forma available from the QuEST staff portal site. Schools should retain completed forms;

- All programme amendments must be considered and approved by the Programme Board with current responsibility for the programme. It is recommended that programme amendments are considered annually by the Programme Board, usually in March;

- The SSDOE must be consulted regarding all proposed programme amendments. It is recommended that consultation with the SSDEO takes place prior to the Programme Board where approval of the programme amendment is being sought to allow any quality assurance matters and regulatory matters to be highlighted and resolved in advance;

- Consultation with Subject External Examiners to the programme(s) should form part of the process for all programme amendments;

- Any change to programme title, structure, significant content or assessment regulations, which will affect progressing students, will require formal consultation with affected students;

- In cases where the programme structure and requirements are to be amended, module co-ordinators for modules involved in the changes (i.e. modules to be removed or added, modules to alter core/option status change to learning outcomes) must be consulted. Other affected Programme Boards must also be consulted in these instances;

- Consultation with SEF and QuEST is necessary where proposed changes will result in more than one core module at each level of the programme being amended or replaced. The impact on the programme specification must be addressed when modules are amended or replaced. Any greater volume of change to modules, level outcomes or programmes will require a full reapproval event.

- When a new campus of delivery or a change to an existing programme title is proposed, ULT must be consulted (see following information on Addition of New Campus/Part Time and Full Time Route to Existing Programmes);

- Following approval of all programme amendments, revised programme specification(s) must also be lodged on the PSMD Catalogue for reference purposes;

- Relevant Professional Services (e.g. Business Intelligence, QuEST, Student Administration, Marketing & Communications and Recruitment, Admissions & Participation Service) will thereafter be notified of any pertinent changes.

Proposed Programme Changes

The procedure for amendments to programmes as described indicates that Programme Boards are responsible for agreeing changes to programmes on behalf of the School and must complete a Programme Amendment Form. However, where significant changes to an existing programme are being proposed such as more than one core module being changed per level, changes to the title, philosophy, content or learning outcomes - or the addition of new modes of delivery such as significant online learning or WBL elements, or addition of an Honours Level - it is likely to be appropriate to formally review the programme via a re-approval event. Due to the prominence of the Corporate Strategy and the desire to maximise honours provision, these maybe classed as new titles and require New Programme Proposals/concept paper to be completed.

New Campus/Mode of Delivery

Where a School wishes to offer existing provision at another campus or via a new mode of delivery, ULT approval will be required. New location or mode of delivery could include:

- delivery at another campus of the University;
- delivery at another location;
- accelerated delivery;
- delivery via "flying faculty";
- addition of an online learning mode of delivery;
- addition of a blended learning mode of delivery.

For current programmes being delivered collaboratively, ULT approval will not be required.

To ensure timely and efficient approval of an additional UWS campus(es) for the delivery of an approved UWS programme, or to add a full time or part time route to an existing programme, the completion of the 'Proposal to add a new UWS campus for delivery of an approved programme, or add a full time / part time delivery route, to an approved programme' form - see appendix 2 and sign-off by the programme leader and School Board will ensure that all relevant steps have been completed and that consultation has taken place with key partners across the institution. This removes the requirement to undertake a formal approval event. If the approval of additional campus(es) results in the withdrawal from another campus(es) this needs to be addressed separately to ensure that the students' rights under consumer law are protected and to confirm the appropriate support and transition arrangements have been developed. If Tier 4 students (non-EEA) are to be taught on additional campus(es) it is essential that consultation with the UWS UKVI Key Contact and Compliance Officer has been

conducted before teaching commences. All new teaching sites for Tier 4 students must be registered in advance with UK Visas and Immigration (UKVI).

Blended Learning, Face to Face and Online Approval

Programme leaders can follow the standard programme amendment process for the additional of a blended learning route to an approved face to face or online programme but for the creation of a wholly online or wholly face to face route for an approved programme, an internal approval event will be required to consider the learning and teaching approaches, assessment methods, supporting resources and the student journey and experience.

Adding a New Collaborative or TNE Campus

This form should not be used as part of the development of any collaborative partnerships – see Chapter 9 of the Quality Handbook for more information.

If a team wish to add a new mode or location of delivery, a discussion should take place with the SSDOE in the first instance. A Programme Amendment Form should be completed and approved by the Programme Board and SEF, along with a supporting rationale for submission to ULT.

The programme specification, module descriptors and student handbook should be revised to include clear information on any proposed new locations or modes of delivery following approval.

Change to Existing Programme Titles

Where a new programme title is proposed for an existing programme, ULT approval will be required due to potential resource and strategic planning implications even if the award comprises all or mostly existing modules. ULT must ensure it has an overview of the University's portfolio of awards.

In such instances, submission of a Programme Amendment Form approved by the Programme Board and SEF, comprising rationale in support of the proposal is required for submission to ULT for consideration. A draft of the updated Programme Specification should also be submitted with this form.

Programme Specification and Module Descriptor (PSMD) Catalogue and Ownership of Material

The source for validated version of programme specifications will be the PSMD Catalogue.

Ownership of the definitive electronic version of material lodged on the PSMD Catalogue will be retained by the School.
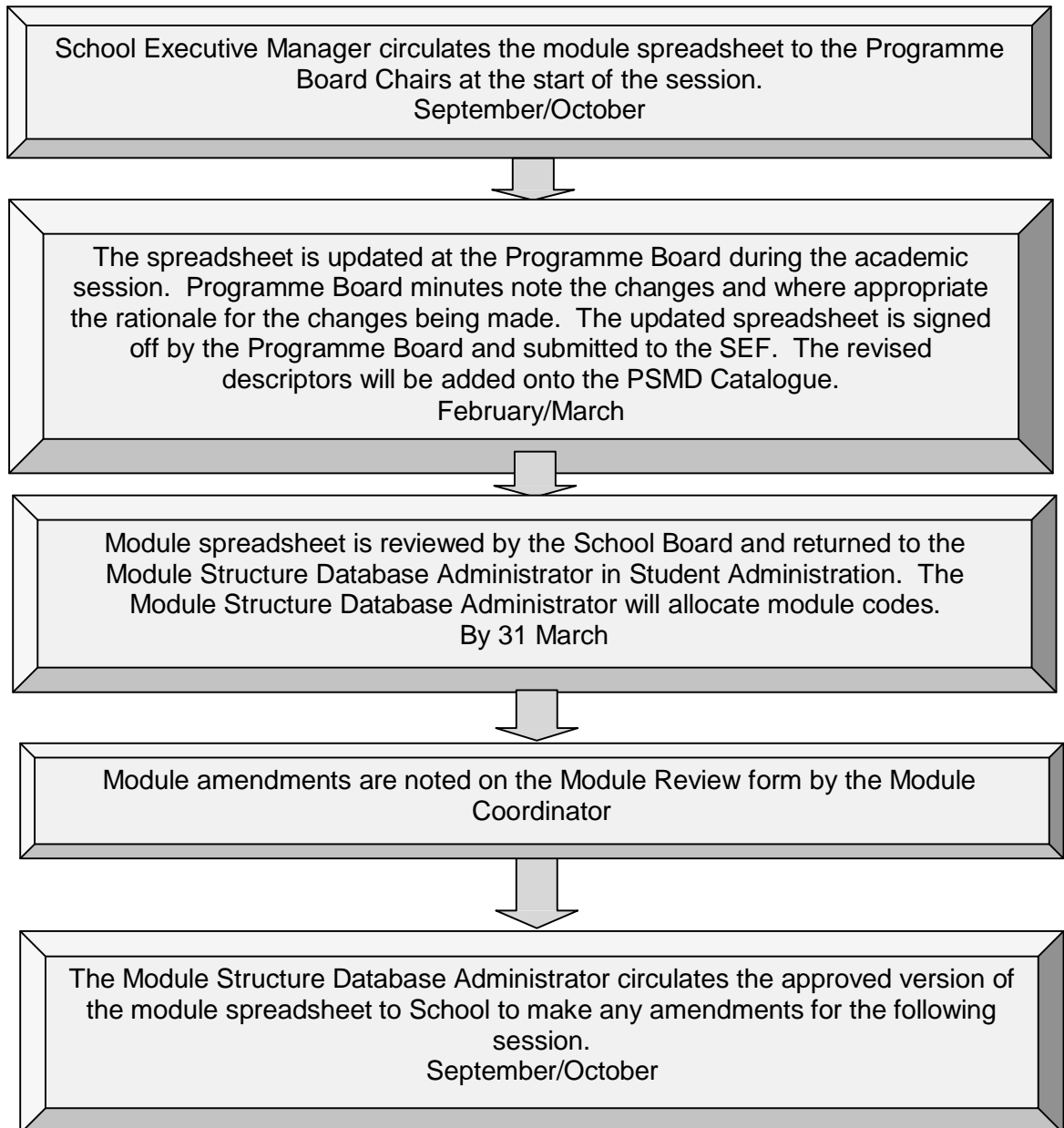

10   APPROVAL OF NEW MODULES/MODULE AMENDMENT

Module Amendment Process

At the start of each academic session, the Module Structure Database Administrator will provide Schools with a   module   spreadsheet   for

consideration. The spreadsheet of modules is submitted to the Programme Board for consideration during the academic session by the School Executive Manager. Any module amendments are recorded on the spreadsheet (including a description of the change being made) and noted in the Programme Board minutes. The responsibility for the approval and recording of module amendments remain with the relevant Programme Board.

Module amendments should be clearly articulated in the spreadsheet and captured in the Programme Board minutes and then formally noted on the Module Review forms which are completed on an annual basis as part of the annual monitoring cycle.

School Executive Manager circulates the module spreadsheet to the Programme Board Chairs at the start of the session.
September/October

The spreadsheet is updated at the Programme Board during the academic session. Programme Board minutes note the changes and where appropriate the rationale for the changes being made. The updated spreadsheet is signed off by the Programme Board and submitted to the SEF. The revised descriptors will be added onto the PSMD Catalogue.
February/March

Module spreadsheet is reviewed by the School Board and returned to the Module Structure Database Administrator in Student Administration. The Module Structure Database Administrator will allocate module codes.
By 31 March

Module amendments are noted on the Module Review form by the Module Coordinator

The Module Structure Database Administrator circulates the approved version of the module spreadsheet to School to make any amendments for the following session.
September/October

Major/Minor Amendments to Modules

For minor module amendments (i.e. change of External Examiner, updating of reading lists and change to module moderator), no additional detail would be required in the Programme Board minutes, but for major changes (see below),

a rationale should be noted in the minutes to capture the deliberate steps being taken to enhance the student experience as part of the subject development:

- Change of Programme Board;
- Module title;
- Credit level of the validated module;
- Credit points of the validated module;
- Methods of assessment/weighting of assessment;
- Learning outcomes.

Major changes to LTA approaches or learning outcomes should be approved via the Subject External Examiner.

N.B. *These amendments may be made locally within the School; however it should be highlighted that such changes will therefore **not** be reflected on the PSMD Catalogue until the next formal update.*

New Module Approval & Module Amendment Guidance

The procedures below take full cognisance of the University's commitment to quality assurance and enhancement and that the approval process ensures that the credit level of new modules is given appropriate consideration in line with SCQF.

As of the current session, new modules should be created directly on the PSMD Catalogue instead of using the old Module Descriptor template. The approval and quality assurance procedures for new modules/amendments will remain the same. If you have any questions or queries about using PSMD with regards to the new module creation on the PSMD Catalogue, please contact your SSDOE in the first instance.

1   Before the start of each session, the Module Structure Database Administrator will supply each School with a spreadsheet summarising the modules approved for delivery in the forthcoming academic session. This master spreadsheet will be a list of all approved modules together with information about the Subject Panel and Programme Board to which they are attached and the date they were last amended.

2   In September, the School will confirm the allocation of Programme Boards and Subject Panels to the modules as being correct for the forthcoming session.

3   During the period from September to February, Schools will amend the spreadsheet to update the status of modules for the forthcoming academic session. The spreadsheet will record module descriptors which remained unchanged, those with amendments and those to be deleted. New modules will be added.

4   For module amendments the spreadsheet will specify the changes made.

5   Approval for new modules and amendments to existing modules will be the responsibility of the Programme Board. The Programme Board

Chair's signature will confirm module additions and amendments. Where new modules are proposed as part of an approval programme, the panel acts as the external input to the process. However these should first be processed through the Programme Board in the same way as all other new modules and module amendments.

6   Input by external advisers is a key component in the approval of new modules. It is now acceptable that this role may be undertaken by the External Examiner, although this does not preclude input from other subject experts as appropriate.

7   When the Programme Board has approved new modules and amendments, the overall spreadsheet will be signed off by the School Education Forum. In particular, new modules should be brought to the attention of SEF.

8   New and updated material should be lodged onto the PSMD Catalogue. Any withdrawn modules should be removed and archived appropriately within the PSMD Catalogue. This task should be undertaken by the designated School Administrator(s).

9   The completed spreadsheet will be returned to the Module Structure Database Administrator, who will access relevant new and amended module descriptors from the PSMD Catalogue.

10   The deadline for submission of the School module spreadsheets and updating module descriptors on the PSMD Catalogue will be **31 March**.

11   The allocation of module codes is the responsibility of the Module Structure Database Administrator.

12   Where modules (new or amended) will lead to a change greater than one core module being amended or removed per level, this must be flagged to the SSDOE as a formal re-approval may be required.

13   Ownership of the definitive electronic version of material lodged on the PSMD Catalogue will be retained by the School.

Timescales for Approval

In order to ensure modules are confirmed for the following session, approval of all new and amended modules must take place by **31 March annually**.

11   PROFESSIONAL ACCREDITATION OF UNIVERSITY PROGRAMMES

Introduction

Professional accreditation is the official recognition awarded by a PSRB as a result of the University meeting specific standards or criteria. Alongside University approved programmes, the aim of professional accreditation is to secure for students a high quality of academic and professional experience and also to provide enhanced opportunities for graduates entering their chosen

profession, either through confirmation of fitness to practice exemption from professional examinations or fast-tracking towards chartered or similar status.

Agencies such as SFC annually request information regarding programmes that have been accredited by professional bodies and the issues raised. This information is also relevant to IR and annual monitoring. Details of accredited programmes therefore need to be held by Schools.

The development and drafting of documents for submission to PSRBs (both before and after accreditation visits) is the responsibility of the School.

Responsibilities

Responsibility of the School

The responsibility for coordinating and monitoring the process of professional accreditation lies with the School. Schools are also responsible for ensuring that the accreditation documents meet the requirements outlined in the Key stages flowchart, in conjunction with the quality and standards and the deadlines prescribed by the PSRB.

As part of the School Board remit for overseeing and developing its portfolio of programmes, information on all programme accreditations by PSRBs is normally reviewed early in the academic session. The School will use this information to maintain the School-wide data on professional accreditation and the calendar of visits to inform the SFC response.

For existing programmes, Schools should be aware of when accreditations expire as they are responsible for ensuring programmes remain accredited. Schools are responsible for making all arrangements concerned with accreditation and to ensure that the stages of accreditation have been followed.

Responsibility of the Programme Leader

The Programme Leader (or Programme Leader designate for new programmes) will normally take the lead in the preparation of accreditation documentation, for correspondence with the PSRB and for making the arrangements for an accreditation visit where necessary. Where it is hoped to incorporate the professional accreditation with the initial or re-approval, this should be flagged in the ULT form for new programme proposals. The Programme Leader is responsible for keeping the School Board and the Programme Board informed of all PSRB activity.

Care should be taken to ensure that the appropriate documents take into consideration the range of issues to be addressed in submission documents and address recommendations made during the accreditation.

Responsibility of Assistant Dean (Education)

The Assistant Dean (Education) will be advised by the programme leader of all matters relating to professional accreditation and will ensure appropriate monitoring in line with the University's annual monitoring system.

The Assistant Dean (Education) will inform and advise the School Education Forum on issues arising from PSRB visits and reports as appropriate.

Responsibility of the Programme Board

Programme Boards are the bodies responsible for monitoring programmes. Programme Boards will have an oversight of matters relating to and arising from professional accreditation activities and reports and will comment on such in the annual Programme Monitoring Report (formerly Programme Annual Report).

Responsibility of the Quality Enhancement Support Team (QuEST)

QuEST has an advisory role in relation to professional accreditation. The Team is able to offer guidance on University Regulations, quality assurance and enhancement approaches and, can attend the accreditation event in an advisory capacity, if required.

Responsibility of the School Service Delivery Officer (Education) [SSDOE]

The SSDOE can comment on both the draft accreditation document in terms of any reference to regulations and quality provided, and the draft School response to the report as outlined in the key stages below.

The SSDOE will also seek information from colleagues in the Schools on the schedule of forthcoming accreditation visits. This information will be used to collate the annual SFC response (September) and ensure EAC is kept informed of issues raised by PSRBs.

Responsibility of School Education Forum

The School Education Forum has oversight of professional accreditation and will sign off the final version of the accreditation documentation prior to it being sent to the PSRB. EAC will maintain an overview of matters raised and any issues for IR and staff development.
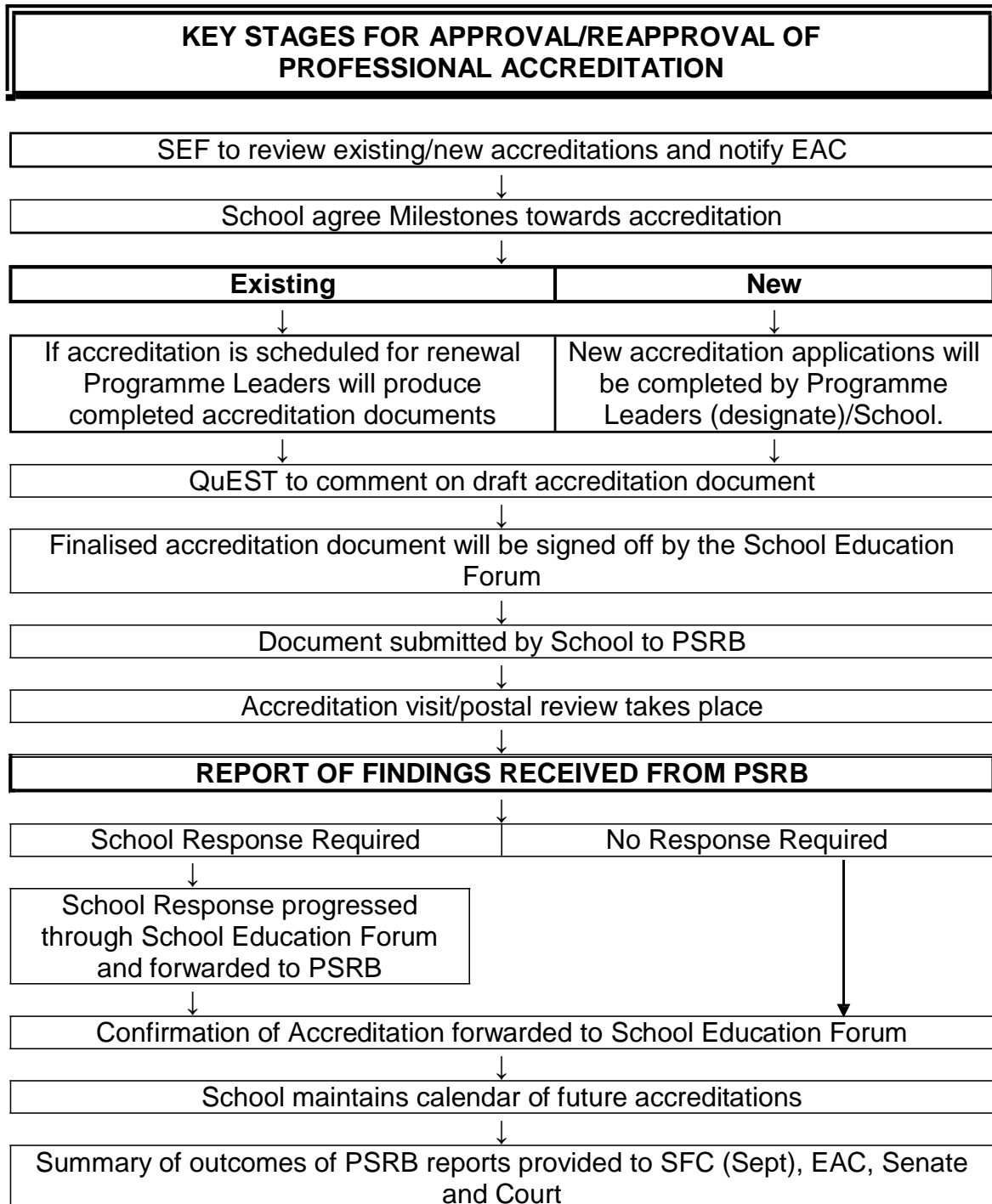
Details of Accredited Provision at UWS

The School is responsible for maintaining a schedule of accreditation status for all relevant awards and for providing this information annually to the EAC as required for the Annual report to the Scottish Funding Council. This facilitates not only the tracking of accreditations due, but also the monitoring of existing accreditations, and a University-wide understanding of the issues being raised by professional accrediting panels. PSRB reports provide valuable feedback on the quality of the University's provision which can usefully be shared more widely.

Accreditation Processes

There are a range of accreditation arrangements offered by PSRBs. For certain programmes the accreditation process involves a formal visit to the University while for other programmes the arrangements are less formal and can be updated by post. EAC has agreed the importance of the University being able to track all accreditation activities.

SSDOE will liaise with Assistant Deans (Education) at the end of each academic year to confirm the professional visits due to take place in the following session, together with any new proposed professional accreditations. The first SEF of the session should consider the list of professional accreditations for the year ahead. The SSDOE or nominee will support the development of milestones for submission of paperwork to the PSRB, incorporating the required review of draft documentation and final sign off by SEF. Programme accreditations should be clearly flagged to the first meeting of SEF and the subsequent EAC each session.

KEY STAGES FOR APPROVAL/REAPPROVAL OF PROFESSIONAL ACCREDITATION

SEF to review existing/new accreditations and notify EAC

↓

School agree Milestones towards accreditation

↓

Existing	**New**

↓ ↓

If accreditation is scheduled for renewal Programme Leaders will produce completed accreditation documents	New accreditation applications will be completed by Programme Leaders (designate)/School.

↓ ↓

QuEST to comment on draft accreditation document

↓

Finalised accreditation document will be signed off by the School Education Forum

↓

Document submitted by School to PSRB

↓

Accreditation visit/postal review takes place

↓

REPORT OF FINDINGS RECEIVED FROM PSRB

↓

School Response Required	No Response Required

↓

School Response progressed through School Education Forum and forwarded to PSRB

↓

Confirmation of Accreditation forwarded to School Education Forum

↓

School maintains calendar of future accreditations

↓

Summary of outcomes of PSRB reports provided to SFC (Sept), EAC, Senate and Court

Accreditation Document

The SSDOE should be asked to comment on the draft documentation before its submission to the PSRB and can consult with colleagues in QuEST if necessary. Once agreement is reached, SEF will sign off the documentation. The School will then be responsible for submitting the documentation to the PSRB.

Accreditation Event

Arrangements for the accreditation visit will be managed by the School in consultation with the PSRB. The SSDOE can attend such events if required to advise the panel on quality and enhancement arrangements. However, in all cases, Schools are asked to advise QuEST of the dates of all accreditation events on request.

Accreditation Responses

Following the accreditation process, the School will be responsible for authoring a response (if appropriate) to the PSRB report. School responses to the accreditation/PSRB report should be progressed through SEF before the final version is forwarded to the PSRB. SEF will receive both the final report/correspondence from the PSRB and the agreed School response.

M E M O R A N D U M

From   :   **[Insert Name]**, School Service Delivery Officer (Education)

To   :   Dean of School
Assistant Dean Education
Assistant Dean International
Assistant Dean Research & Enterprise
Programme Leader
Chair of Panel
QuEST Representative on Panel

Subject   :   **[Insert Programme Title]**

Date   :

Event Conclusion

At the conclusion of the approval event of the above programme(s) on **[Insert Date]**, the panel agreed to validate the following award subject to **XXX** condition(s), from **[Insert Date]** for a period not exceeding six years and subject to the University's normal annual monitoring and Institution-Led Review arrangements:

- **[Insert programme title, FT/PT, Mode of Delivery (online, blended, face to face)]**

The programme will be based at **[Insert Campus]**.

Condition and Recommendations

There was **XX** condition(s) attached to the approval and **XX** recommendation(s) made for the attention of the programme team and the School of **[Insert School]**. The team are responsible for meeting the condition, overseeing the consideration of the recommendations, and for providing a response to the validation panel by **[Insert Date]**.

The approved programme will be included within the next Institution-Led Review for **[Insert title]** which follows a six year cycle and will take place during academic session 20xx/xx.

Condition(s)

1.
2.
3.

Recommendation(s)

There were **XX** recommendations attached to the approval:

1.
2.
3.

Conclusion and Good Practice

At the conclusion of the event the panel commended the programme team on the following areas of good practice:

-

-

-

Meeting of Conditions

The condition(s) is/are to be met by resubmission of the following documentation:

-

-

Copies of all revised documentation should be submitted to **[Insert name of SSDOE]**, School Service Delivery Officer (Education) by **[Insert Date]**. The Chair of the panel will consult with the other members of the panel to confirm if the conditions have been met. The Programme Leader should submit a response agreed by the School outlining how the conditions have been met and indicating clearly how any recommendations have been/will be addressed by the programme team and School and the Chair of the panel will sign off the responses to confirm condition(s) have been met.

The full report from the event will be drafted within 3 weeks and will include the response from the team and confirmation that condition(s) have been met. The report will be circulated to:

- Recruitment, Admissions & Participation Service
- QuEST
- Business Intelligence
- Marketing & Communications
- Finance
- Banner
- Student Administration

If you require any further information, please do not hesitate to contact me.

Proposal to add a new UWS campus for delivery of an approved programme, or add a full time / part time delivery route, to an approved programme.

To ensure timely and efficient approval of an additional UWS campus(es) for the delivery of an approved UWS programme, or to add a full time or part time route to an existing programme; the completion of the following form and sign off by the programme leader and School Board will ensure that all relevant steps have been completed and that consultation has taken place with key partners across the institution. This removes the requirement to undertake a formal approval event. If the approval of additional campus(es) results in the withdrawal from another campus(es) this needs to be addressed separately to ensure that the students' rights under consumer law are protected and to confirm the appropriate support and transition arrangements have been developed. If Tier 4 students (non-EEA) are to be taught on additional campus(es) it is essential that consultation with the UWS UKVI Key Contact and Compliance Officer has been conducted before teaching commences. All new teaching sites for Tier 4 students must be registered in advance with UK Visas and Immigration (UKVI).

Blended Learning, Face to Face and Online Approval

Programme leaders can follow the standard programme amendment process for the additional of a blended learning route to an approved face to face or online programme but for the creation of a wholly online or wholly face to face route for an approved programme, an internal approval event will be required to consider the learning and teaching approaches, assessment methods, supporting resources and the student journey and experience.

Adding a New Collaborative or TNE Campus

This form should not be used as part of the development of any collaborative partnerships – see Chapter 9 of the Quality Handbook for more information.

Section 1 Proposed Addition(s) To An Approved UWS Programme

School :
Programme (s):
Additional Campus (es)
• Campus(es) currently approved for delivery:
• Which campus(es) are being added and rationale.
• Date of first intake at new campus(es):
Addition of full time or part time route. *Please attach a copy of the student journey including module title/trimester of delivery and time to complete the award for the new route.*
• Confirm route being added – FT or PT and rationale.
• Date of first intake on new route

Section 2: Supporting Evidence and Consultation Activities

To ensure the smooth transition of a programme or programmes to a new or additional campus(es) / delivery route the following activities need to be addressed and actioned by the programme leader in consultation with the programme team in order to protect the student experience and ensure that all relevant staff are aware of the change. **Section 2A** should be completed for additional campus delivery and **section 2B** for new full time or part time route.

Section 2A: Additional Campus(es)

Areas for Reflection	Comment
Resources	
Review of modules to ensure the available of equivalent resources at the additional campus(es) as identified in the approved module descriptors. Comment on any additional or supplementary resources that are needed.	
Staffing – how will the programme be delivered and assessed on the additional/new campuses. Provide specific comment on the need for the approval of any staff as Recognised Teachers of the University and when this will be complete.	
If the programme will run at more than one campus how will the equivalence of the student experience be managed and monitored.	
Admissions	
Confirm that discussions have taken place with Admissions Manager to ensure that recruitment to the new campus(es) is enabled. Confirmation should also include point of entry being offered at new campus – just level 9 for example.	
Agreement from School on target number.	
If Tier 4 students are recruited has the campus been registered with UKVI?	
Information Technology & Digital Services	
Data on target number/intake target/conversion rate/number of offers.	
Engagement with ITDS regarding licenses, software and hardware requirements	
Library and eLearning	
Discussion with Library and e-learning to ensure availability access to reading and reference materials, journals, texts and to ensure there are no licensing issues for overseas campuses access.	
Student Administration	
Confirm that discussions have taken place with Student Administration to ensure that once the programme has been set up on Banner that the School can create CRNs for the additional campus(es) of delivery.	
Confirm that Student Administration have been advised of any non-standard delivery patterns (i.e. trimester dates do not match currently approved UWS trimester dates or delivery patterns or academic year structure) to ensure that any impact on enrolment,	

assessment, PAB and Subject Panel timeframes have been considered and addressed.	
External Examiners	
Ensure the external examiner is advised of additional campus(es) for delivery and has access to student work from all campuses of delivery.	
Professional Accreditation/Approval	
Confirm consultation / notification of PSRB in terms of campus(es)?	
Is an approval event required by the PSRB for the new campus (es)?	

Section 2B: Addition of a Full Time or Part Time Route

Areas for Reflection	Comment
Programme Structure	
Are there any resource implication following the additional of the new FT or PT route – for example do the programme team need to delivery module(s) in multiple trimesters to meet the need of this new cohort.	
Having mapped the student journey for this new route is there equivalence of student experience across the different delivery routes – please flag any significant differences for the School Board to review. The student journey for Tier 4 (non-EEA) students must comply with UKVI definitions of full time study. Further guidance can be provided by the UWS UKVI Key Contact.	
Programme Learning Outcomes and Exit Awards	
Will the new FT or PT route enable student to have the same opportunities to meet the programme learning outcomes and be eligible for any intermediate exit awards as outlined in the programme specification in terms of core modules and accumulation of credit.	
External Examiners	
Ensure the external examiner is advised of new route for delivery and has access to student work from all routes of delivery.	
Professional Accreditation/Approval	
Confirm consultation / notification of PSRB in terms of new delivery route?	
Is an approval event required by the PSRB for the delivery route?	

Section 3: School Sign Off

Form signed off as complete by Programme leader:		
Schools Board decision on additional/new campus(es) /delivery route for the above approved programme(s):	Approve	Date of School Board:
	Reject	Rationale & Action Needed:
Sign off by Chair of School Board:		

Section 4: Post Approval Activities and Communication

Once the additional campus/route for delivery has been approved by the School Board the programme leader is responsible for updates of all relevant documentation and materials such as the programme specification, module descriptors, student handbooks and Moodle sites. The programme leader is also responsible for advising Admissions, Student Administration, Marketing and Communications and the relevant external examiner of the approved changes.

CHAPTER 5   INTERNATIONAL ACADEMIC STUDENT EXCHANGE

APPENDICES

ANY QUERIES CONCERNING THIS BOOKLET SHOULD BE RAISED IN THE FIRST INSTANCE WITH QUEST. THIS BOOKLET CAN BE PROVIDED IN OTHER FORMATS ON REQUEST.

THE PROCEDURES DESCRIBED WITHIN THIS BOOKLET HAVE BEEN ASSESSED FOR EQUALITY IMPACT AND CONFIRMED AS BEING AT LOW RISK OF HAVING ANY NEGATIVE IMPACT ON DIFFERENT GROUPS OF PEOPLE.

CHAPTER 5   INTERNATIONAL ACADEMIC STUDENT EXCHANGE

1   INTERNATIONAL ACADEMIC STUDENT EXCHANGE

This section of the handbook covers the approval and quality assurance arrangements for academic exchange programmes. Overseas industrial placement is covered in the University's Regulation on Work-Based Learning & Placement Learning (see Regulation 5.4). In terms of quality assurance of academic student exchange where academic credit will be awarded for successful completion of the exchange, Schools should take account of:

- The potential risk to the security of the academic standards of the University of the West of Scotland award;

- The match between the level and quantity of credit deriving from the period of study at the exchange site;

- The fit with the content and learning outcomes of the programme here at the University as defined in the programme specification;

- The quality of the student experience.

More information on the process and the responsibilities of sending and receiving institutions can be found in **Appendix 1** which has been prepared by ERASMUS+ to help support institutions in completing a Learning Agreement and at **Appendix 2** for students who are undertaking a mobility period outwith the Erasmus+ programme. A Learning Agreement sets out the programme of study to be forwarded and is approved by the student as well as the sending and receiving institution (exchange host). More information is also available from the International Centre.

2   OUTGOING STUDENTS

Students can gain considerable benefits both academically and in terms of transferable skills from an exchange programme. These may be in terms of a trimester or academic year at another institution and allow students to undertake study leading to equivalent academic credit being achieved if an agreed programme of study is successfully completed. As part of the student's UWS programme is effectively being provided by a partner institution (the exchange host), such provision may be described as collaborative. As a registered student of UWS, students have the right to expect that this period of study at another institution is of equivalent level, standard and quality as they could expect if taking that period of study here. A number of safeguards are necessary to ensure the overall quality of the student experience overseas as well as the level and amount of credit. In addition to the arrangements set out in the University's standard collaboration agreement, the following issues should be addressed by Schools for student exchanges:

- Confirmation of the modules and the levels to be taken at the exchange host. **The Programme Leader and Progression & Awards Board Chair must confirm before arrangements for the exchange are finalised that**

these are appropriate to the learning outcomes and SCQF credits at the appropriate level in line with the approved programme specification for the award. A Learning Agreement should be completed for all students going on exchange or coming to UWS. ECTS points (European Credit Transfer) or equivalent credit tariffs may not be associated with level so this must be established by UWS staff;

- Without the Learning Agreement, the student's programme of study cannot be confirmed and the award of the UWS may be at risk. School staff must seek to ensure the Learning Agreement is completed before the student departs. Any changes to the Learning Agreement on arrival at the host Institution must be effected within one month of studies commencing (and one month of commencing trimester two studies if participating for one academic year). The participating student will be instructed to have both forms signed by the Host Institution before immediately sending it back for ratification by the School;

- How grades will be translated to the UWS grading structure, particularly with regard to award of distinction;

- Any implication for the final award resulting from the exchange;

- The arrangements for students failing particular aspects of assessment at the exchange institution and the opportunities to resit;

- How the exchange experience will be incorporated in the UWS transcript and certificate;

- The arrangements for communication between UWS academic staff and students on exchange;

- Briefing for students on different assessment and study cultures;

- Meeting the requirements of professional bodies (where applicable);

- Students must be enrolled by Schools as UWS students prior to departure or by post during the UWS enrolment period;

- Students should receive a student exchange handbook.

It is the responsibility of the School to ensure students receive appropriate information as identified above and that the programme of study overseas is confirmed and notified to Student Administration by Schools for the production of future transcripts (refer to **Appendix 3** for guidance on recording students results). Progression & Awards Boards will require such transcripts to enable them to award credit/progression at the conclusion of the exchange.

An inter-institutional agreement must be completed for all ERASMUS partnerships and the appropriate UWS documentation for all other partnerships.

An associated monitoring visit should, where possible, be made to all students during the period of mobility

A handbook for students going on exchange overseas is available from the International Centre and addresses a wide range of student needs.

3   INCOMING STUDENTS

Incoming students, primarily on the ERASMUS exchange programme, may come for selected trimesters of the academic year. Students will complete the standard University admissions application procedure.

Incoming students who are at UWS in a graduating year may from time to time approach the School for consideration for the award of UWS. This is not an automatic process. In such instances, the School must provide academic counselling at the start of the academic year and ensure the incoming credit can be verified and recorded and an appropriate selection of modules made to satisfy the requirements of the programme specification relating to the named UWS award which the student is aiming for. Schools shall ensure that a Transcript of Records is duly completed for the additional modules required and that students are registered on the award not just the modules.

Recommended elements for the Transcript of Records:

- name of student;
- ID and/or contact details of the student;
- names and contacts of the Institution;
- field of study of the student and/or name of the programme;
- current year of study;
- educational components taken at the institution (with codes, credits and local grades);
- description of the institutional grading system;
- grade distribution information for the reference group identified;
- date of issue and signature of the responsible person.

Exchange students who have indicated from the outset that they intend to graduate from UWS will be given guidance by the International Centre on the application process. The Admissions Officer for the academic programme of study shall verify the credit already achieved in relation to the level of entry.

Schools should ensure appropriate information is given at the induction event for incoming ERASMUS and other exchange students to ensure such students are fully and appropriately informed.

Further information on the requirements for incoming students is available from the Admissions Office, the School Coordinators and the International Centre.

FORM 2

**Higher Education
Learning Agreement for Studies**

UNIVERSITY OF THE
WEST *of* SCOTLAND

UWS

Student	Last name(s)	First name(s)	Date of birth	Nationality[i]	Sex [M/F]	Study cycle[ii]	Field of education [iii]

Sending Institution	Name	Faculty/Department	Erasmus code[iv] (if applicable)	Address	Country	Contact person name[v]; email; phone	

Receiving Institution	Name	Faculty/ Department	Erasmus code (if applicable)	Address	Country	Contact person name; email; phone	

Before the mobility

	Study Programme at the Receiving Institution				
	Planned period of the mobility: from [month/year] ……………. to [month/year] …………….				
Table A Before the mobility	**Component[vi] code (if any)**	**Component title at the Receiving Institution** (as indicated in the course catalogue[vii])	**Semester** [e.g. autumn/spring; term]	**Number of ECTS credits (or equivalent)[viii] to be awarded by the Receiving Institution upon successful completion**	
				Total: …	
	Web link to the course catalogue at the Receiving Institution describing the learning outcomes: [*web link to the relevant information*]				

The level of language competence[ix] in [*indicate here the main language of instruction*] that the student already has or agrees to acquire by the start of the study period is: *A1* ☐ *A2* ☐ *B1* ☐ *B2* ☐ *C1* ☐ *C2* ☐ *Native speaker* ☐

	Recognition at the Sending Institution			
Table B Before the mobility	**Component code (if any)**	**Component title at the Sending Institution** (as indicated in the course catalogue)	**Semester** [e.g. autumn/spring; term]	**Number of ECTS credits (or equivalent) to be recognised by the Sending Institution**
				Total: …
	Provisions applying if the student does not complete successfully some educational components: [*web link to the relevant information*]			

Commitment					

By signing this document, the student, the Sending Institution and the Receiving Institution confirm that they approve the Learning Agreement and that they will comply with all the arrangements agreed by all parties. Sending and Receiving Institutions undertake to apply all the principles of the Erasmus Charter for Higher Education relating to mobility for studies (or the principles agreed in the Inter-Institutional Agreement for institutions located in Partner Countries). The Sending Institution and the student should also commit to what is set out in the Erasmus+ grant agreement. The Receiving Institution confirms that the educational components listed in Table A are in line with its course catalogue and should be available to the student. The Sending Institution commits to recognise all the credits gained at the Receiving Institution for the successfully completed educational components and to count them towards the student's degree as described in Table B. Any exceptions to this rule are documented in an annex of this Learning Agreement and agreed by all parties. The student and the Receiving Institution will communicate to the Sending Institution any problems or changes regarding the study programme, responsible persons and/or study period.

Commitment	Name	Email	Position	Date	Signature
Student			*Student*		
Responsible person[x] at the Sending Institution					
Responsible person at the Receiving Institution[xi]					

During the Mobility

Exceptional changes to Table A						
(to be approved by e-mail or signature by the student, the responsible person in the Sending Institution and the responsible person in the Receiving Institution)						
Table A2 During the mobility	Component code (if any)	Component title at the Receiving Institution (as indicated in the course catalogue)	Deleted component [tick if applicable]	Added component [tick if applicable]	Reason for change[xii]	Number of ECTS credits (or equivalent)
			☒	☐	Choose an item.	
			☐	☒	Choose an item.	

Exceptional changes to Table B (if applicable)					
(to be approved by e-mail or signature by the student and the responsible person in the Sending Institution)					
Table B2 During the mobility	Component code (if any)	Component title at the Sending Institution (as indicated in the course catalogue)	Deleted component [tick if applicable]	Added component [tick if applicable]	Number of ECTS credits (or equivalent)
			☐	☐	
			☐	☐	

After the Mobility

Transcript of Records at the Receiving Institution					
Start and end dates of the study period: from [day/month/year] …………… to [day/month/year] ……………					
Table C After the mobility	Component code (if any)	Component title at the Receiving Institution (as indicated in the course catalogue)	Was the component successfully completed by the student? [Yes/No]	Number of ECTS credits (or equivalent)	Grades received at the Receiving Institution
				Total: …	

Transcript of Records and Recognition at the Sending Institution				
Start and end dates of the study period: from [day/month/year] …………… to [day/month/year] ……………				
Table D **After the mobility**	**Component code** (if any)	**Title of recognised component at the Sending Institution** (as indicated in the course catalogue)	**Number of ECTS credits (or equivalent) recognised**	**Grades registered at the Sending Institution** (if applicable)
			Total: …	

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i   **Nationality:** country to which the person belongs administratively and that issues the ID card and/or passport.

ii   **Study cycle:** Short cycle (EQF level 5) / Bachelor or equivalent first cycle (EQF level 6) / Master or equivalent second cycle (EQF level 7) / Doctorate or equivalent third cycle (EQF level 8).

iii   **Field of education:** The ISCED-F 2013 search tool available at http://ec.europa.eu/education/tools/isced-f_en.htm should be used to find the ISCED 2013 detailed field of education and training that is closest to the subject of the degree to be awarded to the student by the Sending Institution.

iv   **Erasmus code**: a unique identifier that every higher education institution that has been awarded with the Erasmus Charter for Higher Education (ECHE) receives. It is only applicable to higher education institutions located in Programme Countries.

v   **Contact person**: person who provides a link for administrative information and who, depending on the structure of the higher education institution, may be the departmental coordinator or works at the international relations office or equivalent body within the institution.

vi   An **"educational component"** is a self-contained and formal structured learning experience that features learning outcomes, credits and forms of assessment. Examples of educational components are: a course, module, seminar, laboratory work, practical work, preparation/research for a thesis, mobility window or free electives.

vii   **Course catalogue:** detailed, user-friendly and up-to-date information on the institution's learning **environment** that should be available to students before the mobility period and throughout their studies to enable them to make the right choices and use their time most efficiently. The information concerns, for example, the qualifications offered, the learning, teaching and assessment procedures, the level of programmes, the individual educational components and the learning resources. The Course Catalogue should include the names of people to contact, with information about how, when and where to contact them.

viii   **ECTS credits (or equivalent)**: in countries where the "ECTS" system is not in place, in particular for **institutions** located in Partner Countries not participating in the Bologna process, "ECTS" needs to be replaced in the relevant tables by the name of the equivalent system that is used, and a web link to an explanation to the system should be added.

ix   **Level of language competence**: a description of the European Language Levels (CEFR) is available at: https://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr

x   **Responsible person at the Sending Institution:** an academic who has the authority to approve the Learning Agreement, to exceptionally amend it when it is needed, as well as to guarantee full recognition of such programme on behalf of the responsible academic body. The name and email of the Responsible person must be filled in only in case it differs from that of the Contact person mentioned at the top of the document.

^{xi} **Responsible person at the Receiving Institution:** the name and email of the Responsible person must be filled in only in case it differs from that of the Contact person mentioned at the top of the document.

^{xii} **Reasons for exceptional changes to study programme abroad (choose an item number from the table below):**

Reasons for deleting a component	*Reason for adding a component*
1. Previously selected educational component is not available at the Receiving Institution 2. Component is in a different language than previously specified in the course catalogue 3. Timetable conflict 4. Other (please specify)	5. Substituting a deleted component 6. Extending the mobility period 7. Other (please specify)

FORM 2

Higher Education
Learning Agreement for Studies

UNIVERSITY OF THE
WEST of SCOTLAND
UWS

Student	Last name(s)	First name(s)	Date of birth	Nationality	Sex [M/F]	UG or PG	Degree title

Sending Institution	Name	School	Campus		Contact person: name, email and phone number		
	UWS						

Host Institution	Name	Faculty/ Department	Campus Address		Country	Contact person: name, email and phone number	

Before the mobility

Study Programme at the Host Institution
Planned period of the mobility: from [month/year] ……………. to [month/year] ……………

Table A Before the mobility	Module code (if any)	Module title at the Host Institution	Tri/Semester or Term [e.g. autumn/spring; term]	Number of credits to be awarded by the Host Institution upon successful completion of module
				Total: …
Insert web link to the course catalogue at the Host Institution describing the learning outcomes: www.				

Recognition at the Sending Institution *(The modules in Table A above should be mapped to equivalencies at UWS)*

Table B Before the mobility	Module code (if any)	Module title at the Host Institution	Tri/Semester or Term [e.g. autumn/spring; term]	Number of credits to be awarded by the Host Institution upon successful completion of module
				Total: …
Provisions applying if the student does not complete successfully some educational components: *www.*				

FORM 2

UNIVERSITY OF THE
WEST of SCOTLAND
UWS

In signing this document, the 3 parties commit to adhering to the conditions listed in the UWS Student Mobility Charter, shown at Appendix 1

Commitment before mobility takes place

By signing this document, the student, the Sending Institution and the Host Institution confirm that they approve the Learning Agreement and that they will comply with all the arrangements agreed by all parties. Sending and Host Institutions undertake to apply all their respective principles relating to mobility for studies (or the principles agreed in the Institutional Agreement). The Host Institution confirms that the modules listed in Table A are in line with its course catalogue and should be available to the student. The Sending Institution commits to recognise all the credits gained at the Host Institution for the successfully completed modules and to count them towards the student's academic award, as described in Table B. The student and the Host Institution will communicate to the Sending Institution any problems or changes regarding the study programme, responsible persons and/or study period (please see below).

Commitment	Name	Email	Position	Date	Signature
Student			*Student*		
Responsible person at the Sending Institution					
Responsible person at the Host Institution					

During the Mobility

		Exceptional changes to Table A				
		(to be approved by e-mail or signature by the student, the responsible person in the Sending Institution and the responsible person in the Host Institution)				
Table A2 During the mobility	**Module code** (if any)	**Module title at the Host Institution**	**Deleted Module** [tick if applicable]	**Added Module** [tick if applicable]	**Reason for change** (see below for acceptable reasons)	**Number of credits (or equivalent)**
			☒	☐		
			☐	☒		

- Add more rows if required

Reasons for deleting a component	*Reason for adding a component*
1. Previously selected educational module is not available at the Host Institution 2. Component is in a different language than previously specified in the course catalogue 3. Timetable conflict 4. Other (please specify)	5. Substituting a deleted module 6. Extending the mobility period 7. Other (please specify)

Higher Education
Learning Agreement for Studies

UNIVERSITY OF THE
WEST of SCOTLAND
UWS

Exceptional changes to Table B(to be approved by e-mail or signature by the student and the responsible person in the Sending Institution)						
Table B2 During the mobility	**Module code** (if any)	**Module title at the Sending Institution**	**Deleted Module** [tick if applicable]	**Added Module** [tick if applicable]	**Reason for change** (see below for acceptable reasons)	**Number of credits (or equivalent)**
			☒	☐		
			☐	☒		

Reasons for deleting a component	*Reason for adding a component*
1. Previously selected educational module is not available at the Host Institution 2. Component is in a different language than previously specified in the course catalogue 3. Timetable conflict 4. Other (please specify)	5. Substituting a deleted module 6. Extending the mobility period 7. Other (please specify)

Commitment to changes during mobility

By signing this section of the document, the student, the Sending Institution and the Host Institution confirm that they approve the amended Learning Agreement and that they will comply with all the arrangements agreed by all parties. Sending and Host Institutions undertake to apply all the principles of the respective institutions relating to mobility for studies (or the principles agreed in the Institutional Agreement). The Host Institution confirms that the modules listed in Table A2 (and those modules still being taken by the student in Table A) are in line with its course catalogue and should be available to the student. The Sending Institution commits to recognise all the credits gained at the Host Institution for the successfully completed modules and to count them towards the student's academic award as described in Table B and B2. The student and the Host Institution will communicate to the Sending Institution any problems or changes regarding the study programme, responsible persons and/or study period.

Commitment	Name	Email	Position	Date	Signature
Student			*Student*		
Responsible person at the Sending Institution					
Responsible person at the Receiving Institution					

UNIVERSITY OF THE
WEST of SCOTLAND
UWS

UWS Student Mobility Charter

This charter highlights your rights and obligations and informs you about what you can expect from your sending and host institution at each step of your mobility.

During your mobility period

- You should take full advantage of all the learning opportunities available at the host institution, while respecting its rules and regulations, and endeavour to perform to the best of your ability in all relevant examinations or other forms of assessment.

- You can request changes to the Learning Agreement only in exceptional situations and within the deadline decided by your sending and host institutions. In that case, you must ensure that these changes are validated by both the sending and host institutions within a two-week period after the request and keep copies of their approval by e-mail. Changes due to an extension of the duration of the mobility period should be made as timely as possible.

- Your host institution commits to treat you in the same way as their home students and you should make all necessary efforts to integrate into your new environment.

- Your receiving institution will not ask you to pay fees for tuition, registration, examinations, access to laboratory and library facilities, that have not been highlighted in advance, during your mobility period. Nevertheless, you may be charged small fees on the same basis as local students for costs such as insurance, student unions and the use of miscellaneous material.

After your mobility period

- You are entitled to receive full academic recognition from your sending institution for satisfactorily completed activities during your mobility period, in accordance with the Learning Agreement.

- If you are studying abroad, your host institution will give you a Transcript of Records recording your results with the credits and grades achieved (normally within five weeks of completion of your studies).

- You must complete a questionnaire to provide feedback on your mobility period to your sending and host institution.

Recording results for students studying overseas

The following points outline the steps which Schools should follow to record credit achieved by UWS students when studying at other institutions (e.g. as an ERASMUS exchange student.)

1   School ERASMUS Co-ordinators are responsible for ensuring that each student has an approved and signed Learning Agreement prior to commencing their study overseas, and that each student has been informed of the way in which grades achieved abroad will be translated and recorded on their UWS transcript.

2   Results from the partner institution abroad should be sent direct to the School ERASMUS Co-ordinator as soon as possible after the assessments grades have been approved by the partner institution.

3   On receipt of results from the partner institution, the School ERASMUS co-ordinators are responsible for ensuring that the results are translated into UWS grades (where appropriate) and recorded in an appropriate format (see below).

4   The results must show the academic year and the name of the institution at which the results were attained (e.g. 2015/16 at University of Grenoble).

5   The level and number of credits attained must be recorded using the Scottish Credit Qualifications Framework (SCQF) and not the European Credit Transfer Scheme (ECTS). As a guide, one ECTS credit is equivalent to two SCQF credits.

6   The actual results from study abroad may be recorded on the UWS transcripts in a variety of ways. For example,

Total amount of credit attained
(e.g. 90 SCQF points at Level 9 and 30 SCQF points at Level 8)

or

Number of points attained in individual modules
(e.g. Analytical Chemistry 25 SCQF points at Level 9)

or

Actual mark achieved in an individual module (provided that there has been an agreed equivalence in marking schemes between the exchange institutions).
(e.g. Analytical Chemistry 67%, Grade B1, 20 SCQF points at level 9)

7   The information outlined above should be forwarded by the School ERASMUS co-ordinator to Student Administration for input onto the student's academic record.

8   The credit attained abroad will then be recorded as Exchange Credit on the student's transcript under the section "Transferred Credit".

9   Any questions relating to the recording of credit for students studying at partner institutions should be directed in the first instance to either Anne Rogerson, (Assistant Head of Student Administration) or Christine Mackay (Head of Student Administration).

CHAPTER 6   EXTERNAL EXAMINING

ANY QUERIES CONCERNING THIS BOOKLET SHOULD BE RAISED IN THE FIRST INSTANCE WITH QUEST. THIS BOOKLET CAN BE PROVIDED IN OTHER FORMATS ON REQUEST.

THE PROCEDURES DESCRIBED WITHIN THIS BOOKLET HAVE BEEN ASSESSED FOR EQUALITY IMPACT AND CONFIRMED AS BEING AT LOW RISK OF HAVING ANY NEGATIVE IMPACT ON DIFFERENT GROUPS OF PEOPLE.

CHAPTER 6   EXTERNAL EXAMINING

1   EXTERNAL EXAMINING AT UWS

The University operates a two-tier system of assessment panels: Subject Panels which confirm the mark, grade and decision for each student on each module and to which Subject External Examiners are appointed; and Progression & Awards Boards to which a Progression & Awards Board (PAB) External Examiner is appointed and considers the eligibility of students on a group of related programmes to progress or gain an award.

In addition to Subject and PAB External Examiners, the University appoints Degree Assessment Board (DAB) External Examiners to provide an overall judgement on student performance and the quality and standard of validated programmes delivered by collaborative partners.

Appointment

No person may act in any capacity as an external examiner until their appointment has been confirmed by the Academic Quality Committee (AQC) on behalf of the Education Advisory Committee (EAC) and a formal letter provided by the Quality Enhancement Support Team (QuEST).

A letter confirming the appointment is sent to the new External Examiner by the Depute Head of QuEST following approval by AQC. The letter is copied to the appropriate School contacts. External examiners also receive access to the External Examiners Handbook which provides general information about the history and academic structure of the University, the quality assurance system, the role of external examiners, information about external examiner reports, expenses and honorariums and the assessment regulations.

As part of the appointment, process, external examiners must provide evidence of their eligibility to work in the UK to ensure compliance with the requirements of the United Kingdom Visas and Immigration (UKVI). It is important that they bring the original documentation, passport or biometric residency permit with them to their first visit to the University. They **will not be able to continue their appointment or receive any payments without UWS verifying the originals.** Please see the External Examiners Handbook for appropriate forms of evidence.

As the arrival of student work for scrutiny and the timing of panels and boards often overlap with the very busy period of examination in the external examiner's home institution, University Regulations require that normally an external examiner should not hold more than two appointments at any one time. This is in line with the QAA Quality Code.

Should there be a change in circumstances to the external examiner's appointment, the criteria for appointment will be re-considered to ensure the University Regulations continue to be met. This includes the reallocation of modules or programme duties.

The external examiner term of office will normally be four years (October - September) to enable the external examiner to consider four successive cohorts of students. Exceptionally, the external examiners may be asked to act as external examiner for one further year for reasons of continuity (see Reg. 7.12.3).

Nominations for new or replacement external examiners should be made at least six months before the appointment is due to commence. Appointments should normally commence in October and last for four years. A nomination form is available on the Education Portal and will be completed in consultation with the proposed external examiner.

Colleagues completing and recommending approval of new external examiner nominations should ensure Regulation 7.12 is satisfied.

Following School endorsement, the nomination is forwarded to the Academic Quality Committee (AQC) for final approval.

Staff must not involve proposed external examiners in any element of the assessment process prior to the appointment being confirmed by AQC.

Reciprocity of Examining

Please note that University Regulations prohibit reciprocal external examining between cognate subject areas in the University and those in other institutions or organisations. If such an arrangement becomes apparent, it should be drawn to the attention of the Head of QuEST as it would not be possible for both appointments to continue. **Schools should ensure that an up to date list of UWS staff and their current external examining appointments is maintained and provided to QuEST (the "Internal Externals" spreadsheet).**

Programme Grouping

Progression & Awards Boards consist of groups of related programmes within a School. New appointments should normally be based on the requirement that there is a single Progression & Awards Board External Examiner associated with each such group of programmes. Once a Subject External Examiner has served at least one year at UWS they may be invited to become a Progression & Awards Board External Examiner. This approach aims to recognise the contribution which the external examiner has made at the Subject level, acknowledging also that they now have a greater understanding of the University's assessment processes and systems. Therefore, in most cases, appointment of a new Progression & Awards Board External Examiner will normally result in a Subject External Examiner vacancy.

Resignation of an External Examiner/Termination of Appointment

Should the external examiner for any reason (e.g. workload, conflict of interest, ill health etc.) need to conclude their role earlier than the confirmed period of the appointment, they are asked to advise the Head of QuEST who will make

the necessary arrangements. Under Regulation 7.12.8, the University requires that external examiners advise the Head of QuEST no later than the end of December of the year in progress. This will allow the School sufficient time to arrange a replacement.

The University may also seek the early completion of a period of appointment in exceptional circumstances, for example, where the programme or module portfolio has changed significantly since the original arrangement or where there has been demonstrable persistent failure to meet the requirements of the role of external examiner, for example through repeated non-engagement with assessment panels or non-submission of external examiner reports. This is articulated further in Regulation 7.12.8.

Powers of UWS External Examiners

No University result or award may be recommended for conferment without the approval of the Subject or Progression & Awards Board External Examiner(s) (see Reg. 7.12.1). Since no result or award of the University (including intermediate exit awards) may be conferred without the approval of the appointed external examiner, approval may be obtained by written consent if the external examiner is unable to attend the Subject Panel or Progression & Awards Board. The external examiner in absentia must be confident that due process has taken place and that academic standards have been maintained.

New external examiners should be offered the opportunity by Schools to make an informal visit to the University before they are involved in assessments so that they can meet staff and be briefed on modules, programmes and assessment matters. QuEST has produced an online induction programme for new and existing external examiners featuring presentations and talking heads which can be accessed via the UWS website.

In keeping with the QAA Quality Code Chapter B7, the University requires its external examiners to report on:

(i)   **whether the academic standards set for its awards, or part thereof, are appropriate;**

(ii)   **the extent to which its assessment processes are rigorous, ensure equity of treatment for students and have been fairly conducted within institutional regulations and guidance;**

(iii)   **opportunities to enhance the quality of learning opportunities provided to students;**

(iv)   **where appropriate, the comparability of the standards and student achievements with those in some other higher education institutions;**

(v)   **good practice and innovation relating to learning, teaching and assessment.**

External examiners on programmes with professional accreditation may be required to comment on additional areas. For example, NMC External Examiners should provide comment on clinical practice.

2   SUBJECT EXTERNAL EXAMINERS

The overall responsibility of each Subject External Examiner is to ensure that each module is assessed impartially and fairly and that the standards of the University's awards (or parts of awards) are maintained.

Subject Panels confirm the mark, grade and decision for each student on each module assigned to the Subject Panel by the Dean of School.

Each module will be assigned to one Subject External Examiner, who will be appointed to consider the results for a group of related modules.

Subject Panels normally fall at the end of each trimester, however there are programmes where panels occur at different times in the academic year and schools will communicate the exact timings to external examiners once appointed. Subject External Examiners are invited to attend each meeting of the Subject Panel, approving the results for each module (including resits and not just those at L9 or above). Results from Subject Panels are released to students as final approved results.

Each Subject External Examiner will [see Regulation 7.12]:

- **have the opportunity to review and approve the form, content and standard of the assessment instruments and, where appropriate, the distribution and balance of coursework and other assessments. These should be in accordance with the published module descriptors**

- **be invited to attend meetings of the Subject Panel as appropriate and physically attend at least once per academic session [see 7.12.2]**

- **moderate the marks awarded by the internal examiner(s) as deemed necessary as agreed with the Module Co-ordinator**

- **have the right to inspect the work of all students and to call for such papers as he or she thinks necessary when sampling the work of students**

- **be entitled to modify the marks proposed by internal examiners provided that such modifications should be applied to all students undertaking the module unless all scripts have been reviewed by the Subject External Examiner.**

Subject External Examiner Induction

As noted, on appointment all external examiners receive details of the online induction and are e-mailed a copy of the External Examiners Handbook.

Schools should ensure that the examiner is fully apprised of the following:

- **the design and delivery characteristics of the module and associated programme as set out in the module descriptors and programme specifications**

- **marking protocols (question and assignment setting; model answers; double marking; blind marking; moderation**

- **discussion of sampling and selection of student work to provide the evidence base for the external examiner**

- **procedures for oral examination or formal review of student work or performance**

- **opportunities for meeting students on a more informal basis**

- **requirements for attending subject panels**

- **terms of reference for attending panels**

- **rules and penalties for academic misconduct**

- **procedures for student appeals and complaints**

- **access to recent external examiner reports**

- **contact protocols and details for key staff (especially important for external examiners of collaborative provision).**

It is the responsibility of the School to provide the Subject External Examiner(s) with access to appropriate module descriptors and supporting documentation as soon as the appointment is confirmed.

For Initial Teacher Education programmes, the School of Education contact will make the day-to-day arrangements regarding assignments and school visits which are required by the Subject External Examiners in addition to attending Panels.

Reviewing Assessment Instruments

Subject External Examiners will be invited to approve all examination question papers/appropriate coursework at all levels. **Schools should make all forms of assessment available to external examiners for approval prior to their being distributed to students.** Where this involves sending exam questions or unseen tests outside of the University, schools should ensure appropriate encryption is deployed. Subject External Examiners must be given at least four weeks to review draft examination questions and a sample of course work questions for all levels.

Reviewing Student Work

Schools should ensure that Subject External Examiners review a sample of student work, including course work and examination scripts during the year. The sample of student work considered by external examiners should include material from part-time students and all modes of delivery and campuses and include collaborative franchise partners. Schools must ensure that they provide Subject external examiners with appropriate material for all the modules to which they have been appointed. In their External Examiners Handbook published in 2012, the Higher Education Academy acknowledges that there are no firmly established norms for sampling and offers recommendations on commonly applied sampling tactics:
https://www.heacademy.ac.uk/system/files/downloads/HE_Academy_External_Examiners_Handbook_2012.pdf

External examiners are asked to liaise with colleagues in the School to agree what method of sampling is acceptable and to request any other evidence they deem necessary to discharge their responsibilities. The reassurance of due process and procedure having been followed may come from sampling work from some, but not all cohorts who have taken a particular module in a particular year. The external examiner has the right of access to all students' assessments, but there is no expectation that they will sample work from multiple cohorts studying a module in the same year unless they wish to do so. If a Subject External Examiner is content that appropriate policies and procedures are in place for the proper operation of the Subject Panels, and that assessments are being marked and moderated consistently, then they may sign off the results for a cohort without necessarily having sampled work from that same cohort.

It is helpful if an external examiner's review of student work can be staggered throughout the year rather than accumulated at the end of the session at the time of the final panel meeting. Alternatively, some external examiners find it helpful to come to the University the day or half day before the Subject Panel to review student work and may wish to meet students. A number of external examiners have commented that they would wish to have more time to look at student work and Schools are asked to bear this in mind. Subject Panel Chairs should liaise with the Subject External Examiner in good time on the approach he/she wishes to take. Where assessments are marked and submitted through Turnitin, staff can arrange for the external examiner to have access to the marked assessments.

Any queries about dates of meetings and arrangements for moderation should be raised with the School.

Subject Panels

The Subject Panels – Remit and Membership can be found in Regulation 14 of the [Regulatory Framework](#).

It is the responsibility of the School to liaise with external examiners on their availability to attend the panel(s) following the circulation of the timetable by Student Administration. This should be done as soon as possible to ensure externals are able to attend; delay in notifying examiners of panel dates often causes frustration as diaries fill up quickly for the times around panel meetings. The School will arrange overnight accommodation if required. This is normally within student residences.

Approval of Marks by Subject External Examiner

Under regulation 7.12.2c, 'no confirmed result of the University may be communicated to students without the approval of the appointed Subject External Examiner'.

In order to sign off the results from a Subject Panel, Subject External Examiners are expected to assure themselves that marking and moderation of assessment has been carried out appropriately, in line with the University's regulations and procedures and that academic standards have been maintained.

The Subject Panel is responsible for confirming the marks and grades for modules assigned to it, and in line with Regulation 7.12.2a, there is flexibility in how the Subject External Examiner confirms their approval – by attending the Subject Panel either in person or virtually, (for example, WebEx™ or Skype™) or by other appropriate communication channels– before providing written confirmation of approval of results. If the external examiner is not present at the Subject Panel, the relevant Subject Panel Chair is responsible for obtaining the approval of the examiner for confirmation of results.

There is **no requirement** that external examiners attend all subject panels: one visit a year is expected (Regulation 7.12.2(f), although the external examiner may attend more if they wish.

Subject Panel Paperwork

The production of the results paperwork for the Subject Panel is the responsibility of the School, in consultation with staff in Student Administration.

Reporting

Minutes of the deliberations and outcomes of the Subject Panel will be forwarded to the next meeting of the appropriate Programme Board. Guidance

on the format of the report will be provided to the Chairs of the Subject Panel by Student Administration.

Results are communicated to students after each Subject Panel electronically via Self Service Banner.

3   PROGRESSION & AWARDS BOARD EXTERNAL EXAMINERS

The overall responsibility of each Progression & Awards Board External Examiner is to ensure that each candidate for a particular award is considered impartially and fairly in accordance with University regulations and guidance and that the standards of the University's awards are maintained.

Progression & Awards Boards consider the performance of students on a programme and determine a student's eligibility to progress to the next stage of their programme or to gain an award. The Progression & Awards Boards apply University regulations on progression/awards but do not have the authority to alter marks or grades.

The role of the Progression & Awards Board External Examiners has been developed in order to provide a broader overview of the analysis of trends and the comparison of standards across different cohorts and campuses.

Progression & Awards Board External Examiners do not review student work and cannot change marks – they confirm progression and award decisions based on outcomes of the Subject Panel.

Each Progression & Awards Board External Examiner will [see Regulation 7.12]:

- ○ **attend meetings of the Progression & Awards Board as appropriate and, in light of information received from Subject Panels, make award and progression decisions**

- ○ **be consulted about, and have the right to approve or prevent, any proposed changes in the assessment regulations which will directly affect students currently on a particular programme of study**

- ○ **contribute to such viva voce examination of any candidate as is deemed necessary in relation to Regulation 7.10.5 on review of a decision of a Progression & Awards Board**

- ○ **otherwise participate, as necessary, in reviews of progression and award decisions with respect to individual candidates**

- ○ **comment as required on aspects of cohort performance, honours classification distribution and any other matters pertaining to the operation of the University's assessment panel processes.**

The Progression & Awards Boards – Remit and Membership can be found in Regulation 14 of the [Regulatory Framework](#).

Students registered on part-time named programmes are enrolled within the appropriate School and are considered at the appropriate Progression & Awards Board.

Results from the Progression & Awards Board are communicated to students in writing.

The School will liaise with external examiners regarding the dates of the panels and will arrange overnight accommodation if required. This is normally within student residences.

Any queries about dates of meetings and arrangements for moderation should be raised with the School.

It is the responsibility of the School to make appropriate documentation including the programme specification(s) for the programmes allocated to the Progression & Awards Board available to the Progression and Awards Board External Examiner as soon as the appointment is confirmed.

Programme Amendments

The prime role of external examiners relates to the standards of awards and the quality of assessment processing. However, the external examiner may also be invited from time to time to comment on amendments to the programme content or changes proposed to the assessment structure/format.

Approval of Awards by Progression & Awards Board External Examiner

A decision of a Progression & Awards Board which leads to an award of the University must have the written consent of the relevant Progression & Awards Board External Examiner (see Regulation 7.10.4(c)). This may be obtained either when the external examiner is in attendance at the meeting or by using other appropriate communication approaches and providing written confirmation of their approval of decisions (see Regulations 7.12.2(d) and (e)). All external examiners are expected to attend a panel at least once per academic session (Regulation 7.12.2(f)).

Reporting from the Progression & Awards Board

The report from the Progression & Awards Board should be sent to the relevant Programme Board. It is the responsibility of the School Board to ensure that Progression & Awards Board reports are considered by the relevant Programme Board(s).

As a matter of courtesy, the School should advise the Progression & Awards Board External Examiners of all changes to the programme(s) associated with the Progression & Awards Board during the year and provide access to an

updated programme specification in advance of each Progression & Awards Board.

Progression & Awards Board Chairs should ensure that the external examiner signs off Progression & Awards Board paperwork for all panels. If the external is not present at the panel then the Panel Chair is responsible for sending the panel paperwork to the external for approval. Students will not be entered onto the graduation roll until the external examiner agreement in writing, is obtained. This approval is for all awards of the University.

4 DEGREE ASSESSMENT BOARD EXTERNAL EXAMINERS (FOR VALIDATED MODEL COLLABORATIVE PARTNERSHIPS)

The overall responsibility of each Degree Assessment Board (DAB) External Examiner is to ensure that the standards of the University's awards are maintained and, where applicable, the University Regulations are applied.

Degree Assessment Boards confirm the mark, grade and decision for each student. The Board also considers the performance of students on the validated programme and determines whether the student is eligible to progress to the next stage of their programme or to gain an award.

Degree Assessment Board External Examiners will normally attend all DAB meetings. These usually occur at the end of trimesters 2 and 3. Additional meetings may be required for programmes where results, progression and award points occur at other times in the academic session.

Each Degree Assessment Board External Examiner will:

○ **Attend meetings of the Degree Assessment Board as appropriate, and moderate the marks awarded by the internal examiner(s) and make award and progression decisions, in line with Regulations 7.12.2**

○ **Have the right to inspect the work of all students**

○ **Comment as required on aspects of cohort performance, honours classification distribution and any other matters pertaining to the operation of the DAB.**

The Collaborative Partner, in consultation with the School, will liaise with external examiner(s) regarding dates of Board and will arrange overnight accommodation if required.

Any queries about dates of meetings and arrangements for moderation should be raised with the Collaborative Partner.

If they are unable to attend a Board, the external should liaise with the Partner, in consultation with the School, to ensure that other means of reviewing work and approving results can be established.

5 QUALITY ASSURANCE AND ENHANCEMENT

UK Quality Code for Higher Education

The UK Quality Code for Higher Education sets out the expectations all providers of UK Higher Education are required to meet. The University has undertaken an extensive mapping exercise to confirm the requirements of the Quality Code are being met. The specific requirements of Chapter B7 on External Examining underpin the UWS approach and have informed our appointment with reference to the person specification, reporting and powers and responsibilities of the external.

6 ANNUAL MONITORING & ANNUAL REPORTING

There are specific external examiner annual report templates, which reflect the specific nature of their role: One for Subject External Examiners, one for Progression & Awards Board External Examiners and one for a Degree Assessment Board External Examiner. External examiners who act in a dual role as both a Subject and Progression & Award Board External Examiner should complete and submit both reports.

The preferred method of completion and return of reports is electronic and this year we have trialled Questionpro survey software. We envisage that this move will make the task less onerous as the survey can be accessed from a variety of platforms including smart phones and tablets. A link is sent to the external examiner at the end of trimester 2. If they would prefer to use a report form in Microsoft™ Word format, blank report forms are available from: http://www.uws.ac.uk/externalexaminers/. Reports should be completed by 30 September.

If colleagues are advised of any concerns external examiners have about the reporting process, please contact the Head of QuEST.

On receipt by QuEST, the external examiner reports are posted on the Education Portal by QuEST staff and are listed by School. A copy is retained by QuEST to support internal and external review activities.

If external examiner reports are not received by 30 September, QuEST sends a reminder to the external examiner. A further reminder will be sent to external examiners during November and if necessary, thereafter by the Chair of the Education Advisory Committee.

Any queries about receipt of annual reports should be directed to QuEST in the first instance.

External examiner reports should be considered at the appropriate Programme Board within their annual monitoring activities.

Schools are responsible for ensuring that external examiners are provided with a written formal response to their annual report. All reports and responses are available to view and download on the education portal for annual monitoring purposes. A proforma is available for this purpose (**see Chapter 7 of the Quality Handbook, Appendix 5**).

External Examiners and Programme Changes

Schools are responsible for agreeing minor changes to programmes or modules. Consultation with the external examiner will normally form part of the process for all programme amendments.

7   ATTENDANCE FEES, HONORARIUM & EXPENSES

An attendance fee of £100 per visit is payable to the external examiner to attend Assessment Panels. The payment of attendance fees will be processed on the Claim Form which must be endorsed by the Panel Chair following the Assessment Panel. Any queries regarding this process should be raised with the School.

Payment of Honorarium

Payment of the honorarium will be authorised when the annual report is received, which is due by 30 September each year.

Payment is made through the University's payroll system which is normally paid on the 28th of each month. Payment is made direct to bank accounts and we request bank details prior to each payment. The external examiner will be asked to complete the relevant forms each session following receipt of their annual report to enable payment of the honorarium. All external examiners are subject to PAYE. A P60 can be supplied on request. Tax will be deducted at source from the honorarium. National insurance is not deducted from external examiner payments.

For session 2017/18, the honorarium payment structure for annual reporting is as follows:

Subject External Examiner	£400
Progression & Awards Board External Examiner	£300
Subject & Progression & Awards Board External Examiner	£500
Degree Assessment Board External Examiner	£500

Postal Charges

When returning scripts to the University or the Collaborative Partner, they should be returned by the same manner in which they were forwarded. For UK partners, this would usually be through services offered by the Royal Mail. Couriers need not be used.

The School will reimburse Royal Mail postal expenses and all claims should be clearly detailed on the expenses claims form. Proof of payment must be submitted with the expense claims form.

CHAPTER 7   ENHANCEMENT AND ANNUAL MONITORING

APPENDICES

ANY QUERIES CONCERNING THIS BOOKLET SHOULD BE RAISED IN THE FIRST INSTANCE WITH QUEST. THIS BOOKLET CAN BE PROVIDED IN OTHER FORMATS ON REQUEST.

THE PROCEDURES DESCRIBED WITHIN THIS BOOKLET HAVE BEEN ASSESSED FOR EQUALITY IMPACT AND CONFIRMED AS BEING AT LOW RISK OF HAVING ANY NEGATIVE IMPACT ON DIFFERENT GROUPS OF PEOPLE.

CHAPTER 7 ENHANCEMENT AND ANNUAL MONITORING

1 ENHANCEMENT AND ANNUAL MONITORING (EAM)

The University's approach to enhancement and annual monitoring is programme-based and focuses on the quality of the student experience through reflection at both module and programme level.

The Programme Monitoring Report and Action Plan is the main EAM report offering reflective commentary and assurance, as well as a forward-looking approach to provision and support arrangements. The report also facilitates consideration of any future development of the programme.

The main forums for consideration of annual monitoring information and reports will be at Programme Board level and through the School Education Forum (SEF). The culmination of matters arising from EAM and other student-related activities will be concluded at University-wide Institutional Enhancement and Annual Monitoring Event. A timeline flowchart outlining details of the process can be found in **Appendix 1.**

The rationale in support of a programme-based approach to annual monitoring is to look holistically and coherently at the student experience. This approach also allows a more local perspective to be taken on programmatic and modular issues, encouraging colleagues to reflect on all aspects of provision and support with a view to continuous improvement.

It is recognised that not all students follow traditional programmatic routes; and some programmes have collaborative local and joint delivery arrangements at other institutions. Separate programme reporting is required for programmes validated for delivery at other institutions and specific input is required from collaborative partners where such provision is offered. (Further details on collaborative provision can be found in **Chapter 9** of the Quality Handbook).

2 ANNUAL MONITORING DOCUMENTATION

All key enhancement and annual monitoring guidance will be lodged on the UWS Education Portal on the QuEST EAM site. This material will include guidance and templates related to module review, programme monitoring, External Examiner reports, Collaborative Annual Reports, Institution-led Review reports, among other material.

Programme health and student data will be provided to the schools to inform the Programme Monitoring Report via Business Intelligence by 30th September 2017.

a) Key Dates and Documentation

Details surrounding key dates, activities and documentation are provided in an accompanying table (Please refer to **Appendix 2**).

Key documents include the following:

- Module Review Forms (MRFs)
- Programme Monitoring Report (PMR) / Action Plans
  – NEW for 2017/18
- Programme Annual Reports (PARs) (collaborative validated partners only)
- Collaborative Annual Report (CARs) (collaborative franchise partners only)
- External Examiner Reports & Responses
- Summary and Analysis of External Examiner Reports (QuEST)
- School EAM Summary Outcomes/Report from School Event
- School SMART Targets
- Institutional EAM Report (QuEST)

Further details are outlined within the main text of this chapter.

b) Module Review Forms

Last academic session an online approach to Module Review was piloted through Self-Service Banner within the School of Media, Culture & Society. On reflection and in light of anticipated plans to merge module review within online programme review over the coming years, a decision has been taken not to roll out online module review this year.

Module Review forms an integral part of the annual monitoring process. The **MRF pro-forma** can be found in **Appendix 3**.

The aim of module review is to identify the strengths and weaknesses in the delivery and assessment of a module. The identification of strengths will allow for the dissemination of good practice and the identification of weaknesses will allow action to be proposed to both increase module pass rates and also to enhance the quality of the student learning experience. In order to be able to do this, an evaluative rather than a descriptive approach is expected.

MRFs should be completed as soon as possible after the module runs for the last time in a session, with a final submission deadline **of end September**. Module co-ordinators are expected to complete MRFs as soon as possible to ensure that a qualitative evaluation is undertaken at a timely stage within the process. Centrally produced module success rate data will be made available via the Dashboard soon after Trimesters 1 and 2. Overall centrally produced module success rate data and Trimester 3 data will be available by early-mid September; thereby this submission date should allow sufficient time for evaluation.

The MRF should indicate any module amendments made for the next session. The module co-ordinator has responsibility for ensuring that the moderator and Subject Panel Chair are in agreement with the content of the MRF prior to lodging the completed form on the School drive by the above submission date. Programme leaders will access the relevant MRF on the School drive to inform the writing of Programme Monitoring Report and Action Plan. Thereafter the appropriate Programme Board shall convene to consider annual monitoring Programme Monitoring Reports/ Action Plans and MRFs collectively at their annual monitoring focused event normally held during mid-November.

c) Programme Monitoring Reports (PMRs)/ Action Plans (NEW)

For session 2017/18 (to review 2016/17), a revised approach to programme monitoring will be implemented, where Programme Annual Reports (PARs) will be replaced by Programme Monitoring Reports (PMRs/Action Plans). PARs will still exist for collaborative validated models.

One PMR/Action Plan will be prepared either for each taught University programme or for groups of cognate programmes to provide assurance of standards and to address programme level enhancement.

The revised approach will involve Business Intelligence providing programme teams with a **populated spreadsheet** which comprises data from agreed categories (including NSS data). The spreadsheet will be supplemented with a **word document** which Programme Leaders are required to complete; this will seek to identify influencing factors affecting programme performance and the student experience (and will be aligned closely with the data). An indication of questions embedded within the PMR are identified in **Appendix 4.**

PMRs/Action Plans are required to be developed for each programme. Programme Leaders will normally author the PMRs, but in cases where a cognate group of programmes exists, the Chair of the School Education Forum (SEF) will nominate author(s) as appropriate. The creation of one PMR will ensure that an action plan is developed per programme/or per cognate group of programmes encompassing reflection of all data sources including programme performance progression data and survey outcomes, ILR outcomes, among others (as appropriate). The flowchart in **Appendix 1** outlines the main sources of information.

Student engagement should also form an integral part in the development of the PMR to ensure a holistic overview of the student experience is encompassed. It is recommended that PMRs be considered at Student/Staff Liaison Groups (SSLGs) and Programme Board to capture the student voice.

The PMR will require approval by the appropriate Programme Board and should be submitted to the Chair of the Programme Board by the final **submission deadline of 21 October 2017**. Where necessary, the Programme Board will make recommendations for amendments to modules and programmes in light of observations. Completed PMRs will form public documents available for staff to view internally; QuEST will lodge on the

Education Portal and Schools should also ensure the PMRs feature on respective School drives.

Programme Monitoring Reports (PMRs) /Action Plans will be used as follows:

- Programme Board (must endorse PMR/Action Plan).
- School EAM Event (key document considered at or prior to event)
- Student Staff Liaison Groups (SSLGs) (to receive & consider) *(to capture student voice)*
- School Board / Institutional EAM Event (will receive assurances on various quality aspects for reporting to Senate)

d) Annual Monitoring Documentation of Collaborative Provision

In terms of annual monitoring of collaborative partnerships, UWS adopts a robust internal monitoring system to safeguard its academic awards and ensure standards are appropriate across all areas of local delivery.

Two reports exist for different models as follows:

(i) Collaborative Annual Report (CAR): (Applicable to Franchise models)

The Collaborative Annual Report forms an important part of the university's annual monitoring cycle for its franchise provision and will be used by UWS Programme Leaders to inform the Programme Monitoring Report (PMR). The template for this report is available in **Appendix 6**.

A CAR on the operation of franchised collaborative programme(s) should be **prepared by the partner institution in liaison with the UWS Link Tutor** with responsibility for the collaborative partnership. The report should be **submitted annually** in September and will be considered at the Programme Board as part of normal annual monitoring activities, usually in late October/early-November.

(ii) Programme Annual Report (PAR): (Applicable to Validated models)

Where validation of another institution's programme of study as a University of the West of Scotland award takes place; this is referred to as a Validated Collaborative Model. These students are students of the partner, but quality elements reside with the degree awarding body.

For such validated provision, UWS still maintains responsibility for monitoring that quality and standards are satisfactory, as well as monitoring elements of the student experience. It is therefore necessary for a Programme Annual Report to be **completed by staff at the partner institution** for consideration as part of our enhancement and annual monitoring processes.

Partners with validated collaborative models should submit a Programme Annual Report (PAR) by the **submission deadline of 21 October 2017** as per guidance that follows. PAR template provided in **Appendix 5**.

e) Annual Monitoring Process for non-standard Delivery Structure

Where UWS provision is delivered in collaboration with a partner institution and a different structure for delivery and use of the teaching year has been approved by Senate (see Regulation 5.1), the School is asked to liaise with QuEST to establish appropriate annual monitoring timelines. The aim is to ensure that there is timely review of module and programme delivery and the opportunity to reflect on student feedback, external examiner comment and insights from the partner. Please contact the Head of QuEST following approval of non-standard delivery at Senate, who will work with you to develop relevant timelines and processes in line with requirements of UWS approach to Annual Monitoring.

3 SCHOOL-BASED ANNUAL MONITORING

It is expected that all staff engage in the EAM process to inform future developments for the continual improvement of the student experience. The importance of Programme Boards in the role of EAM must be emphasised to encourage maximum engagement of academic colleagues in this evaluative process. This event will be managed through School Education Forum (SEF) and will seek to make assurances to the School that the overall health and quality assurance of academic programmes are being managed appropriately and to determine any key messages for discussion at School or Institutional level.

School Event: Stage 1 – Information

SEF will identify a suitable date for the annual monitoring event to ensure maximum attendance (this must be **prior to** the November School Board). The dates of events should be communicated to all members of the School including the School Service Delivery Officer (SSDO) who will facilitate attendance by QuEST, Education Futures, UWS Academy and any other relevant colleagues and support departments. The SSDO and Assistant Dean (Education) will work in collaboration to pull together relevant documentation for the School-based Annual Monitoring event.

It is anticipated that with the adoption of the revised approach, **key material** required for the event will include the following:

- **Programme Monitoring Reports (PMRs) /Action Plans – for each programme / or cognate group of programmes (as appropriate);**

- **External Examiner reports and responses;**

- **CARs (if applicable / may be encompassed in PMR);**

- **Previous year's EAM SMART targets;**

- **iGraduate Survey / School level survey outcomes.**

The School should also reflect on Enabling Plans, School Operational Plan and the Corporate Strategy.

School Event: Stage 2 – Review and Reflection

Schools will have autonomy to determine the most suitable approach to review and reflect on their provision and a School Event should take place. Schools will determine how material should be reviewed and commented on.

The School event will be attended by a representative from QuEST/Education Futures/UWS Academy. Participants of the School event should review allocated documentation and highlight issues and identify good practice for discussion at the event. It is up to each School and Assistant Dean (Education) to determine how best to focus the event to ensure cross-School awareness of key information, statistics and student feedback. Advice can be sought from the School's QuEST Business Partner in terms of agenda and activities.

As UWS Academy will be in attendance this is also a useful opportunity for the School to identify any training or development needs that could be incorporated into the event. The SSDO will attend and prepare a School Report/Summary Outcomes report of the event.

Student involvement is crucial. Student representation is strongly encouraged at the School EAM Event to capture the student voice.

School Event: Stage 3 – Identify Actions

The School-based Annual Monitoring event takes place with discussion predominantly around PMRs (encompassing many elements) and feedback from External Examiners and students. The event will also review the previous session's SMART targets (Specific, Measurable, Achievable, Realistic and Time-related) and will report on progress and any actions undertaken.

SMART targets are identified along with issues for the School Education Forum to consider along with examples of good practice. Each target/good practice must be linked to a clear source and must have an identified person/group responsible for its completion. Clear timescales and reporting lines should also be indicated. The School Board will give final approval.

The SMART Targets and identified examples of good practice are then forwarded to the University-wide Annual Monitoring event.

Responsibilities of School-based Annual Monitoring

These events will be led via the School Education Forum (SEF) and will normally:

➢ Provide **a key forum for discussion surrounding academic provision within relevant subjects**, taking cognisance of PMRs, External Examiner reports, CARs, NSS and other student surveys, and any reports from accrediting or other external bodies.

➢ Consider statistical data outlined within PMRs where pre-populated data will exist (this will include honours classification, progression statistics and module success rates). If not considered at the School-based meeting

itself, then analysis of the data should be presented and reviewed by the Programme Board. Contact Business Intelligence for guidance and information on availability of data and statistics.

➢ Provide an opportunity to draw pertinent issues to the attention of the SEF/School Board, as well identifying any areas of good practice.

➢ Provide a formal minute/report of the School-based EAM event documenting annual monitoring discussions. A **Summary Outcomes Report** should be provided for use at the subsequent Institutional EAM Event. This evidence will be a key resource for internal and external reviews.

➢ Identify actions (in the form of SMART targets) and good practice for final approval by the School Board. These will be considered at the subsequent Institutional EAM Event.

➢ Provide an opportunity for students to be involved in the annual review of programmes.

4   RESPONSIBILITIES OF THE SCHOOL BOARD

In **November** each year, the School Board will convene to provide assurance on behalf of the School that appropriate annual monitoring of academic provision and collaborative provision has taken place within the School. Senate will be informed accordingly.

To inform this discussion, the School Board will consider the draft School SMART targets comprising an analysis of Programme Board discussions. The draft SMART targets will be prepared by the SSDO and Assistant Dean (Education) at the SEF-led event and must be signed off by the relevant School Board prior to review at the Institutional EAM monitoring event.

The resulting School Board minute should provide an overview of the health and quality assurance of the School's programmes and modules (ensuring validity and currency) as well as identifying opportunities for enhancement and dissemination of good practice.   A **Summary Outcomes Report** should be provided for use at the subsequent Institutional EAM Event. It will also provide key evidence during the Institution-Led Review and QAA Review processes.

The School SMART Targets will identify actions in relation to unpinning retention and progression and will include approaches for dissemination of good practice. These will be considered at the subsequent Institutional EAM Event.

The infrastructure and relationship between Schools and Professional Support Departments/Units is considered of paramount importance. Schools should therefore consult with relevant Heads/Directors of Professional Services at the SMART Target drafting stage about any issues relating to Professional Service support to enable actions to be addressed directly.

Assurances to Senate:

The School Board would wish to provide assurances of the following in its report to Senate, and in the **Summary Outcomes Report** required for the Institutional EAM Event:

- Programme health: To ensure validity and currency of programmes;
- Monitoring of academic and collaborative provision has taken place within the School and that standards are being maintained;
- Monitoring of research teaching linkages within the School;
- All External Examiner reports received have been responded to appropriately by the School (see **Appendix 8** for form);
- Where appropriate, quality assurance on any short course provision (non-University awards) offered within the School has been undertaken;
- To confirm that appropriate actions are being taken in response to issues raised, and that actions from the previous year's activities have been addressed.

A **Summary Outcomes Report** template is available (**Appendix 7**). In cases where standards issues are identified, the School is responsible for ensuring that any necessary actions are followed up promptly.

5   INSTITUTIONAL ANNUAL MONITORING EVENT

The Quality Enhancement Support Team (QuEST) will host the Institutional Annual Monitoring event which will take place annually in December.

As intimated earlier, Senate will receive assurance from the Schools of the maintenance of standards and monitoring of quality. A Summary Outcomes Report providing this information is required for the Institutional EAM Event.

Timelines for 2017/18 (to review 2016/17):

The Institutional Event for session 2017/18 will be held on **5 December 2017**. QuEST will require material from Schools **no later than Tuesday 28 November** 2017 to allow circulation time prior to the institutional EAM Event.

The Institutional Event will consider:

- School EAM Summary Outcomes Report;
- School SMART Targets 2017/18 (arising from 2016/17);
- Extract from External Examiner Analysis (undertaken by QuEST)

The Institutional EAM Event will take an institutional overview and focus attention on key issues relating to the quality of the student experience and the integration of professional services in annual monitoring.

The University-wide Annual Monitoring Event will seek to examine how internal monitoring activities within Schools have impacted progression and retention, either positively or negatively, and report findings to the event.

Anticipated outcomes from Institutional EAM will be a report identifying trends, areas of positive practice and any challenges which require consideration at an institutional level. Reference should also be made to follow up progress in relation to previous year's activities.

The key output from the Institutional EAM Event is expected to be:

- A **final report** to Senate via EAC which will identify the intended approaches being adopted by Schools via internal monitoring processes to improve progression and retention, as well as confirming any further University-wide actions arising from the Institutional EAM Event;

- An **EAM Newsletter** will be developed on the key highlights arising from the EAM cycle; this will be available for both staff and students.
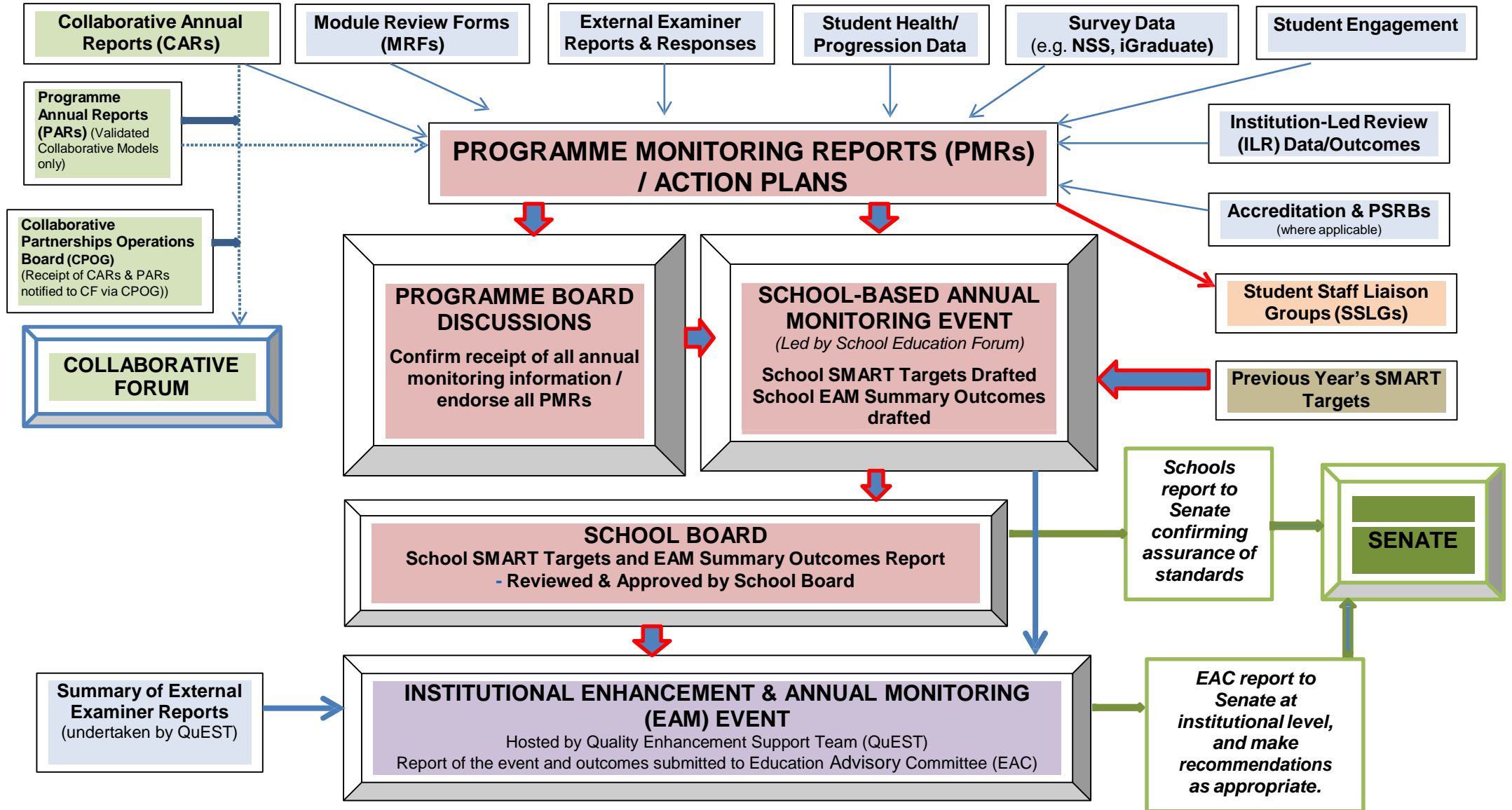
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6 INSTITUTIONAL OVERVIEW

The Enhancement and Annual Monitoring cycle will culminate with the following reporting arrangements:

- Schools will report assurances to **Senate** at the December meeting on programme health and academic standards (confirming validity and currency of programmes).

- A summary report arising from the Institutional EAM Event will be provided to Senate at the December meeting.

- The full report arising from the Institutional EAM Event will be provided to Senate at the March meeting.

- Thereafter, **Court** will receive confirmation in April.

7 ANNUAL MONITORING OF EXTERNALLY ACCREDITED PROVISION

Please refer to Chapter 11 which outlines details relating to Accreditation of External Provision.

TIMEFLOW CHART
SCHOOL ENHANCEMENT AND MONITORING PROCESS 2017/18

Collaborative Annual Reports (CARs)

Module Review Forms (MRFs)

External Examiner Reports & Responses

Student Health/ Progression Data

Survey Data (e.g. NSS, iGraduate)

Student Engagement

Programme Annual Reports (PARs) (Validated Collaborative Models only)

Collaborative Partnerships Operations Board (CPOG) (Receipt of CARs & PARs notified to CF via CPOG))

COLLABORATIVE FORUM

PROGRAMME MONITORING REPORTS (PMRs) / ACTION PLANS

Institution-Led Review (ILR) Data/Outcomes

Accreditation & PSRBs (where applicable)

Student Staff Liaison Groups (SSLGs)

PROGRAMME BOARD DISCUSSIONS

Confirm receipt of all annual monitoring information / endorse all PMRs

SCHOOL-BASED ANNUAL MONITORING EVENT
(Led by School Education Forum)

School SMART Targets Drafted
School EAM Summary Outcomes drafted

Previous Year's SMART Targets

SCHOOL BOARD
School SMART Targets and EAM Summary Outcomes Report
- Reviewed & Approved by School Board

Schools report to Senate confirming assurance of standards

SENATE

Summary of External Examiner Reports (undertaken by QuEST)

INSTITUTIONAL ENHANCEMENT & ANNUAL MONITORING (EAM) EVENT
Hosted by Quality Enhancement Support Team (QuEST)
Report of the event and outcomes submitted to Education Advisory Committee (EAC)

EAC report to Senate at institutional level, and make recommendations as appropriate.

Report/Document/ Activity/Event/ Other	Lead Responsibility For Completion by:	Timescales Required by:	For Submission to: (where applicable) (Material should be lodged on School Drive) Use for Report / Activity
Collaborative Annual Report (CAR) 2017/18 *(from previous session 2016/17)*	Franchise Models only; Completed by: Collaborative Partner Designated section also required to be completed by UWS Link Tutor.	**For submission by:** **Friday 29 September 2017**	Collaborative Partners should provide CAR to UWS Link Tutor/School. The Link Tutor will complete relevant section of CAR to ensure School evaluation of the partnership. **CARs will be used as follows:** • Programme Board (receive and consider) • Informs Programme Monitoring & development of PMR Reports/ Programme Action plans by PLs • School EAM Event (Optional whether CARs considered at event) *(CAR may inform action plans for event)* • To report receipt of CAR to Collaborative Forum
External Examiner Annual Report 2017/18 *(from previous session 2016/17)*	External Examiners	**For submission by:** **End September 2017**	Online External Examiner Report Form – available at end of T2 (www.uws.ac.uk/about-uws/uws-commitments/quality-enhancement/external-examiner/) Online completion to Quality Enhancement Support Team (QuEST). **External Examiner Reports will be used as follows:** • QuEST undertakes full analysis of these reports to provide assurance of academic standards • School / Assistant Deans Education (receive and consider) • Programme teams (consider and provide response) • Institutional EAM Event (will receive analysis of all reports) • Lodged on Education Portal (QuEST site) For provision adopting non-standard deliveries, or with multiple intakes, External Examiners can determine a suitable approach to reporting arrangements to ensure all cohorts are covered.

| Module Review Forms (MRF) 2017/18 *(from previous session 2016/17)* | Module Co-ordinators | **For completion by:** **Friday 29 September 2017** (To be completed as soon as possible after the module runs for the last time in a session) | Module Review Form (MRF) (Link: https://connect.uws.ac.uk/education/sitepages/eam.aspx) Completion of word document template to Schools/Programme Leader/SSDOE. **Note:** Centrally produced data available from Business Intelligence soon after T1 & T2. T3 data & overall module success data available by end September.

MRFs will be used as follows:
- Inform Programme Monitoring & development of PMR/ Action plans by PLs and Programme Board.
- School EAM Event (Optional whether MRFs considered at event) *(MRFs may inform action plans for event)*
- To report receipt of MRFs to Programme Board / School Education Forum (SEF)
- Anticipated for 2018/19, MRFs may be merged into programme monitoring technical capabilities to enable this to be done online. Consideration of stand-alone modules will need explored. |
| **N.B. Business Intelligence will provide populated data sets by 30 September 2017** | | | |
| Programme Monitoring Report (PMR) 2017/18 *(from previous session 2016/17)* **NEW APPROACH** **Note** **:** PARs have been replaced for 17/18 AY) (Exception – validated models) | Programme Leaders | **For completion by:** **21 October 2017** | Online Programme Monitoring Report (PMR)/Action Plan (Link: https://connect.uws.ac.uk/education/sitepages/eam.aspx)

New Reporting Arrangement using Dashboard: NEW Business Intelligence will provide all programme teams with a **populated spreadsheet** which comprises data from agreed categories (includes NSS data). The spreadsheet will be supplemented with a **word document** which PLs are required to complete; this will seek to identify influencing factors affecting programme performance and the student experience. **PMRs/Action Plans** are required to be developed for each programme/or cognate group of programmes, led by the PL via the Programme Board. The action plans should address |

			programme specific data, survey outcomes, and any ILR outcomes, among others (as appropriate). **Programme Monitoring Reports/ Action Plans will be used as follows:** • Programme Board (must endorse PMR/Action Plan). • School EAM Event (key document considered at or prior to event) • Student Staff Liaison Groups (SSLGs) (to receive & consider) *(to capture student voice)* • School Board / Institutional EAM Event (will receive assurances on various quality aspects for reporting to Senate)
Programme Annual Reports (PAR) 2017/18 *(from previous session 2016/17)*	Validated Models only; Completed by: Collaborative Partner Designated section also required to be completed by UWS Collaborative Contact.	**For submission by: 21 October 2017**	Programme Annual Report (PAR) **(Validated Model Only)** (Link: https://connect.uws.ac.uk/education/sitepages/eam.aspx) **Note:** Whilst there has been a recent shift in programme monitoring arrangements with a shift away from PARs, these are still necessary for validated collaborative partnerships; completion of this report will seek to provide assurances that quality and standards are safeguarded. Validated Collaborative Partners should provide the PAR to UWS Collaborative Contact/School. The UWS Collaborative Contact will complete relevant section of PAR to ensure School evaluation of the partnership. **PARs will be used as follows:** • Programme Board (Copy to Assistant Dean (Education)) • Consideration at Joint Programme Panel (JPP) (October annually) • School Education Forum • To report receipt of PAR (Validated) to Collaborative Forum.
External Examiner Annual Report Response 2017/18 *(from previous session 2016/17)*	Programme Leaders/Programme Board	**Response due for completion by: 21 October 2017**	External Examiner Annual Report Response (Link: https://connect.uws.ac.uk/education/SitePages/ExtExam.aspx) Schools complete response forms and forward to the External Examiner and to QuEST.

School EAM Event 2017/18 *(to reflect and review the previous sessions activities 2016/17, and determine a School approach for the coming year)* **Participation:** Strongly encourage engagement of students during School EAM Events.	Associated Dean Education (ADE); and School Education Forum (SEF)	**By mid-November 2017** (prior to respective School Board)	**EVENT:** School-based EAM event managed by the SEF. Whilst some specific criteria must be followed, in general Schools have the autonomy to undertake this EAM activity as they feel is appropriate.

The School EAM Event will be required to:

- Consider **Programme Monitoring Reports/ Action Plans** for all programmes within the School (NEW). [The PMRs/Actions place will encompass several elements including MRF comments, CARs, NSS, NSS,ILR outcomes, PSRB, progression data and student data, all in one document per programme/per cognate group of programmes]
- External Examiner Reports;
- Outcomes from Institution-Led Review (ILR) (formerly Subject Health Review (SHR)) (where applicable);
- Previous year's SMART Targets;
- Elements for any non-standard delivery and student input;
- **Produce School EAM Summary Outcomes /School EAM Report** (Summary Outcomes for consideration at Institutional EAM Event)**;**
- **Produce draft School SMART Targets 2017/18 (arising from 16/17)** (for consideration at the Institutional EAM Event);

Note:
School Boards range from 13 – 22 November 2017. The School Board date will determine when School EAM is required to be undertaken.

School Board	Date
School of Engineering & Computing	Monday 13 November 2017
School of HNM	Tuesday 14 November 2017
School of Science & Sport	Friday 17 November 2017
School of Business & Enterprise	Friday 17 November 2017
School of Education	Tuesday 21 November 2017
School of MCS	Wednesday 22 November 2017

School EAM Summary Outcomes / Report from School EAM Event	School; School Service Delivery Officer Education	**November round of School Boards** (next round commences in late February); **Institutional EAM Event By 28 November 2017 (to QuEST)**	Production of report for School Board and Institutional EAM Event. **School Report will be used as follows:** • Submission to School Board (to provide assurances) • Submission to Institutional EAM Event (QuEST co-ordinating) **Assurances to Senate on Academic Standards:** Both School Board and the Institutional EAM Event (via Education Advisory Committee (EAC)) will provide assurances to Senate. **Note:** To confirm assurances on behalf of the School on programme health, and that monitoring of academic and collaborative provision has taken place; providing assurances that standards are being maintained. The confirmation from School Boards (which escalates to Senate and Court) will inform the annual statement of assurance required for submission to SFC annually.
Confirmed School SMART Targets 2017/18 *(taking into account reflection on previous session 2016/17)*	School; School Service Delivery Officer Education	**By 28 November 2017 (to QuEST)**	Production of School SMART Targets for approval by School Board and for consideration at the Institutional EAM Event. **SMART Targets will be used as follows:** • Submission to School Board (for approval) • Submission to Institutional EAM Event (QuEST co-ordinating) **School to Progress:** Schools will be required to monitor progress with respect to their defined SMART targets. This will be continually followed up and progress captured at the next EAM cycle.

| Institutional EAM Event 2017/18

(to reflect and review the previous sessions activities at an institutional level, and identify any Institutional trends or areas for consideration in the coming year) | QuEST

In liaison with:
• UWS Academy;
• Education Futures;
• ADEs;
• ITDS;
• Business Intelligence;
• Student Life. | **5 December 2017**

EAM Event (AM)
PL Event (PM) | **EVENT:**
Institutional EAM event managed by QuEST.
QuEST will require material from Schools **no later than Tuesday 28 November** for circulation to participants by Thursday 30 November for Institutional Event taking place on 5th December.

The Institutional EAM Event will be required to consider:

• **School Summary Outcomes Report;**
• **School SMART Targets 2017/18 (arising from 16/17);**
• **Extract from External Examiner Analysis (undertaken by QuEST).**

Outcomes:
Anticipated outcomes from Institutional EAM Event will include:

(i)   A formal report identifying trends, areas of positive practice and any challenges which require consideration at an institutional level.
(ii)   QuEST will develop an EAM Newsletter.

Reporting Arrangements:
• **Senate: 9 December 2017**
   School Board to provide assurances to Senate on standards (ensuring validity and currency of programmes).
• Verbal/Summary overview from Institutional EAM Event to be received by Senate. (AQC and EAC will also receive).
• **Senate: March 2018 -** Full report arising from the Institutional EAM Event will be noted.
• **Court: April 2018** |

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Appendix 3

In completing this MRF, useful to reflect on:
Q: Where are we now?
Q: Where do we want to be in the future?
Q: How are we going to get there?
Q: How will we know when we get there?

MODULE REVIEW FORM (MRF) 2017/2018 (to review 2016/17)

School:	
Session:	
Module Title:	
Module Code:	
Module Coordinator:	
Other staff involved in delivery:	

	Trimester 1	Trimester 2	Trimester 3 /Resit Diet	Overall
No. of Students Enrolled				
No. of Staff Teaching on Module				
% Pass Rate				
Corresponding Pass Rate in Previous Session				
Mean Mark				

Guidance Note

Module co-ordinators may choose to begin completion of MRFs following each diet to ensure that a qualitative evaluation is undertaken at a timely stage within the process. Thereafter, MRFs should be completed as soon as possible after the module runs for the last time in a session with a final submission deadline by end September. Quantitative data provided later in the process may result in slight refinements nearer the submission deadline.

Module co-ordinators have responsibility for ensuring that the module moderator and the Subject Panel Chair are in agreement and comfortable with the content of the completed MRF.

Module teams should take cognisance of the School Plans and relevant Enabling Plans, and reflect upon how the delivery/content/structure of the module aligns with the targets and ambitions of these key plans.

- Completed MRFs should be lodged on the School Drive.
- Module review should feed into the relevant Programme Monitoring Report / Action plan, where applicable.

PART 1 – ASSURANCE

Delivery & Attendance Comment on how the module has operated.
Assessment (Co-ordinators comments)
Assessment (Moderators comments)

PART 2 – EVALUATION AND ENHANCEMENT

Where appropriate, module co-ordinators should evaluate modules by taking full cognisance of external examiner comments, pass rates, making use of statistical data available to inform developmental changes and enhancement. Reflection on changes from previous years may also be useful.

Teaching & Learning Approaches Briefly evaluate the teaching & learning approaches used in the module (in light of the pass rate) indicating the effectiveness of any changes in the method of module delivery. Please highlight the use made of any new or innovative teaching & learning approaches.
Assessment Evaluate the assessment strategy used in the module and comment on the performance of students in the module compared with previous years and also the performance in constituent parts of the assessment.
Student Feedback Comment on the student feedback which was received on the module and indicate the action taken. (It would be useful to identify how many students undertook the module, and how many respondents). Feedback should reflect comment from a diverse range of module participants from all campuses and modes of delivery.
Multi-campus delivery/Multi-mode delivery (CRNs) and Collaborative Delivery Comment on the comparison of the equity of delivery and student experience at all campuses and sites of delivery. Comments should also encompass WBL elements, blended learning, online learning, etc.
Personal Development Planning Comment on the extent and method by which the PDP elements identified in Section 7 of the module descriptor are disseminated to the students and how any shortcomings will be addressed.
Virtual Learning Environment Comment on the use of the VLE and any further plans for enhancement.
Action Confirm changes which are proposed in the delivery or assessment of the module in the coming session. These changes should be designed to rectify any identified weaknesses and also to enhance the student learning experience. In addition, indicate if referred for action/information elsewhere (e.g. Programme Board, School Education Forum, University Committees or other).
Additional Comments including any module amendments

Appendix 4 (DRAFT)

PROGRAMME MONITORING REPORT (PMR)/ ACTION PLAN

NEW FOR SESSION 2017/18 (to review session 2016/17)
Programme Monitoring Reports (PRMs)/Action Plans will require programme teams to comment on the data/metrics provided, as well as providing reflective comment with respect to several directed questions (where applicable). **The PMR should seek to ensure validity and currency of programmes.**

Programme Monitoring Reports (PMRs)/Action Plans – for completion <u>no later than 21 October 2017</u>.

PMRs should be forwarded to the appropriate <u>School Service Delivery Officer (Education)</u> for use at the School EAM Event. QuEST should be provided with a copy for inclusion on the Education Portal.

Programme Monitoring Report
UWS Enhancement & Annual Monitoring 2017 (reviewing 2016/17 session)

Programme performance data (**responding to each Programme Health Reporting metric in turn**)

Undergraduate programmes	Postgraduate

Non-continuation
Professional destination
NSS
    • Overall satisfaction
    • Assessment/ feedback
    • Academic support
    • Teaching
% 1st & 2:1
Applications
    • SCO
    • EU
    • Non EU
    • RUK
    • NK
Application trend
Ratio apps to spaces
Apps to spaces prev
Entrants (FTE)
Clearing apps as % of total
	Professional destination
	PTES
	    • Overall satisfaction
	    • Assessment/ feedback
	    • Engagement
	    • Teaching
	PGT awards
	Applications
	    • SCO
	    • EU
	    • Non EU
	    • RUK
	    • NK
	Application trend
	Ratio apps to spaces
	Apps to spaces prev
	Entrants (FTE)

- Identify the influencing factors for each metric

- Highlight examples of positive practice; and

- Identify actions for the year ahead

Action	Anticipated date for completion	Impact	Owner	Scale (local/ School/ institutional)

Please comment on your **External Examiner feedback**

- If any concerns were raised about the academic standards on your programme, please highlight these and identify planned actions to address them

Issue	Action	Anticipated date for completion	Impact	Owner	Scale (local/ School/ institutional)

Was your programme subject to **institutional review**/ Subject Health Review/ Professional, Regulatory or Statutory Body review? If so, please:

- identify any issues highlighted through the process

- identify examples of positive practice

Is your programme part of a **collaborative franchise delivery**? If so, please:

- identify any issues highlighted in the Collaborative Annual Report

- identify examples of positive practice

Please outline how your programme has promoted **student citizenship** during the past academic session.

Note: The above questions are provisional and may be subject to change.

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PROGRAMME ANNUAL REPORT (PAR)
(APPLICABLE FOR VALIDATED COLLABORATIVE PARTNERSHIPS)

ENHANCEMENT AND ANNUAL MONITORING FOR TAUGHT PROVISION

Collaborative Institution: *(enter as appropriate)* **Collaborative Programme title:** • *(please identify full title and level)*
Date of Completion:
Report Author (Partner):
Associated UWS Collaborative Contact:

Collaborative partners are requested to provide an annual report on the operation of the collaborative provision. The aim of the report is to provide information on the overall operation of the collaborative programme.

The Programme Annual Report (PAR) forms an important part of the university's annual monitoring cycle for its validated collaborative provision to provide assurance of standards and will be used by the Programme Board/School as part of wider strategic discussions. Joint Programme Panels will consider all PARs annually in October.

Completion of PAR:
A PAR on the operation of validated collaborative programme(s) should be **prepared <u>by the partner</u>** institution in liaison with the UWS Collaborative Contact with responsibility for the collaborative partnership.
The UWS Collaborative Partner will also complete a designated section of the PAR to ensure School evaluation of the partnership has been undertaken.

The report should be **submitted annually <u>by 21 October</u>** to QuEST and will be considered at the Programme Board as part of normal annual monitoring activities.

Schools must be confident that standards of provision are safeguarded and maintained by effective monitoring and enhancement arrangements. This should be confirmed to Senate.

COMPLETION:
SECTIONS 1 – 6 to be completed by the Partner.
SECTION 7 to be completed by UWS Collaborative Contact.

SECTION 1

1.1 Overall reflection on programme delivery over the last session

1.2 Reflection on administrative arrangement and liaison with UWS Collaborative Contact including recruitment, enrolment and student administrative issues.

1.3 Reflection on student guidance and support including the effectiveness of student support arrangements and guidance, such as induction.

1.4   Areas requiring further development or proposed amendments to the agreed collaborative arrangement (please identify areas of further development which could be embedded into the collaborative provision).

SECTION 2 – DATA ANALYSIS

Review of student performance (consider data on progression statistics and module success rates to quantify the achievement of the student cohort. Within this section, please identify any student appeals, mitigation, complaints or disciplinary cases [if applicable]).

SECTION 3 - REFLECTION AND ENHANCEMENT
The Partner is asked to reflect on the following sections from a programmatic and modular perspective.

3.1   Identification of good practice and innovation

The Partner is asked to identify examples of **good practice and innovation,** for example in Learning, Teaching & Assessment, Employability, Internationalisation etc for further dissemination. In completing this section cognisance should be taken of relevant module feedback mechanisms.

3.2   Challenges and Opportunities

The Partner is asked to outline what steps or actions have been / will be undertaken to explore and address any **key issues, challenges and opportunities** that have been encountered. This should include the proposed actions and an indication of the person(s) responsible for resolving any issues.

SECTION 4 – STUDENT FEEDBACK

The Partner is asked to outline what **mechanisms are in place to obtain student feedback** and provide reflection on how this has influenced the delivery of the programme? Have JPPs and UWS School Collaborative Contacts been kept informed student feedback received? (Consider whether communication arrangements for staff and students were effective).

SECTION 5 – QUALITY ARRANGEMENTS AND JPPs/DABs

The Partner is asked to provide comment on the operation and effectiveness of the Joint Programme Panels (JPPs) and Degree Award Boards (DABs) which are a requirement for validated collaborative provision. Identify any challenges that have been encountered.

SECTION 6

CVs (please identify if any new members of staff will be teaching on the collaborative programme next session. Please note that new academic staff on validated programmes must be confirmed as having appropriate teaching and academic qualifications (via submission of CV). CV should be considered by the Joint Programme Panel and approved by relevant UWS School Board. This should be undertaken prior to their involvement in the delivery.

SECTION 7 (FOR COMPLETION BY UWS COLLABORATIVE CONTACT)

UWS Collaborative Contacts are required to evaluate the collaborative arrangements in place by commenting on the Partners reflection (Sections 1 – 5) and taking into account the following areas relating to the partnership (where applicable):

- **Annual visits to Partner Institution, confirmation of continued appropriateness of Learning and Teaching resources;**
- **Detail any meetings that have taken place between UWS and the Partner Institution** (e.g. face-to-face visits, Skype meetings, other);
- **Appropriateness of marking and identify if any additional support has been provided to Partner staff to ensure Academic Standards are maintained.** (Confirm completed Moderation Pro-formas have been received by DAB (Not applicable for 2017/18 cycle, process will be implemented in session 2017/18));
- **Comment on induction process and identify any issued raised** (please confirm if you attended the induction event(s);
- **Comment on student feedback mechanisms undertaken by the partner;**
- **Consider student performance data (progression and module success rates) to quantify the achievement of the student cohort on each programme.** (Identify if any student appeals, extenuating circumstances, complaints or disciplinary cases existed.)
- **CVs: Provide confirmation that any new members of staff teaching on the collaborative programme(s) next session have been considered by JPP and approved by School Board.** New staff on validated programmes must be confirmed as having appropriate teaching and academic qualifications (via submission of CV). This should be undertaken prior to their involvement in the delivery.
- **Staff Development: Provide an evaluation of the staff development opportunities provided to the partner (such as training sessions, workshops or development sessions);**
- **Identify any operational issues or challenges associated with the delivery of the collaborative programme(s), such as resource implications.**

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PAR CONFIRMATION SECTION (To be completed by UWS Collaborative Contact)

The Collaborative Contact confirms that the PAR has been considered by the Programme Board, and School Education Forum if necessary, and any issues raised have been appropriately addressed.

Additional Comments	
Signed (Collaborative Contact)	**Date**

The Collaborative Contact should forward the completed PAR to the Secretary to the Collaborative Forum:

Karyn Woolcock, Quality Enhancement Support Team, Paisley Campus.
(Karyn.woolcock@uws.ac.uk)

Receipt of PARs will be monitored by the Collaborative Partnership Operations Group (CPOG) and reported to Collaborative Forum.

Date received by: Secretary to the Collaborative Forum	Date

END OF REPORT

UNIVERSITY OF THE WEST of SCOTLAND

COLLABORATIVE ANNUAL REPORT 2017/2018
(APPLICABLE FOR <u>FRANCHISE</u> COLLABORATIVE PARTNERSHIPS)

ENHANCEMENT AND ANNUAL MONITORING FOR TAUGHT PROVISION

SESSION 2016/17
(Undertaken during 2017/18)

Collaborative Institution: *(enter as appropriate)*   **Collaborative Programme title:**   • *(please identify full title and level)*
Date of Completion:
Report Author (Partner):
Associated UWS Link Tutor:

Collaborative partners are requested to provide an annual report on the operation of the collaborative provision <u>by the end of September</u>. The aim of the report is to provide information on the overall operation of the collaborative programme.

The Collaborative Annual Report (CAR) forms an important part of the university's annual monitoring cycle for its franchise provision and will be used by UWS Programme Leaders to inform the Programme Monitoring Report (PMR)/Action Plan.

<u>**Completion of CAR:**</u>
A CAR on the operation of franchised collaborative programme(s) should be **prepared <u>by the partner</u>** institution in liaison with the UWS Link Tutor with responsibility for the collaborative partnership.
The UWS Link Tutor will also complete a designated section of the CAR to ensure School evaluation of the partnership has been undertaken.

The report should be **submitted annually <u>by 30 September</u>** to QuEST and will be considered at the Programme Board as part of normal annual monitoring activities.

Schools must be confident that standards of provision are safeguarded and maintained by effective monitoring and enhancement arrangements. This should be confirmed to Senate.

COMPLETION:
SECTIONS 1 – 5 to be completed by the Partner.
SECTION 6 to be completed by UWS Link Tutor.

SECTION 1

1.1   Overall reflection on programme delivery over the last session

1.2   Reflection on administrative arrangement and liaison with UWS Link Tutor including recruitment, enrolment and student administrative issues.

1.3   Reflection on student guidance and support including the effectiveness of student support arrangements and guidance, such as induction.

1.4 Areas requiring further development or proposed amendments to the agreed collaborative arrangement (please identify areas of further development which could be embedded into the collaborative provision).

SECTION 2 – DATA ANALYSIS

Review of student performance (consider data on progression statistics and module success rates to quantify the achievement of the student cohort. Within this section, please identify any student appeals, mitigation, complaints or disciplinary cases [if applicable]).

SECTION 3 - REFLECTION AND ENHANCEMENT
Colleagues are asked to reflect on the following sections from a programmatic and modular perspective.

3.1 Identification of good practice and innovation

Colleagues are asked to identify examples of **good practice and innovation,** for example in Learning, Teaching & Assessment, PDP, Employability, Internationalisation etc for further dissemination. In completing this section cognisance should be taken of relevant module feedback mechanisms.

3.2   Challenges and Opportunities

Colleagues are asked to outline what steps or actions have been / will be undertaken to explore and address any **key issues, challenges and opportunities** that have been encountered. This should include the proposed actions and an indication of the person(s) responsible for resolving any issues.

```
[                                                                    ]
[                                                                    ]
[                                                                    ]
[                                                                    ]
[                                                                    ]
[                                                                    ]
```

SECTION 4

Comment on how the UWS UWS Link Tutor / UWS Programme Leader / Assistant Dean responded to issues raised by students on the collaborative programme. (please confirm that appropriate mechanisms were in place for dealing with student feedback. Consider whether communication arrangements for staff and students were effective).

```
[                                                                    ]
[                                                                    ]
[                                                                    ]
[                                                                    ]
[                                                                    ]
[                                                                    ]
```

SECTION 5

Recognised Teacher of the University (please identify if any new members of staff will be teaching on the collaborative programme next session. Please note that new academic staff are required to be registered as Recognised Teachers of the University prior to any involvement in programme delivery.)

```
[                                                                    ]
[                                                                    ]
[                                                                    ]
[                                                                    ]
[                                                                    ]
```

SECTION 6 (FOR COMPLETION BY UWS LINK TUTOR)

UWS Link Tutors (in liaison with Programme Team) are required to evaluate the collaborative arrangements in place by commenting on the Partners reflection (Sections 1 – and taking into account the following areas relating to the partnership (where applicable):

- **Annual visits to Partner Institution, confirmation of continued appropriateness of Learning and Teaching resources;**
- **Detail any meetings that have taken place between UWS and the Partner Institution** (e.g. face-to-face visits, Skype meetings, other);
- **Any programme amendments which have been implemented during the evaluating session;**
- **Appropriateness of marking and identify if any additional support has been provided to Partner staff to ensure Academic Standards are maintained;**
- **Comment on induction process and identify any issued raised** (please confirm if you attended the induction event(s);
- **Provide assurances that UWS student feedback mechanisms have been undertaken and identify if the partner undertook any additional feedback;**
- **Consider student performance data (progression and module success rates) to quantify the achievement of the student cohort on each programme.** (Identify if any student appeals, extenuating circumstances, complaints or disciplinary cases existed.)
- **RTU: Provide confirmation that any new members of staff teaching on the collaborative programme(s) next session have been approved as Recognised Teachers of the University (RTU).**
- **Staff Development: Provide an evaluation of the staff development opportunities provided to the partner (such as training sessions, workshops or development sessions);**
- **Identify any operational issues or challenges associated with the delivery of the collaborative programme(s), such as resource implications.**

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CAR CONFIRMATION SECTION (To be completed by UWS Link Tutor)

The Link Tutor confirms that the CAR has been considered by the Programme Board, and School Education Forum if necessary, and any issues raised have been appropriately addressed.

Additional Comments	
Signed (Link Tutor)	**Date**

The Link Tutor should forward the completed CAR to the Secretary to the Collaborative Forum:
Karyn Woolcock, Quality Enhancement Support Team, Paisley Campus.
(Karyn.woolcock@uws.ac.uk)

Receipt of CARs will be monitored by the Collaborative Partnership Operations Group (CPOG) and reported to Collaborative Forum.

Date sent to Secretary to the Collaborative Forum	Date

END OF REPORT

UWS UNIVERSITY OF THE WEST *of* SCOTLAND

SCHOOL SUMMARY OUTCOMES REPORT
FOR PROVIDING ASSURANCES TO SENATE

ENHANCEMENT AND ANNUAL MONITORING FOR TAUGHT PROVISION

SESSION 2017/18
(to review 2016/17)

School of: *(enter as appropriate)*

Assurances to Senate:

Following the completion of the annual monitoring cycle undertaken during session 2017/18 (to review 2016/17), the School Board can provide the following confirmation to Senate:

Area Under Review	School comment / confirmation
The School provides assurances on programme health with respect to the validity and currency of programmes.	
Monitoring of academic and collaborative provision has taken place within the School and that standards are being maintained.	
Monitoring of research teaching linkages within the School has taken place.	
All External Examiner reports received have been responded to appropriately by the School.	
Where appropriate, quality assurance on any short course provision (non-University awards) offered within the School has been undertaken.	
To confirm that appropriate actions are being taken in response to issues raised, and that actions from the previous year's activities have been addressed.	

Confirmation from the Dean of School:
SCHOOL: INSERT TITLE OF SCHOOL INSERT DEAN/NAME:

Signed:	Date

Appendix 8

EXTERNAL EXAMINER ANNUAL REPORT RESPONSE

RESPONSE TO BE COMPLETED VIA PROGRAMME BOARD

Responses to External Examiners must be considered and confirmed at the appropriate Programme Board meeting.

Name of External Examiner ....

Programme/Subject ....

Academic Session ....

External Examiner Comment	Response by Programme Board

Signed (*on behalf of the Programme Board*)	Date

Signed (*Dean of School on behalf of the School)*)	Date

Date sent to External Examiner by School	

Distribution following signature by Head of School:
School Executive Manager ☐☐
School Service Delivery Officer ☐☐
Programme Board Chair ☐☐
Donna MacAlister (QuEST) for uploading ☐☐

CHAPTER 8   CURRICULUM DESIGN GUIDANCE

ANY QUERIES CONCERNING THIS BOOKLET SHOULD BE RAISED IN THE FIRST INSTANCE WITH QUEST. THIS BOOKLET CAN BE PROVIDED IN OTHER FORMATS ON REQUEST.

THE PROCEDURES DESCRIBED WITHIN THIS BOOKLET HAVE BEEN ASSESSED FOR EQUALITY IMPACT AND CONFIRMED AS BEING AT LOW RISK OF HAVING ANY NEGATIVE IMPACT ON DIFFERENT GROUPS OF PEOPLE.

CHAPTER 8   CURRICULUM DESIGN GUIDANCE

1   INTRODUCTION

The process of programme development and approval, outlined in Chapter 4 of this handbook, details the steps that are required to take a programme from proposal stage through to final approval. This chapter provides additional guidance on aspects of designing the curriculum. It outlines structural, internal and external influences that should be considered and provides information about the curriculum development tools which have been introduced at UWS to help programme teams during the design process. Guidance on using the outputs from the Enhancement Themes is also included.

What is "the curriculum"?

There are a number of different ways of defining what is meant by the curriculum; whichever definition is used then affects the role of the curriculum and, inevitably, its design and utilisation. The curriculum can be viewed as a product (Fraser and Bosanquet, 2006), based in a particular discipline and driven by its standards, backed by professional or industrial requirements and with the focus on employability of students. Alternatively, it can be seen as a process (Knight, 2001; Fraser and Bosanquet, 2006), a more dynamic approach which has an interactive focus, considers the wider teaching and learning environment and sees students as partners. A third view sees the curriculum as a vehicle which mediates between the aims of the institution and the students (Fotheringham, Strickland and Aitchison, 2012): this brings both the product and process approaches together to drive forward a holistic view of the curriculum as one of the key ways of providing an engaging and successful experience for students, while still fulfilling the policies and priorities of the university.

Viewing the curriculum as a vehicle allows the consideration of policies like the UWS Corporate Strategy and the University's three Enabling Plans – Education, Global Reach and Research – when planning a curriculum which is student-focused, innovative, holistic and underpinned by the key values of the institution. The curriculum should also be designed to enhance retention and progression by focusing on research-based teaching, learning and assessment principles which enhance the student experience and contribute to a successful learning journey.

Support with curriculum design

UWS Academy / Education Future have a team of learning and e-learning developers who are available to help with the different aspects of curriculum design. They utilise a series of toolkits designed by the University of Ulster as part of a project backed by the Higher Education Academy (HEA) and JISC. The toolkits cover different aspects of curriculum design and can be used in a variety of ways to provide workshops and advice tailored to the specific needs of the programme team. As well as the generic Viewpoints toolkit, sessions can be held on Mastersness for Masters-level programmes and also Internationalisation of the Curriculum (IoC), among others.

For more information, please contact UWS Academy / Education Future.

Curriculum design and pedagogy

Curriculum design is based on enhancing the overall student learning experience through enabling a more **flexible, engaging** and **supportive** learning environment in which students are encouraged to **think and reflect on their learning** so that **knowledge and practical skills become embedded in their practice**. This is commonly referred to as a **deep learning approach**.

Therefore what is needed is **constructively aligned curriculum design**, which takes an integrated approach to all aspects of the curriculum. Constructive alignment of the curriculum requires that all parts of the curriculum relate to each other in a logical and mutually supportive way and, as a result:

- encompasses the development and use of **Level Outcomes** at each level of a curriculum and **Learning Outcomes** for each module which should be readily understood by students, and written in such a way that the achievement of them can be effectively assessed;

- ensures that curriculum design promotes **progression** in level outcomes, complexity of knowledge and subject development, engagement of students with the learning process and assessment;

- promotes flexible and engaging **delivery** of programmes in which more use is made of interactive student-centred teaching techniques such as enquiry based learning;

- **has innovative assessment methods** designed to be **learning–enhancing** and which are sufficient to measure achievement of programme and module learning outcomes, but do not impose an excessive workload on staff or students;

- encompasses effective **support** for students, particularly in their first year of study (which may be second or third year, in the case of direct entrants), covering both learning and pastoral issues.

Additionally:

- Student progression and retention should be positively supported by the curriculum;

- The overall learning model should be effective and promote ownership and self-management of learning by students and use processes such as personal development planning, embedded in programmes, as a key facilitator of this;

- The model should show coherence in the curriculum yet allow for individual pathways within this;

- The diversity of the student body should be accommodated within the curriculum to meet the full range of student needs and abilities.

Frameworks for curriculum design

There is a significant and long-established literature on curriculum design from both theoretical and practical perspectives, but this chapter does not aim evaluate the academic literature. Resources provided by professional bodies and agencies such as the Higher Education Authority (HEA) and Quality Assurance Agency (QAA) often set the information in the context of educational theory in a way that enables the designer to use the resource without having to be expert in the underlying theory.

Two long-standing conceptual frameworks in curriculum design are Bloom's (1956) Taxonomy and Bruner's (1966) concept of a spiral curriculum. Although they are older models they are still considered to be valid and useful today as they have been updated to take account of changing educational, social and technological developments.

Outline guides to Bloom's Taxonomy and its development can be found here and here. Bloom identified three 'domains' as follows:

- **Cognitive domain**   knowledge (intellectual or 'thinking' domain)
- **Affective domain**   attitude
- **Psychomotor domain**   skills

Each of these has a hierarchy of levels – the cognitive domain is often used to illustrate the taxonomy, with levels progressing as follows (Anderson & Krathwohl's amendments are listed for comparison):

The Cognitive Domain

Bloom	Level	*Anderson & Krathwohl*
Knowledge	1	Remembering
Comprehension	2	Understanding
Application	3	Applying
Analysis	4	Analysing
Synthesis	5	Evaluating*
Evaluation	6	Creating*

*_Note:_ Anderson & Krathwohl's version, in addition to using active verbs rather than nouns, reversed the synthesis & evaluation levels of the original.

Bloom originally concentrated on the first two domains, but in many programmes there will be certain elements that sit firmly in the psychomotor domain – skills development in nursing, sport, engineering, computing, creative practice and so on. In fact, most disciplines will have elements from all three of Bloom's domains. The one that is perhaps most difficult to describe fully is the affective domain, as this is to do with the development of attitudes and experiences and the establishment of personal value systems.

In addition to Bloom's work, Bruner's ideas on the spiral curriculum[1] have been influential in curriculum design for a long time. Each level of a curriculum builds on a previous level and enables the re-introduction of ideas, concepts etc. at successively more challenging levels. Students therefore develop from the known to the unknown and from concrete to abstract concepts, thus deepening their knowledge of the subject as they progress through the programme.

The spiral curriculum can be seen in the various levels of the Scottish Credit and Qualifications Framework (SCQF) in the undergraduate curriculum:

Level 10

Level 9
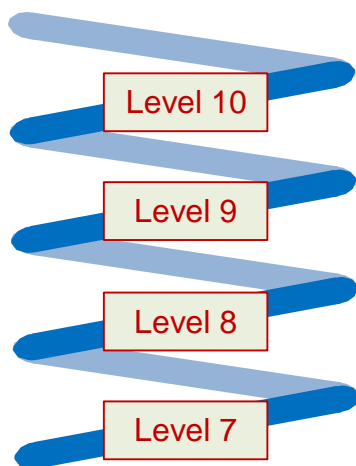
Level 8

Level 7

> Each level is described by a series of level outcomes, with each successive level building on the knowledge, skills and experiences gained from the preceding level.
>
> Whilst it is tempting to map Bloom's levels onto the SCQF, this is too simplistic, as each element of the curriculum will have a blend of Bloom's levels; it is the balance of the lower and higher-order elements that will change as a student progresses through the SCQF levels.

More information on the SCQF and its role in curriculum design is included later in this chapter. Other frameworks and models of curriculum design are of course available and can be researched as required.

Preparing to start

Curriculum design is usually well supported by the range of resources available in the subject area, including professional body information and/or professional standards and requirements for accreditation, and subject benchmark statements. In addition, UWS regulations on programme structure, the programme specification and module descriptor templates, assessment handbook and institutional strategic plans are important sources of guidance that should be consulted prior to beginning the design of the curriculum. The following documents will be useful when embarking upon curriculum design:

- The current edition of the UWS Regulatory Framework and Quality Handbook;
- The UWS Corporate Strategy
- The UWS Education Enabling Plan and Global Reach Enabling Plan; the Research Enabling Plan may also be relevant for some programmes
- The School Operational Plan

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[1] Bruner, J. (1966). Toward a Theory of Instruction. Cambridge, MA: Harvard University Press.

- ☉ The relevant Subject Benchmark Statement;
- ☉ Any Professional, Statutory & Regulatory Body (PSRB) guidelines or professional requirements;
- ☉ Module descriptor template;
- ☉ Programme specification template;
- ☉ Assessment handbook;
- ☉ The SCQF level descriptors.

Consider contacting UWS Academy / Education Future to schedule a discussion of your needs with the learning and e-learning developers. They will be able to design a bespoke curriculum development session using the HEA/JISC toolkits to support the programme team.

2   DESIGNING YOUR CURRICULUM

The starting point for curriculum design depends upon a number of factors. It may be that an existing programme is due for re-approval or re-accreditation, and therefore requires a refresh and update rather than a complete re-design. Alternatively, a completely new programme may be required; this might be linked to existing provision, perhaps arising from a base at levels 7 and 8, or using some existing modules to support a new title. External influences such as changes to standards or requirements of the relevant professional body (e.g. NMC, GTC, SSSC, BPS, IBMS, and HCPC) will also influence curriculum design.

The Scottish Higher Education Enhancement Committee has identified six specific dimensions of the Scottish approach to enhancement, focusing on different practices designed to improve the quality of teaching and learning within an institution. These can also be considered as part of the curriculum design process:

1. **Collaborative practice**
2. **The use of national quality Enhancement Themes**
3. **Learning from international experience**
4. **Alignment and coherence**
5. **Evaluative practice**
6. **Students as partners**

The curriculum should not be seen solely as getting the right content in place – there are other factors as well that should be designed into the curriculum from the outset. It is useful to have a series of questions as a checklist:

What will the curriculum include? What topics, theories, concepts, approaches or models should be in the programme? Does the programme break down clearly into a series of modules? Are there any unintended omissions or overlaps? What overall assessment pattern is envisaged? Are innovative models of assessment being used, rather than focusing solely on examinations and written assessments? How is internationalisation of the curriculum

included in both the programme and within modules? How are PDP and employability embedded into the curriculum? What about equality and diversity, research linkages, etc.?

Why will the curriculum include these? Why is a particular topic placed in the programme? Does it fit with the overall aim of the programme, the programme structure and any external requirements? Why is the assessment pattern set the way it is? Why are certain types of assessment being used – are other methods more appropriate? Have other models of curriculum design or good practice been considered?

When are certain issues introduced into the curriculum? Is the topic in the right place? Is it at the right level of the programme? Is the topic at introductory level, or is it a more advanced development of specialist knowledge and skills? When are the assessments scheduled, at both module and programme level – is there any overloading? Can the new structure of the academic year offer changes in teaching and learning or assessment practice which would benefit students - and staff?

How will the curriculum work in practice? How can the curriculum support retention and progression of students? What mechanisms will be used for delivery? What elements of e-learning or blended learning are included? What is the balance of components, and how will the VLE be used to support delivery? Are lectures always the best way to deliver new knowledge or learning? How can workshops, seminars, tutorials, practicals or directed learning be used to deliver the intended outcomes? How can the new structure of the academic year be utilised to improve the student experience? How can peer assisted learning be included?

Further information and support through curriculum design workshops using the HEA/JISC toolkits can be obtained from UWS Academy / Education Future, as outlined earlier in this chapter. It is advisable to start these discussions early in the design process but the toolkits can be used at any stage to enhance the curriculum, including in established programmes.

2.1 STRUCTURAL ASPECTS

The UWS Regulatory Framework, particularly the requirements of Regulation 5, is essential when considering the structure of the curriculum. Additional requirements from PSRB(s) and other external bodies may also need to be included. Other structural aspects are:

- The length of the programme and exit qualifications that are offered;
- The credit makeup – at UWS the credit framework recognises that modules can carry a rating of 5, 10, 20, 30, 40, 60 or 120 credit points;

- Module characteristics – Regulation 5.1.7;
- Choice available to students - is there a fixed structure to comply with PSRB requirements or is there more flexibility?
- The type of delivery mechanisms that will be used – face-to-face, online, blended learning, long thin modules, double modules, etc.
- The new structure of the academic year allows programmes to offer alternative approaches to teaching and learning, e.g. clustering class contact in certain weeks then offering space for individual or group project work. For more information, contact UWS Academy / Education Future.

2.1.1 The role of modules within the programme

The concept of programme primacy is central to curriculum development at UWS in order to offer a coherent and cohesive educational experience to students. Modules may be designated in the programme specification as core or optional, according to their importance in enabling students to achieve the learning outcomes for the programme as a whole and, where applicable, to meet professional body requirements.

Core modules serve a fundamental role within the curriculum for a programme of study and achievement of the credits attached to these modules is essential for the conferment of an award.

Optional modules are offered to students in order to provide an element of choice in the curriculum and may complement core modules.

Individual modules do not have intrinsic status as core or optional, as defined above, but are designated as such in relation to a specific programme of study - the same module may therefore be defined as core in one programme and optional in another.

Some of the key issues that often arise at programme approval stage are outlined in Appendix 1; particular attention should be given to ensuring that these aspects are consistent with the regulatory framework.

2.2   PROGRAMME DESIGN

2.2.1 Programme design and structure

Programme design is of paramount importance: all modules should work together to create a coherent programme which offers an integrated, relevant learning experience for students.

a. Each programme should have a set of aims and learning outcomes which can be achieved through successfully studying a series of modules that may be prescribed, or selected by the student, according to the programme or award requirements.

b. The aims of a programme must be consistent with the University's general purpose of "providing student-centred, personalised and distinctive learning and teaching experiences underpinned by professionally relevant research, knowledge exchange and enterprise."

c. Programmes should also foster "the resilience and learning skills of our students by providing a supportive, encouraging and inspirational learning environment"

d. The programme structure, curriculum and content should be consistent with the expectations of the discipline and with relevant professional bodies and industries.

e. A programme should be designed with a clear structure consisting of compulsory or alternative pathways through the programme, with core and pre-requisite modules to guide students through the programme levels to the appropriate award. There should also be the opportunity to study additional cross-disciplinary modules, such as Languages For All.

   The pathway choices available in the programme structure must be made clear to students in the Programme Specification, particularly in respect of the implications of the selection of particular modules in the early stages of the programme on their potential module options at the higher levels.

f. The programme curriculum should be appropriate to the aims of the programme and to the level of the award to which it leads.

g. Internationalisation of the curriculum should be integrated into each programme; more information on this approach is available from UWS Academy / Education Future.

h. A programme should be structured into a number of programme levels, where each level indicates the sub-division of the programme of study into major steps of progression. Each programme level should provide a coherent learning experience and may be certified with an intermediate award. Normally, modules within a programme level will be at the same SCQF module level, but modules at different SCQF levels may be taken within the same programme level, as specified in the programme specification.

i. A programme should be designed to enable students to progress through the programme levels and, on achievement of the learning outcomes and credit requirements associated with each stage of the programme, to qualify for a University award. In this way the programme should be designed to provide for the progression of students from the level of knowledge and skills required at admission to the level of the award concerned.

j. The requirements for progression from one stage to the next (sometimes referred to as the 'progression regulations') must set out the way/s in which students may progress through the programme, and identify the elements that are compulsory and optional. The requirements for progression to the next stage of a programme (if applicable) must be clearly stated in the programme specification.

k. An undergraduate programme should, where possible, be designed to give its students the opportunity to reach Honours Degree standard. It should also be designed with the aim of allowing students to transition into Masters-level study; UWS Academy / Education Future offers the Mastersness toolkits to help with this element of curriculum design.

l. Postgraduate taught programmes may be designed to provide maximum flexibility with respect to mode of delivery, duration and where relevant, vocational requirements.

m. A programme may be designed to have more than one entry point in order to accommodate students with different levels of prior knowledge and skill. The experience of direct entrant students is especially important at UWS, with the university's commitment to widening access, so this should be taken into consideration when designing entrance points for students. UWS Academy / Education Future can provide advice and support with this.

n. Personal development planning (PDP) should be embedded in programmes as an essential part of students' learning.

o. Programmes should be designed for students to complete their studies (including any resits) within a certain standard length of time; where appropriate, further provision may then be made for individual students to complete their studies in a shorter time, or to suspend, transfer, defer or interrupt (see Regulation 5.3.5) completion of their studies.

2.3   GRADUATE ATTRIBUTES

The UWS Graduate Attributes can be found on the Education Portal.

At UWS, we recognise the diversity of our student body in their varying educational experiences, cultures and backgrounds. Our aim is to provide students at UWS with the opportunity to develop academically, professionally and personally; to broaden their ambitions, extend their attitudes, and challenge their assumptions, unlocking their potential to succeed in their studies and futures beyond.

The *'I AM UWS'* graduate attributes have been developed to reflect that vision where UWS graduates are work-ready and able to successfully contribute both locally and globally.

> *I AM Universal* - globally relevant with comprehensively applicable abilities, skills and behaviours.
>> *Work ready* - dynamic graduates who are prepared for employment in a complex, ever-changing environment which requires lifelong learning and resilience.
>> *Successful* - individuals who have proven their success in their studies and have a solid foundation to continue in succeeding and realising their potential across various contexts.

'I AM UWS' reflects the broad higher-level graduate attributes that are developed during a student's time at UWS and provides a mechanism to recognise and reflect on the skills and mindsets students already have and how these can be used, now and in the future. Having our own UWS Graduate Attributes provides a framework around which staff can focus their discussions with students relating to the wealth of opportunity that studying at UWS offers them, whilst encouraging them to capitalise on their time at UWS. The UWS graduate attribute approach clearly aligns with the three corporate drivers of Student Success, Research and Enterprise, and Global Engagement from the refreshed strategy, which are translated in the Graduate Attributes model as **Universal, Work-ready and Successful** (UWS): 'I am UWS'. These overarching statements are then aligned with the three dimensions of Academic, Personal and Professional with underpinning attributes which are supported and contextualised by programme specific key skills and competencies.

UWS Graduate Attributes

Theme / Dimension	ACADEMIC	PERSONAL	PROFESSIONAL
UNIVERSAL	Critical thinker Analytical Inquiring	Emotionally intelligent Ethically-minded Culturally aware	Collaborative Research-minded Socially responsible
WORK-READY	Knowledgeable Digitally literate Problem-solver	Effective communicator Influential Motivated	Potential leader Enterprising Ambitious
SUCCESSFUL	Autonomous Incisive Innovative	Creative Imaginative Resilient	Driven Daring Transformational

The UWS Graduate Attributes were created in such a way as to reflect the broad nature of our institution and to allow for customisation/adaptation by different Schools, subject areas, programmes and levels of study, as well as for use by professional services and the Students' Association in supporting extra-curricular based experiences.

The Basics

UWS Graduate Attributes **are not:**	UWS Graduate Attributes **are:**
Simplistic skills required for learning or engagement in University study	- *Representative of the extensive set of knowledge, practices, skills, abilities and values that students come to develop as a result of their academic study in higher education.*
Additional elements or content to be taught or added to the curriculum	- *They are most likely already implicitly/inherently taught and embedded within most programmes, teaching and assessment activity.* - *Embedding and implementing the new UWS Graduate Attributes in programmes is about making the presence of the attributes in programmes **more explicit** to aid students' development and to improve their understanding and articulation of their own skills, abilities and attributes.*
List of transferable skills or competences which can be easily taught	- *They are not simply taught or transferred – they are gradually developed through engagement with deep and meaningful learning experiences, critical self-reflection and shared dialogue with peers and tutors.*
Unrelated to academic disciplines	- *Quite the opposite – the broad nature of the graduate attributes framework accounts for the many disciplines offered at UWS and range of attributes, abilities and skills likely to be developed as a result of study in these differing subject areas and contexts.*
Proposed to produce uniform, identical graduates	- *On the contrary, the broad framework of graduate attributes allows for students to develop a host of the attributes relative to their subject and programme of study, in recognition of their professional ambitions and in relation to their personal interests and needs/wants/requirements.* - *Utilising the graduate attributes framework in reflective thought in personal tutor discussions and personal development, allows students to develop their own, individual portfolio of attributes as a result of their experience studying at UWS.* - *Engagement, understanding and development of the attributes will also provide students with a meaningful language around the attributes through which they can promote their own learning and development, and the subsequent range/portfolio of attributes which they have cultivated as a result of their study at UWS in furthering them in their future endeavours and opportunities.*

Further information on implementation of the attributes across the UWS portfolio will be developed during session 2017/18 and will be shared via a range of workshops and information session and also via the Education Portal. A toolkit for programme leader is also under development and will be launched at the second programme leader event on the 5th December 2017.

2.4 INCORPORATING GOOD PRACTICE IN TEACHING, LEARNING AND ASSESSMENT

In practice, start with an expression of the programme philosophy and overall Learning and Teaching strategy. This should then move on to level outcomes using the SCQF and then to module learning outcomes. Decisions are then made as to the assessment activities that will adequately measure students' achievement of the learning outcomes and the learning activities that will give students the best chance of achieving the learning outcomes. Only then can decisions really be made about what teaching activities will be needed to support this learning. Programme development teams are encouraged to consider innovative modes of assessment and activities which make the best use of technology, internationalisation of the curriculum and encourage students as co-creators and co-producers of their learning. In practice, this means involving students in the design of the programme, which can be achieved through using the HEA/JISC toolkits. For more information, contact UWS Academy / Education Future.

Examples of good practice can be found in the Enhancement Themes outputs (see Section 3 below).

2.5 HOW CAN THE SCQF BE USED PRODUCTIVELY?

The SCQF can also help programme teams in the design of their curriculum. By exploring the range of skills (cognitive, knowledge, practical, applications, etc.) that might be covered at a particular level of a programme, it is possible to select the appropriate parts of the Framework and set outcomes accordingly. Programme specific versions of level outcomes can be written using the Framework as a guide. It is not crucial that all the characteristics set out in the level descriptors are covered: the decision regarding what is included lies in the nature of the programme.

It is essential to look at this process holistically and to think of the complete set of modules at a level as appropriate, integrated and related, rather than a set of individual modules with no connection – this is key to the concept of programme primacy. Also it is essential to ensure that all the modules fit in vertically between levels so that there is coherence and progression of subjects. There needs to be both horizontal and vertical integration.

As students move through a programme, they should become progressively more advanced in their cognitive ability, "pool" of knowledge and other core skills and abilities. It is also therefore important to ensure that all years of programmes address the concept of progressive curriculum development by utilising concepts such as the SCQF Level Descriptors.

The practice of awarding direct entry to level 8 or more commonly level 9 is firmly established within this institution. It is, therefore, important that where possible programme design accommodates students entering the programme at levels other than level 7.

2.6 NOTIONAL STUDENT EFFORT (NSE)

The time that the student needs for study and the time provided for him or her in the curriculum, together with the quality and the level of difficulty of study materials, forms the basis of the "workload" of students. Workload is appropriate when students are provided with enough time for completing learning tasks and learner capacity is taken into account. Otherwise, effective learning is diminished, students become overloaded and superficial learning takes place.

Therefore, more time is needed in a programme curriculum to absorb and transform new knowledge and/or such knowledge presented in different ways (including more emphasis on student self-directed learning). In other words, a study environment in which there is more emphasis on **engaging students with their learning process**, in promoting a more "active" approach to teaching delivery and promoting a deep learning experience for students.

A student's efforts in a module will be spread over a number of different activities e.g.

- Class contact (lectures, seminars, tutorials, group work, lab classes etc.);
- Assessment (preparation time, exam revision, exam sitting, essay writing, lab book updates etc.);
- Directed study (under the supervision of or at least indicated by staff, on an individual or group-learning basis), other study (e.g. on-line, individual private study).

The particular mix of these will vary between subject areas but guidelines for typical "effort" hours in each area should be developed. It is up to programme teams and indeed, individual module writers, to decide what is needed for any particular module. The current position is that 10 hours per credit point is the accepted working norm – thus for a 20 point module, 200 notional student effort hours would be expected. For a standard face-to-face delivery over a trimester, this should equate to a minimum of 36 scheduled contact hours. Further guidance is available through PSMD when completing module descriptors.

2.7 LEARNING OUTCOMES

Learning outcomes are statements of what the programme and module teams expect learners to know and be able to do as a result of engaging in the learning process. From the students' perspective, the outcomes approach communicates what they are expected to be able to do, how they will be able to demonstrate their learning and the criteria that will be used to assess them. It follows that learning outcomes must be both achievable and measurable.

The general precepts relating to learning outcomes are that:

a. A learning outcome is a statement of what a learner is expected to have achieved in order to be awarded the academic credit associated with a programme. Learning outcomes must be consistent with the expectations of the sector and by the relevant professional bodies - in respect of the

academic and professional standards of the award to which the programme leads.

b. In developing learning outcomes for a programme, cognisance should be taken of the external sources against which the programme is benchmarked including subject benchmarks, Professional, Statutory & Regulatory Bodies' (PSRB) information and SCQF.

c. The statement of intended learning outcomes in the programme specification should show how the programme of study will enable students to develop the knowledge and skills described in the programme overview.

d. The intended learning outcomes should be expressed at each programme level in terms of:
    i.   Knowledge and Understanding,
    ii. Practice - Applied Knowledge and Understanding,
    iii. Communication,
    iv. ICT and Numeracy Skills,
    v.   Generic Cognitive Skills - Problem Solving, Analysis, Evaluation, Autonomy, Accountability and Working with Others.

e. Within the five categories noted above, between two and five learning outcomes should be identified for each level of the programme. The details of the teaching, learning and assessment strategy should be related to the five categories rather than individual learning outcomes. It is considered good practice to use some learning outcomes to focus on areas of academic development and/or PDP, to ensure students are covering these topics as part of the curriculum.

f. The learning outcomes at each level of the programme should link clearly to the learning outcomes stated in the Module Descriptors for the core modules at that level.

g. The design and content of the curriculum should support the progressive development of intended learning outcomes.

2.8 PROGRAMME LEARNING OUTCOMES FOR A MASTER'S DEGREE

a. The following list indicates the appropriate learning outcomes for a Masters' programme where the content wholly or mainly builds on a first degree in the same discipline. They apply with reduced force to the taught components (at PgD level) within a broadening Masters programme such as an MBA or conversion course, but they should be characteristic of the Masters dissertation in any Masters programme:

    i.   A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;

    ii. A comprehensive understanding of techniques applicable to their research or advanced scholarship;

iii. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;

iv. Conceptual understanding that enables the student:

- to evaluate critically current research and advanced scholarship in the discipline;

- to evaluate methodologies and develop critiques of them and where appropriate, to propose new hypotheses;

b. The delivery of knowledge in a taught postgraduate programme may include:

i. teaching at more advanced levels than those associated with undergraduate degree studies;

ii. broadening rather than deepening the student's experience; subjecting the student to research training;

iii. an element of personal research involving the development of new knowledge.

2.9 PROGRAMME SYLLABUS

The syllabus (the topics to be covered in modules), should be:

- relevant to the learning outcomes of the module;
- supported by reference to relevant sources of information;
- up to date and informed by relevant research and/or scholarship in the subject of study;
- informed by relevant subject benchmark statements;
- informed by requirements of PSRBs (where relevant);
- underpinned by Internationalisation of the Curriculum, offering opportunities for students to engage in global issues
- consistent with University equal opportunities and disability policies;
- sensitive to students' prior experience;
- sensitive to issues of race, gender, disability, age, colour, ethnicity and religion;
- culturally inclusive;
- accessible to all students;
- appropriate for the level of the module (related to level descriptors) and to the SCQF.

The University, along with all other HEIs, is required to take a proactive role in promoting equality of opportunity, eliminating racial discrimination and promoting positive relations between racial groups.

2.10 LEARNING AND TEACHING

In order for students to best achieve the learning outcomes staff need to consider what learning activities are the most suitable. From that will emerge what teaching activities will be needed to facilitate and support that learning.

"It is more important to be clear about what the students should do to learn, than it is to specify what teachers should do to teach" (Shuell, 1986)[2]

The main principles underpinning learning and teaching undertaken are generally accepted, and can be summarised as follows:

- learning activities should be appropriate for developing the particular knowledge, understanding and skills expressed in the learning outcomes;
- learning experiences will take account of the prior experience and understanding of students;
- learning activities should encourage a deep as opposed to a surface approach to learning;
- learning experiences will be sensitive to the needs of students, including students of different culture, background and level of ability;
- learning experiences will be consistent with University policy with respect to students with disabilities;
- learning activities will include e-learning where appropriate;
- where required, learning materials will have appropriate copyright clearance.

The concept of "active learning" relies less on lectures and more on small-group teaching and alternative delivery forms that involve students more in an interactive way. Programme teams should consider delivering at least some modules in programmes and even whole programmes using substantial amounts of *enquiry-based learning (EBL),* employing small-group teaching more, developing interactive lectures, etc. The main characteristics of EBL are:

- Learning is essentially "student-centred", with an emphasis on group work and use of library, web and other information resources;
- Lecturers becoming facilitators, providing encouragement and support to enable the students to take responsibility for what and how they learn;
- Students reach a point where they are not simply investigating questions posed by others, but can formulate their own research topics and convert that research into useful knowledge;
- Students learn multiple-source information acquisition and data-handling skills early in their studies such that they can then filter, analyse and synthesise such information in new ways;
- Students gain not only a deeper understanding of the subject-matter, but also the knowledge-development and leadership skills required for tackling complex problems that occur in the real world.

Note – the concept of "student-centred" learning is wide ranging. For example a "teacher-centred" curriculum would usually be associated with teachers as the centre of knowledge, directing the learning process and controlling student's access to information – students would be viewed as 'empty' vessels and learning viewed as an additive process - instruction geared for the 'average' student and everyone forced to progress at the same rate. A "student

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[2] Paraphrased from Shuell, T.J. (1986). Cognitive conceptions of learning. *Review of Educational Research*, 56, 411-436.

or learner centred" approach on the other hand would be characterised by accepting that students are not empty vessels, that they come with their own perceptual frameworks and that they learn in different ways - learning is an active dynamic process in which connections are constantly changing and their structure is continually reformatted and students construct their own meaning by talking, listening, writing, reading, and reflecting on content, ideas, issues and concerns

Intended learning activities should encourage a deep and engaging experience as opposed to a surface approach to learning by:

- being offered in a variety of types;
- encouraging learner activity rather than passivity;
- encouraging learner autonomy;
- providing opportunities for group work where appropriate;
- offering good, frequent and timely feedback;
- involving the student in shaping new concepts and re-organising old ones;
- avoiding excessive workload.

For more information about examples of good practice and for support in developing innovative learning activities, contact UWS Academy / Education Future.

2.11 ONLINE LEARNING/FLEXIBLE DELIVERY

The University's Virtual Learning Environment (VLE) is a powerful tool for learning, and enables students to assist each other in their learning. It can be developed in a number of ways from simple reference sources for teaching materials on the VLE to making use of UWS Academy / Education Future and Information, Technology & Digital Services (ITDS) in actually delivering and/or assessing parts of a curriculum.

Coupled with the need to develop an effective delivery and recording process for Personal Development Planning (PDP) through an e-portfolio approach, the re-design of all University curricula presents us with an ideal opportunity to develop a blended learning approach to modules so that online learning activities feature where appropriate and such development take cognisance of the changing nature of the student population and required study patterns.
Use of the VLE could be in various ways such as:

- Making course materials available;
- Offering students a rich source of online resources;
- Increasing contact with students through announcements, email, discussion boards;
- Providing opportunities for collaborative learning;
- Building learning communities;
- Providing peer support;
- Offering a virtual meeting place for group work;
- Aiding feedback;
- Spotting potential dropouts.

Support with developing the pedagogic use of the VLE is available through UWS Academy / Education Future.

The internet also provides a means of making available non-University resources. However, it is important to emphasise that copyright clearance to scan and make available such materials must be obtained. Further support for these areas should be sought from the Library.

The University has a number of obligations in law to make its curriculum accessible to all students, and requires us to be anticipatory in our approach to disabled students and on issues connected with race, gender, etc. Anticipatory 'reasonable adjustments' should therefore be integral to the design of the curriculum in order to make it as accessible as possible to all students. There are a number of requirements on the production of teaching materials that all staff need to be aware of – details are available from UWS Academy / Education Future or the University's Equality and Diversity Co-ordinator.

As in all equal opportunities driven initiatives, there is a strong likelihood that any changes made in order to improve the educational experience of students with a given disability will be of benefit to all students. Electronic resources are generally more adaptable and customisable than many other delivery methods - for example, handouts made available electronically and in an appropriate format can be customised in a variety of ways to accommodate different disabilities.

2.12   DIGITAL CAPTURE

The University, through its Copyright Policy, recognises that copyright legislation and licences protect intellectual property and provide some rights of use of copyrighted material. Failure to act within the law or licences could result in civil or criminal actions by the rights holder, loss of access to digital resources, or fines from rights distribution bodies.

It is the responsibility of all members of staff and students to ensure they are acting within the terms of copyright legislation or licences held by the University. Acting outwith the law or the terms of licences may result in disciplinary action. The Library is responsible for providing guidance and training to ensure copyright compliance in any material produced by the University. The Library will also provide advice on obtaining and managing permission from rights holders.

Staff must ensure that the material included in every Digital Capture does not infringe copyright law and licences. This material includes, but is not limited to, images, video recordings, audio recordings and text extracts. In short, any material that staff have not created themselves must be used either with permission from rights holders or under one of the statutory exceptions.

It should be stressed that simply placing Digital Captures within a password protected environment does not make it legal for all types of material to be used without permission.   For Digital Captures placed on open access

platforms, like YouTube and SlideShare, it is even more crucial that the material used does not infringe copyright.

A notice and take down policy must be in place to allow any instances of copyright infringement to be swiftly addressed.

Notwithstanding the above, there is a wealth of material that can be used for Digital Captures under the terms of statutory exceptions and open access licences. The Library will provide advice and guidance on sourcing and using this material.

What Next?

To allow this service to evolve with greater consistency and to optimise its effectiveness, we propose to formalise a framework between the University and its Lecturers and professional staff, whilst protecting the rights of all involved.

To support our vision of presenting a variety of teaching methods to a wide student population in a secure and compliant environment the proposed platform allows presentations to be captured from the desktop, as well as meeting rooms, auditoriums, and production studios. Content is managed and distributed through a secure dedicated portal and can be sent to desktops, mobile devices and the digital signage displays. Slides, web pages, polls, and feedback prompts can be synchronised with video to engage viewers on all levels, in a way they will understand, and at a time and place that suits them.

Ease of use allows users to upload video, audio, and PowerPoint presentations as well as record video directly into their presentations. Our solution includes a wide range of interactive features that allows presenters to gather feedback, data, and opinions from the viewing audience. The On- demand option retains all interactive features, and allows the viewer to watch and participate at a time and place that is more convenient for them. The solution content portal allows content to be easily organized and searched. Not only can users see their own content but with sufficient privileges they are also able to see others' content as well. From the Portal, content can be viewed, shared, duplicated, downloaded, withdrawn or deleted. The Portal also allows access to advanced features such as reporting and feedback. Content is optimized for search through tags and metadata that the users can specify. There are also quick tip videos and written guides available to access directly through the portal so a user can quickly get help and answers to their questions during the process of using the platform.

2.13   ASSESSMENT

The University Assessment Handbook provides detailed guidance on all aspects of assessment, and should be consulted in designing your assessment schedule and strategy. Assessment should comply with the standards set out in the University Regulatory Framework, particularly Regulation 7.

Assessment has a principle aim of providing feedback to students to enable them to evaluate the development of their learning, and thus to support, guide

and enhance learning, and to provide the student with recognition of their achievements. Assessment can be designated as formative or summative:

- *Formative assessment* is primarily developmental in nature, and is designed to give feedback to learners on their performance and how it can be improved;
- *Summative assessment* is designed to measure the extent to which a learner has achieved the intended learning outcomes of a module. Summative assessment would usually also provide feedback to learners, if nothing else in the form of a grade.

All assessment practice should be designed around the following basic tenets:

- *Validity* – assessment accurately measures what it is supposed to be measuring, in particular the extent of attainment of intended learning outcomes;
- *Reliability* – assessment measures student attainment in ways that are consistent over time and between assessors;
- *Usefulness* – assessment facilitates student learning, including the acquisition of subject-specific knowledge and skills but also the "critical, analytical problem-based learning skills and the transferable skills to prepare the student for graduate employment";
- *Equity* – the forms of assessment are a fair test of the abilities of all candidates and that marking and grading, and the making of progression and award decisions, are conducted fairly and without reference to gender, ethnicity, disability or any other discriminating criteria;
- *Transparency* – all reasonable steps are taken to ensure that students are made aware of the nature of assessed tasks and of their links to intended learning outcomes, and receive clear and informative feedback through published marks and grades, and by other means, on the extent to which these outcomes have been met.

Wherever possible, there should be opportunities before the end of the module for students to demonstrate, and to be given feedback on, their achievement of module learning outcomes. If students fail to demonstrate achievement of these learning outcomes at this point, there should be further opportunities for students to demonstrate achievement through appropriate reassessment strategies.

Assessment should be designed with the needs of disabled students in mind, with use made of a wide range of assessment strategies. Where possible assessment processes accessible to all students should be integrated into the modules and the need to offer alternatives or adjustments should be avoided if possible. Any anticipated alternative arrangements for assessment should be mapped to the learning outcomes to meet the needs of a range of students with disabilities and consideration should be given to offering a choice to all students.

Deciding on the most appropriate assessment would involve considering the following questions:

- Which is most suitable for measuring achievement against the learning outcomes of the module and/or programme?
- Which would allow students to demonstrate their learning and full potential?
- Which would be most suitable for students with disabilities?
- Is it possible to offer more than one method of assessment and allow the students to select the method by which they are assessed?

2.14   SKILLS DEVELOPMENT AND THE EMPLOYABILITY AGENDA

The SCQF concentrates a large part of its approach on defining skills and abilities rather than just conventional areas such as knowledge, cognitive development etc. This has the effect of encouraging designers to really think about the skill or ability they are trying to measure in a student as he/she progresses.

The University needs to ensure that all curricula adequately reflect the skills/employability agendas in all subjects.

'Employability' is not just about student employment – it is far wider than that. It is to be understood as:

> *"a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefit themselves, the workforce, the community and the economy"* (Yorke, 2004) [3]

University education is concerned with acquiring a body of knowledge to what we describe as graduate level, but there is also no question that higher education should prepare students for the world they will live in after they leave university. Graduates should have:

- mastered an appropriate body of knowledge;
- developed a set of flexible skills;
- become more aware of what they have to do to be a responsible citizen, and an effective employee (or employer).

The first challenge for embedding employability in curriculum design is to consider what the intended learning outcomes are – not just in terms of the subject itself, and the knowledge and understandings which go with that, but also in terms of the skills and attributes that learners will develop during the process – and to make sure that their programmes offer learners the opportunity to develop these skills, and to recognise that they have developed them. A further challenge is to plan this at programme, as well as modular, level to ensure that learners have the opportunity to develop a balanced range of skills. It is also important to ensure that students are aware of, and are able to articulate, the skills that they have developed. Further information on employability can be found on the HEA website here. A set of subject-specific employability profiles was devised by the HEA in 2006 and can be found here.

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[3] Yorke, M. 2004 Employability in higher education: what it is – what it's not. *Learning and Employability.* York LTSN

Work-based and Placement Learning opportunities must be considered within programme design. Placement learning opportunities should be credit rated. The WBL Guidelines provide advice and guidance on the design, delivery, monitoring and review of WBL.

2.15   Equality & Diversity

Programme teams should consider how the programme meets the requirements of potential students from minority groups. This includes:

- ethnic minorities;
- disabled students;
- students of different:
  - ages
  - genders
  - religions
  - sexual orientations
  - students from other under-represented groups

Consideration should be given to how students with special needs (including additional learning needs) would be assessed and accommodated (given that 'reasonable adjustments' must be made) and any identified barriers to particular groups of students.

Further guidance is available from UWS Academy / Education Future, Student Services, School Disability Co-ordinators or the University's Equality and Diversity Co-ordinator.

2.16   PDP

Productive engagement with PDP is informed by a number of factors that the student will experience during his or her programme. Many of these will be directly related to the curriculum, in addition to extra-curricular activity such as student representation, involvement with UWS Clubs & Societies, organisations outside UWS, experience gained from part-time work etc. Extra-curricular activities can be recorded in students' Higher Education Achievement Record (HEAR), which will be available along with their graduation transcripts.

The University is committed to providing all students with the opportunity to engage in a process of PDP as a structured and supported process.

A programme specification must articulate how PDP will be an integral part of the student learning experience and how this integrates with other appropriate reference points such as the SCQF, subject benchmark statements and professional/occupational standards.

The key responsibilities for learners, Schools and Support Units in relation to PDP are summarised in the PDP Policy (approved by Senate - March 2012).

Consideration of how PDP is managed in your School should form part of the planning of the curriculum to ensure that there is alignment with the School's activities in this area. Further guidance can be obtained from your School PDP

Co-ordinator and the PDP Users' Group Chair. Staff and student guides are also available to help support his area.

2.17   PROGRAMME HANDBOOKS

Every programme of study must produce a handbook for students, updated at the start of each academic year In accordance with the guidance provided.

The Programme Handbook should provide students with detailed information relating to their programme of study, as well as the School, Department and University services and facilities available to support their studies. Handbooks should provide students with accurate information, written in a transparent, non-biased style in order to give students an accurate picture of the demands of the programme and their entitlements.

Programme (and module) handbooks may be regarded as part of the 'contract' between the student and the University, complementing the information contained in the Programme Specification.

School will wish to design their handbooks as appropriate to the local context, and the format is therefore left for them to decide, however, guidance on the minimum contents for all Programme Handbooks is available in the Quality Handbook.

3   USING THE ENHANCEMENT THEMES

The final section of this Chapter will consider the outcomes from the Enhancement Themes, as they can provide much useful background and input. As noted in Chapter 1, the Enhancement Themes form part of the Quality Enhancement Framework (QEF) in Scotland, and are devised and managed by SHEEC and QAA for the sector. The Enhancement Themes website can be found here.   There are some 700 resources in the database, which cover a range of topics associated with the themes over a 10-year period since inception.

On accessing the relevant site for the theme in question, a range of resources is listed. The list for each theme will give an indication of the types of resource that are available and which can be accessed directly from the website. To help with a quick overview, the outputs under each of the themes have been collated and are presented after the list of themes.

The themes to date have been as follows (click on title to access the website):

Assessment (2003-04)

Responding to Student Needs (2003-04)

Employability (2004-06)

Flexible Delivery (2004-06)

Integrative Assessment (2005-06)

The First Year: Engagement and Empowerment (2005-08)

Research-Teaching Linkages: enhancing graduate attributes (2006-08)

Graduates for the 21st Century: Integrating the Enhancement Themes (2008-11)

Developing and Supporting the Curriculum (2012-13)

Transitions (2014-17)

New – Evidence Based Enhancement

KEY FEATURES OF THE UWS REGULATORY FRAMEWORK RELATING TO CURRICULUM DESIGN

Introduction

A senior member of the Quality Enhancement Unit attends all programme approval/re-approval events and it has been identified that awareness of the following regulations ensures appropriateness of programme structure, level, credit, assessment and honours classification.

Regulation 5 – Programmes of Study leading to the University's Academic Awards

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 assessed at each level of the programme, progression requirements and the awards available.

c. More information on issues related to the design of a programme can be found in the University's Quality Assurance Handbook.

d. The Programme Specification should clearly specify the learning outcomes required at each programme level and for each qualification, including intermediate awards.

e. More information on learning outcomes can be found in the University's Quality Assurance Handbook.

f. The Programme Specification should specify the period within which a student should normally complete the programme and the associated assessments (including any resits).

g. 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.

h. 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.

i. Any elements that must be passed in order to qualify for professional accreditation must be identified in the programme specification.

j.   The Programme Specification must specify the core modules for a programme to enable the programme learning outcomes to be met.

k.   Any modifications to a programme specification must be approved by the relevant School Board.

Regulation 7 – Assessment of Students on Taught Programmes

7.3.6   Formal Examination

Where a final summative examination is specified as an assessment for a module, this will take the form of a single paper of two hours duration. Exceptionally, at SCQF level 10,11 or 12, an examination of three hours will be permitted where this is specified in the approved module descriptor.

7.5.1   Classification of Honours Degrees

First class	Mean mark of 70% or above	OR Mean mark of at least 67% and a majority of the modules* in the final year stage at grade A
Upper second class	Mean mark of 60% or above	OR Mean mark of at least 57% and a majority of the modules* in the final year stage at grade B1 or better
Lower second class	Mean mark of 50% or above	OR Mean mark of at least 47% and a majority of the modules* in the final year stage at grade B2 or better
Third class	Mean mark of 40% or above	

Where core modules in the Honours year of study are assessed using the Pass/Fail grades, then these modules will be excluded in the calculation of the Honours classification. Modules assessed using the Pass/Fail grades will not be permitted as optional modules within the Honours year of study.

Where a student has undertaken a resit in one or more modules at SCQF level 10 or in the final year stage of the programme, then the resit mark will stand on the student's academic record but a mark of 40% and grade C will be used in the classification of the Honours award.

Guidance Note
Where there are double modules (e.g. the dissertation) in the honours level, these shall be counted as two modules for the purposes of calculating the honours classification.

7.5.2   *Award of Distinction*

a)   PABs will award distinction to candidates for undergraduate awards other than Honours degrees (including Certificates of Higher Education and Diploma of Higher Education) and for taught postgraduate awards of Graduate Diplomas and Postgraduate Diplomas where the following criteria are met by candidates at their first attempt:

A mean mark of 70% or above. (The student must pass the modules at the first attempt and the mean mark to be used in determining distinction will also be taken from the module marks at the first attempt.)

Special note for continuing students

Where a student has been previously enrolled (i.e. prior to 2015/16) at the level of study at which the distinction will be applied, the threshold for Distinction will be calculated at 65%. (This may also apply in cases of Authorised Interruption of Study (see Reg 5.3.5).)

and

none of the 120 credit points (see 7.5.2(d) for Masters) taken in the final SCQF level of the award comprises prior credit imported from outside the University, unless the prior credit derives from a student exchange or study abroad programme in which a translation of the relevant grading system into the University system has been approved by the programme leader as part of the exchange agreement.

Guidance Note:

Modules will be weighted accordingly for the purpose of calculating distinction.

b)   In programmes where the Diploma of Higher Education is calculated on the basis of 300 credit points, the 120 credit points on which the calculation of Distinction will be based shall be defined in the programme specification and shall comprise 60 points at Level 8 and 60 points at Level 9.

c)   Distinction will not be awarded where any of the modules in the final year stage are assessed using the Pass/Fail grades. This must be made clear to students in the programme handbook.

d)   Distinction at Masters level will be awarded where students have met the above criteria but will be calculated on the basis of 180 credit points within the programme

and not solely on the taught modules or the Masters level dissertation component of the award. [See 6.8.1(c)(iii) re imported credit and distinction.]

If you have any further queries, please contact a member of the Quality Enhancement Support Team (QuEST).

Bibliography

Fotheringham, J., Strickland, K. and Aitchison, K. (2012) <u>Curriculum: Directions, decisions and debate.</u> [Online] Available: http://enhancementthemes.ac.uk/docs/publications/curriculum-directions-decisions-and-debate.pdf?sfvrsn=14 [Accessed: November 27, 2015].

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CHAPTER 9   COLLABORATIVE PROVISION

1   COLLABORATIVE PROVISION AT UWS

The key principle for collaboration at the University of the West of Scotland (UWS) is that collaborative arrangements should offer a comparable learning experience to students studying at a partner institution and should widen learning opportunities without prejudice to the standard of the award that is offered to students. This can be achieved via openness between both parties, compliance with regulations and procedures, and clearly defined roles and obligations of both parties to safeguard the standards of the award and protect the student experience.

There are a range of potential collaborative partnerships opportunities that can be explored. These include:

1) **Franchise Model,** which can include:

   a) **Local delivery** of a UWS award/part of an award at another site with learning and assessment by staff of that organisation that are approved as Recognised Teachers of the University (RTU);

   b) **Joint delivery** of a UWS award at another site with learning and assessment undertaken by staff of both institutions;

2) **Validated Model** - Validation of another institution's programme of study as a University of the West of Scotland award;

3) **Dual or Joint award** granted by one or more other awarding bodies;

4) **Collaborative Research Supervision** between UWS and another HE institution for MRes and PhD Research students registered at the University of the West of Scotland;

5) **Professional Development** – development of specialist programmes or short courses to provide various training and skills development opportunities.

Transnational Education (TNE) is the provision of education for students based in a country other than the one in which the awarding institution is located. All the opportunities identified above can be offered through TNE, which supports the UWS Corporate Strategy to deliver an academic portfolio that provides students with globally relevant skills which contribute to global reach.

For the purposes of this guidance, overseas partnerships which lead to streams of students coming to UWS to take its awards in Scotland are not considered collaborative and may be termed as articulation routes/Recognition of Prior Learning (RPL), albeit within the framework of common ambitions and agreement to work together.

QAA UK Quality Code – Chapter B10

The University has reviewed and embedded the expectations and indicators of sound practice as outlined in the QAA UK Quality Code for Higher Education – Chapter B10: *Managing Higher Education Provision with Others*. The UWS processes and approach to managing collaboration activity have been informed by the Quality Code which can be accessed from the QAA or from the Quality Enhancement Support Team (QuEST) area of the Education Portal. Chapter B10 applies to the management of all learning opportunities leading or contributing to the award of academic credit or a qualification that are delivered, assessed or supported through an arrangement with one or more organisations other than the degree-awarding body. Teams will also find it helpful to review other relevant chapters of the Quality Code, such as B3: *Learning and Teaching.*

If you have any questions or are about to embark on a collaborative development, please contact QuEST who can provide expert guidance and advice, or visit the Education Portal.

2 DUE DILIGENCE PROCESSES

The University carries full responsibility for the assurance and control of the quality of any certificate, diploma or degree delivered (either in the UK or overseas) in its name. It is therefore imperative that adequate and appropriate due diligence is undertaken and that the financial, legal, academic and reputational risks of all proposals are adequately assessed in advance of commitments being made to proceed to partnership or the approval to offer awards collaboratively. It is the University's intention that the due diligence process will facilitate a positive engagement between both partners.

The due diligence process is outlined in the UWS due diligence policy which can be accessed on the UWS intranet site. The Due Diligence Group (DDG) is responsible for signing off Due Diligence reports. The group meets as required to expedite responsive and timely decisions on proposals. The Due Diligence Group determines whether collaborative proposals should proceed, thereafter this feeds into the Collaborative Forum. Due Diligence is required for all new partners for all collaborative proposals, irrespective of the model (e.g. Franchise, Validated, Dual, Joint or Research). Other circumstances may also require Due Diligence consideration.

The Director of Corporate Support is the Chair of the Due Diligence Group. The Secretary to the Due Diligence Group is currently Gabrielle Weir (QuEST); please contact her with any initial questions (gabrielle.weir@uws.ac.uk, extension 3683).

Due diligence documentation normally comprises of the following:
- **Prospective Partner Form** (completed by School)
- **Pre-Collaborative Checklist** (completed by Partner and School)
  (Institutional visit report is embedded in Pre-Collaborative Checklist)
- **Due Diligence Response template*** (completed by School)

- **Financial viability** (completed costing model) (undertaken by Schools in close consultation with their Finance Business Partner)
- **List not exhaustive** (other evidence may be necessary)

The **Due Diligence Response Template*** is owned by Legal/Corporate Support. This process involves providing supporting material regarding the partner – such as financial reports/audited accounts, references, risk assessment, other evidence as appropriate. This template provides an appendix with details of all requirements. An exemplar of a completed Due Diligence Response Template is currently under development.

Schools are responsible for the completion of the Due Diligence Response Template, and for providing the necessary supplementary material required for consideration by the DDG. This is irrespective of where the proposed partner originates from, in terms of FE, TNE or other. *(There will be further consideration of this during 2017/18 as the Due Diligence process will be reviewed in line with other University policies).*

Due Diligence <u>must be</u> satisfactorily completed before any proposal with a new partner can proceed any further.

3   COLLABORATIVE APPROVAL PROCESS

The approach to collaborative approval at UWS is outlined in the appropriate flowcharts in the following sections which are intended to provide guidance in the development, approval and ongoing monitoring of collaborative provision arrangements.

Collaborative Flowcharts as follows:
- Flowchart 1: Franchise Collaborative Approval Process
- Flowchart 2: Validated Collaborative Approval Process
- Flowchart 3: Research Collaborative Approval Process

Collaborative provision may be initiated in a number of ways: it may be part of an existing relationship with a partner, the University may be approached with a potential opportunity, or the University may seek to build a relationship with a new partner.

All collaborative proposals are subject to approval, and this guidance has been developed to highlight the approval processes for **Franchised programmes** (Local and Joint delivery), **Validated programmes**, **Joint** and **Dual awards**, and **Collaborative Research Supervision**.

Lead-in Time for New Proposals:
All proposals should ensure that there is **appropriate lead in time** to ensure the necessary steps are completed in order to maximise the efficiency of the process and enable a supportive and developmental dialogue between UWS and the proposed partner. Schools should allow **at least 6 months** from bringing forward the proposal to when the partnership is proposed to commence. Colleagues should be aware that Due Diligence process can often

be quite lengthy. QuEST will require a completed [Business Case] or PDDP (whichever appropriate) to inform the drafting of the Collaborative Agreement; this is required prior to consideration by the Collaborative Forum/or Approval Event (dependent on model).

3.1 Franchise Model Approval Process (See [Flowchart 1])

PREAMBLE
Franchise partnerships involve the delivery of a UWS award at another site. As these are existing UWS awards, **no scrutiny via the New Programme Proposal** procedure is necessary. (i.e. No University Leadership Team discussion is required). ULT should however be notified for information purposes.

Subject to School considerations and Due Diligence Group requirements being met, franchise partnerships are normally approved via the Collaborative Forum. No separate approval event is required; the Collaborative Forum makes the final decision to approve the partnership and will report to Senate.

NEW PARTNERS - Stage 1 (Franchise model)

Stage 1 ensures that due diligence has been undertaken.
This includes the completion of a [Prospective Partner Form] and a [Pre-Collaborative Checklist] (for new partners in the UK and overseas) which provides the University with a clear understanding of the background of a proposed partner, an indication of how the proposed partnership may be delivered and makes the University aware of potential resource implications prior to any official involvement with the Institution's collaborative processes. Depending on the type of opportunity being considered, there should be consultation with the International Partnership Development Manager (TNE) or with a designated Marketing, Recruitment and Engagement colleague (FE). There should also be discussions with the relevant Assistant Dean, and QuEST should be advised.

Financial Viability:
The School and their Finance Business Partner should jointly undertake a **financial viability check** using the [Costing Model] and due diligence documentation should be collated. The proposal should be considered and endorsed (if appropriate) by the School Leadership Team. If endorsed by the School, due diligence processes should be followed and paperwork submitted to the Due Diligence Group for consideration.

NEW PARTNERS - Stage 2 (Franchise model)

Once the proposal has endorsement to proceed from both the School Leadership Team and the Due Diligence Group, the Costing Model and Risk Assessment (if recommended by Due Diligence Group) should be finalised. The above must be considered satisfactory to proceed.

NEW PARTNERS - Stage 3 (Franchise model)

Following completion of Stage 2, a Business Case is completed by the School and the academic delivery model (programme structure and delivery approaches) is finalised by the School.

The **Business Case** is only applicable for the franchise model. The Business Case template can be found on the Education Portal under Quality at UWS -> Collaboration. **The main headings are outlined below:**

▪ Context;	▪ Professional, Statutory or Regulatory Body (PSRB);
▪ Details of the Provision;	
▪ Communication Arrangements;	▪ Staff CVs;
▪ Recruitment Selection and Admission;	▪ Student Support and Guidance;
▪ Marketing and Publicity;	▪ Assessment;
▪ Recognition of Prior Learning;	▪ Quality Assurance and Enhancement (including University policies);
▪ Induction Arrangements;	
▪ Approaches to Learning and Teaching;	▪ Graduation Arrangements;
▪ Facilities and Resources;	▪ Provisional Exit Strategy.

The completed Business Case will inform the drafting of the Collaborative Agreement by QuEST.

The Collaborative Proposal Documentation is prepared by the School together with input from the proposed collaborative partner in consultation with QuEST, Corporate Support, International Centre, Finance, Student Administration, and Recruitment, Admissions and Participation Service (RAPS) (as appropriate).

The School will review the Collaborative Proposal Documentation.
School scrutiny (Stage 3, Part 1 - flowchart) will take place <u>prior</u> to this information being forwarded to the Collaborative Forum for consideration.

Documentation for Approval of a Franchise Partnership

The Collaborative Proposal Documentation required for Collaborative Forum is will include the following:

- **Front cover sheet** – confirming the due diligence process has been concluded and information confirming the approved financial model has been signed off by the School;
- **Business Case** – including an updated Programme Specification which accurately reflects collaborative delivery;
- **A Financial Summary**;
- **Draft Collaborative Agreement** (drafted by QuEST).

Note: Whilst the Prospective Partner Form, the Pre-Collaborative Checklist and Due Diligence Report will not be included in the proposal considered at the Collaborative Forum, these documents continue to form an important part of the approval process and will be a key source of information for the Business Case.

3.2   Responsibility for Approval of Franchised Model Programmes

Once Stage 1 and 2 processes (flowchart) have been achieved and Stage 3 has begun, the **Collaborative Proposal Documentation** must be submitted to the Collaborative Forum via QuEST for consideration. For franchise provision, no separate approval event will be required; the Collaborative Forum makes the final decision to approve the partnership.

If approved by the Collaborative Forum, QuEST will finalise the Collaborative Agreement, and the relevant Senate sub-committee is advised of the outcome. QuEST will also notify **existing external examiner(s)** of the additional delivery location(s) for the provision for which they have been assigned.

FLOWCHART 1 – FRANCHISE COLLABORATIVE APPROVAL PROCESS

STAGE 1

Proposal Developed/Received by UWS and Prospective Partner Form is completed for new local and overseas developments.

International opportunities to be brought to the attention of the International Partnership Development Manager.	Opportunities with UK partners to be brought to the attention of a designated Marketing, Recruitment and Engagement colleague.

Discussions take place with the relevant Assistant Dean (Internationalisation/Education). School to ensure fit with Corporate Strategy and Enabling Plans to determine whether to progress. QuEST to be informed of the proposed development and record the proposal.

Visit to the partner institution is undertaken and Pre-Collaborative Checklist completed. A financial viability check to be undertaken - (using costing model). Due diligence documentation to be collated and delivery model (including programme structure and delivery approach) to be developed by the School.

Proposal to be considered and endorsed (if appropriate) by the School Leadership Team (SLT). If endorsed by the School, Due diligence processes should be followed and paperwork submitted to the Due Diligence Group for consideration. Collaborative Forum advised of the outcome.

STAGE 2

Once endorsement to proceed has been given by the SLT and the Due Diligence Group, the Costing Model and Risk Assessment (if recommended by DD Group) are finalised.

STAGE 3

- Business Case is completed and academic delivery model is finalised, operational details are confirmed by both partners (including exit strategy) (School undertake this).
- QuEST drafts the Collaborative Agreement (on receipt of completed Business Case).
- **School scrutiny takes place to consider the completed proposal** *consisting of Financial Summary (a single page outlining key information from the costing model), Business Case and draft Collaborative Agreement* and endorses for submission to the Collaborative Forum.

APPROVAL BY COLLABORATIVE FORUM

Proposal submitted to the **Collaborative Forum** for approval, once approved QuEST finalises the Collaborative Agreement including the Financial Annex.
Global Engagement Advisory Committee and Education Advisory Committee advised of the outcome.

Collaborative Agreement signed by the Vice Principal and Pro-vice Chancellor (Global Engagement) and Partner.

3.3 EXISTING PARTNERS – Amendment to an Existing Franchise Partnership

The following approval process will apply where a School/or a separate School wishes to amend an existing franchise partnership. **This process is applicable for the following situations:**

- Inclusion of an additional campus of the approved partner for the delivery of the Collaborative programme (Franchise);
- Addition of a mode of delivery (e.g. full or part-time route) to an existing programme;
- Addition of a new programme title to an existing franchise partnership.

	Action No Prospective Partner Form or Pre-Collaborative Checklist is required.	**New Campus**	**New Mode**	**New Programme**
1	The School seeks approval of the planned changes to provision from School Leadership Team (SLT). All relevant SLTs should be consulted.	✔	✔	✔
2	The School informs the Collaborative Forum of any proposed revisions to the existing arrangements.	✔	✔	✔
3	Guidance should be sought from University Solicitor with regards to any additional Due Diligence requirements.*	✔		
4	The School undertakes a visit to the proposed new campus of the approved partner and completes an **Addendum to the Pre-Collaborative Checklist** in advance of Collaborative Forum approval.	✔		
5	The School will be required to provide justification that the six areas outlined below have been addressed. This will require the School to prepare a short **Business Case Rationale** (pro-forma available) to include the justification for an additional campus / new mode of delivery / new title and provides: • Outline anticipated Student numbers; • Confirmation of appropriateness of costing model; • Confirm staffing expertise at new campus (where applicable); • Confirmation of delivery approach and consultation with Student Administration regarding timescales for enrolment, assessment and assessment processing; • Resources and equality of student experience with original approved campus for delivery. (Software, licensing agreements);*[only in cases where an additional campus is proposed] • Date of proposed first intake.	✔	✔	✔
6	The Collaborative Forum approves amendments and QuEST develops an amended **Collaborative Agreement or Minute of Amendment** to be signed by the Vice Principal and Pro-vice Chancellor (Global Engagement) and the Partner.	✔	✔	✔

*Please note that UWS until recently only required a risk assessment to be implemented prior to establishing a Collaborative Partnership. If Due Diligence was not carried out as part of the original approval, it must be carried out at the point of amending the partnership. Please contact the University Solicitor for guidance on what would constitute appropriate due diligence.
All new Campus delivery locations will require Due Diligence to be undertaken.

3.4 Validated Model Approval Process (See Flowchart 2)

PREAMBLE
The University may be approached to validate an award at another institution which will be offered collaboratively. For example, where that institution wishes to offer a degree but does not have degree awarding powers. This is referred to as 'validated model' at UWS.

Validated partnerships involve the validation of another institution's programme of study as a UWS award. As these are new UWS titles/awards, **these proposals will require scrutiny and endorsement via the New Programme Proposal (NPP)** procedure. A NPP pro-forma is available. (i.e. University Leadership Team (ULT) will be consulted). (ULT = Role formerly undertaken by Academic Planning Group APG)

The validated proposal should be discussed at the School Board and following a recommendation to proceed, the School should seek endorsement from the University Leadership Team (ULT). The paper to ULT must include a rationale for the partnership, and identify an exit strategy. Once endorsed by ULT, due diligence processes should be followed and paperwork submitted to the Due Diligence Group for consideration. (See section 2 for details)

Subject to ULT approval, School considerations and Due Diligence Group requirements being met, validated partnerships are normally approved at a formal approval event held at the partner site. The approval event is co-ordinated by the School in liaison with the partner.

As a new programme is being proposed, the University's guidance on Approval and Accreditation (Chapter 4 of the Quality Handbook) should also be followed. This chapter will also highlight the requirements for School scrutiny and timescales for the circulation of paperwork. Further guidance can be provided by QuEST.

NEW PARTNERS - Stage 1 (Validated model)

Stage 1 ensures the proposal has been endorsed by ULT and Due Diligence has been undertaken.

Stage 1 includes the completion of a Prospective Partner form and a Pre-Collaborative Checklist (for new partners in the UK and overseas) which provides the University with a clear understanding of the background of a proposed partner, an indication of how the proposed partnership may be delivered and makes the University aware of potential resource implications prior to any official involvement with the Institution's collaborative processes. Depending on the type of opportunity being considered, there should be consultation with the International Partnership Development Manager (TNE) or with a designated Marketing, Recruitment and Engagement colleague (FE). There should also be discussions with the relevant Assistant Dean, and QuEST should be advised. A financial viability check should be undertaken using the Costing Model and due diligence documentation should be collated. The proposal should then be considered and endorsed (if appropriate) by the School Leadership Team.

NEW PARTNERS - Stage 2 (Validated model)

Once the proposal has endorsement to proceed from ULT, the School Leadership Team and the Due Diligence Group, the Costing Model and Risk Assessment (if recommended by Due Diligence Group) should be finalised. The above must be considered satisfactory to proceed.

NEW PARTNERS - Stage 3 (Validated model)

Following completion of Stage 2, the Partner, in collaboration with the School, completes the required paperwork for a validated model (approval paperwork will be in line with Chapter 4 of Quality Handbook). The School must arrange a scrutiny event and paperwork amended in accordance with the recommendations.

An approval event is arranged at the Partner Institution. The Partner will normally cover all costs associated with the approval event in country. This should be factored into the costing model from the outset to ensure expectations are clear, as should other initial set-up costs.

Following a successful approval event, QuEST will finalise the Collaborative Agreement and the relevant Senate sub-committee is advised of the outcome. The Financial Annex is also confirmed in consultation with the School, their Finance Business Partner, the Partner and QuEST.

Upon approval, **external examiner(s)** must be appointed to cover the new validated provision. See section 10 for details.

APPROVAL EVENT (NEW PARTNER):

Documentation for Approval of Validated Partnership

The paperwork should be drafted by the School and proposed partner, the documentation will be the same as that required for approval of a new award at UWS, i.e.:

- Programme Design & Development Plan (PDDP);
- Programme Specification (UWS template);
- Module Descriptors (UWS template).

The School will review the collaborative proposal documentation. School scrutiny (Stage 3, Part 1- flowchart) will take place prior to this information being presented at the approval event.

The completed material will inform the drafting of the Collaborative Agreement by QuEST.

Validated models require a formal approval event to be arranged at the Partner Institution.

Professional Support Department Input:
As part of the development of the documentation to support the validated model, there should be partnership working with relevant professional support

departments (specifically Student Administration and the International Centre). This is essential to ensure clarity on the student journey, maintenance of academic standards, and effective operation of assessment practices and processing. This will be key to informing the discussions of the panel at the approval event.

Proposed Partner Teaching Staff:
Prior to the approval event, staff CVs will be reviewed by the School to ensure their suitability for teaching the validated programme(s).

Approval Event for Validated Partnership:
The School will arrange an event at the proposed partner.

<u>Panel Membership:</u>

The panel for the event will normally comprise:

- Dean or Assistant Dean (International) from outwith the School as Chair;
- One subject specific external panel member (nominated by the School);
- One internal member of academic staff from outwith the School;
- International Partnership Development Manager (TNE) or a designated Marketing, Recruitment and Engagement colleague (FE) (whichever applicable);
- Senior staff member from QuEST;
- Member of staff from the School to collect documentation and to prepare report, outcomes and follow-up.
- Advisor to Panel: The School will also identify an appropriate colleague who will act as Advisor to the panel to represent the School and be able to answer subject/School specific questions and queries from the panel and the partner to ensure timely responses and resolution of queries at the event.
- The School can invite other members in addition to the above if they deem it necessary.

The outcomes of the approval event for validated model will mirror those of normal programme approval at UWS (see Chapter 4 of the Quality Handbook). The School will be expected to address any conditions within the timescale identified by the panel and provide a formal response to the Chair on any recommendations.

3.5   EXISTING PARTNERS - Minor Amendments to an Existing Programme Structure (Validated Model)

A Partner may wish to revise existing programme or module content during the period of agreement (outwith collaborative review timelines). Minor changes can be facilitated annually via the Joint Programme Panel (JPP). See section 10.2 (iii) for details on JPPs. Significant changes may require approval via the School/Programme Board. QuEST should be consulted and if deemed appropriate an approval event may be necessary.

3.6   EXISTING PARTNERS - Addition of a New Programme for an Existing Validated Partnership

Validating a new programme for an existing approved Collaborative Partner will require the normal approval activities to be undertaken (See Section 3.4) although there may be opportunities for streamlining certain aspects of the process (e.g. due diligence). Please contact QuEST for further advice. A full Approval Event will normally be necessary.

3.7   EXISTING PARTNERS
(a) Amendment to an Existing Validated Partnership

A School may wish to revise an existing approved Collaborative Partnership to facilitate proposed amendments during the period of agreement.

The following approval process will apply where a Partner wishes to amend an existing validated partnership. **This process is applicable for the following situations:**
- Inclusion of an additional/new campus of the approved partner for the delivery of the Collaborative programme (Validated);
- Addition of a mode of delivery (e.g. full or part-time route) to an existing programme.

	Action No Prospective Partner Form or Pre-Collaborative Checklist is required.	New Campus	New Mode
1	The School seeks approval of the planned changes to provision from School Leadership Team (SLT)	✓	✓
2a	The School informs the Collaborative Forum of any proposed revisions to the existing arrangements.	✓	✓
3	Guidance should be sought from University Solicitor with regards to any additional Due Diligence requirements.*	✓	
4	The School undertakes a visit to the proposed new campus of the approved partner and completes an **Addendum to the Pre-Collaborative Checklist** in advance of internal approval Event/notification to Collaborative Forum. QuEST to advise on event.	✓	
5	The School/Partner will be required to provide justification that the six areas outlined below have been addressed. This will require the Partner (in liaison with School) to prepare a short **Business Case Rationale** to include the justification for an additional campus / new mode of delivery and provides: • Outline anticipated Student numbers (for duration of agreement); • Confirmation of appropriateness of costing model; • Confirm staffing expertise at new campus (where applicable); • Confirmation of delivery approach and consultation with Student Administration regarding timescales for enrolment, assessment and assessment processing; • Resources and equality of student experience with original approved campus for delivery. (Software, licensing agreements);*[only in cases where an additional campus is proposed] • Date of proposed first intake.	✓	✓
6	The Collaborative Forum receives notification of internal approval event. QuEST develops an amended **Collaborative Agreement/or Minute of Amendment** to be signed by the Vice Principal and Pro-vice Chancellor (Global Engagement) and the Partner.	✓	✓

*Please note that UWS until recently only required a risk assessment to be implemented prior to establishing a Collaborative Partnership. If Due Diligence was not carried out as part of the original approval, it must be carried out at the point of amending the partnership. Please contact the University Solicitor for guidance on what would constitute appropriate due diligence.
All new Campus delivery locations will require Due Diligence to be undertaken.

3.7 EXISTING PARTNERS
(b) Internal Approval Event for amendments to an Existing Validated Partnership

Where an approval event to process amendments to an existing validated partnership is deemed necessary, the following will apply:

Internal Event for New Campus

The event will take place on a UWS campus and will include an opportunity to:

- Meet with colleagues from the School to understand the rationale for expansion and anticipated student numbers;
- Meet with the UWS Collaborative Contact and Programme Co-ordinator at Partner Institution to explore QA and QE approaches, staff expertise to deliver the programme (either physical or virtual attendance);
- To explore the outcome of the campus visit and pre-collaborative checklist with the relevant School representative(s);
- Confirm arrangements for enrolment, assessment processing and timescales with Student Administration;
- Consider current operation of the Joint Programme Panel / Degree Assessment Board in terms of Quality Assurance and Annual Monitoring;
- Receive assurances that staff CVs have been considered;
- Agree date of first intake at new delivery location.

Panel Members

The panel will normally consist of:
- Chair (normally an Assistant Dean);
- Representative from Student Administration;
- Representative from the Quality Enhancement Support Team;
- If deemed appropriate: International Partnership Development Manager (TNE) or designated Marketing, Recruitment and Engagement colleague (FE)
- Representative from another School not involved in the proposal.

As external involvement formed part of the initial approval event, it is not required at this stage in line with normal UWS process for adding a new campus and / or PT / FT delivery routes.

Documentation for the Event

The School should provide the following paperwork:

(i) A completed **Addendum to the Pre-collaborative checklist** (pro-forma available);

(ii) A completed **Business Case Rationale** for additional campus / FT or PT route (pro-forma available outlining justification criteria);

(iii) Evidence of **student feedback**.

3.8 Responsibility for Approval of Validated Model Programmes

Validated proposals should be discussed with the relevant Assistant Dean, the Head of QuEST, the International Centre (TNE) colleague and brought to the attention of the Collaborative Forum. Then a proposal should initially be discussed at the School Board, with a recommendation being reported to the ULT via the School Leadership Team (SLT). Submission to ULT should include rationale for the proposal, financial model and confirmation that due diligence has been completed successfully. Following full consideration by ULT, an approval event will be required. Schools are responsible for organising the approval event in line with the approval process as detailed above. Please contact QuEST for support and advice.

3.9   Validated Model – Responsibilities of Partner
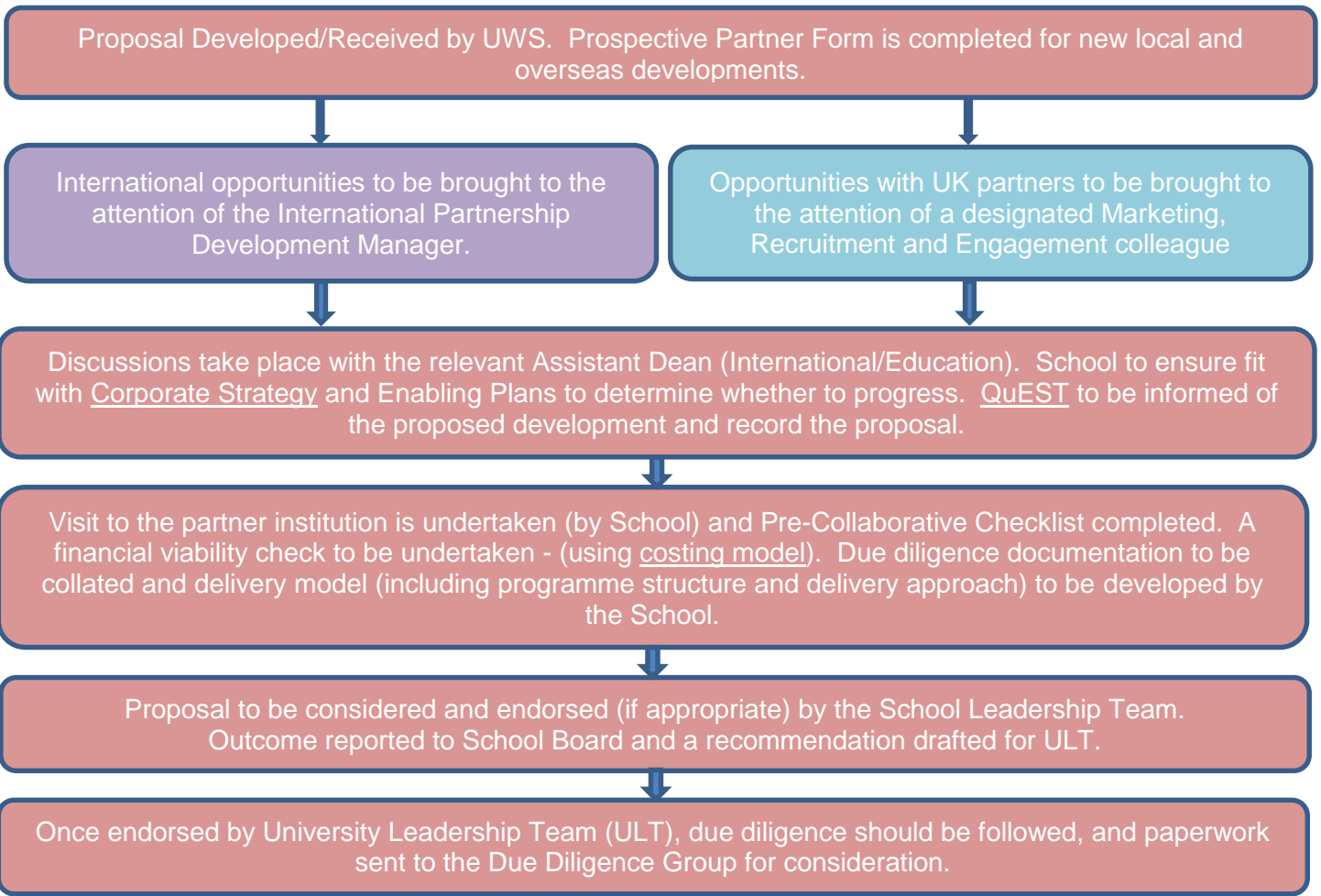
Key aspects of a Validated award are:

- Whilst UWS is the degree awarding body, students enrolled on validated collaborative models are termed as the 'Partner's students' with respect to certain elements of the partnership.
- In general, students will normally be bound to the policies and procedures of the Partner Institution, with the exception of Assessment Regulations and other quality assurance elements. Any exceptional arrangements are identified within the Collaborative Agreement.
- Students will receive a learning experience comparable to that at a UWS campus, wherever they study.

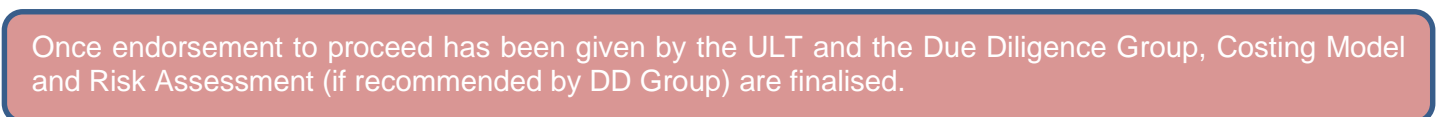### 3.10   Revisions to Teaching Staff (Both Franchise and Validated)

Any revisions to the staffing complement should be highlighted in the annual report on collaborative staff through the approved mechanism as detailed in the collaborative agreement: normally via the School Board (Franchise) or JPP (Validated). Depending on the distinct nature of the partnership, it may be appropriate for staff to be approved as Recognised Teachers of the University (RTU) (RTU for Franchise only).

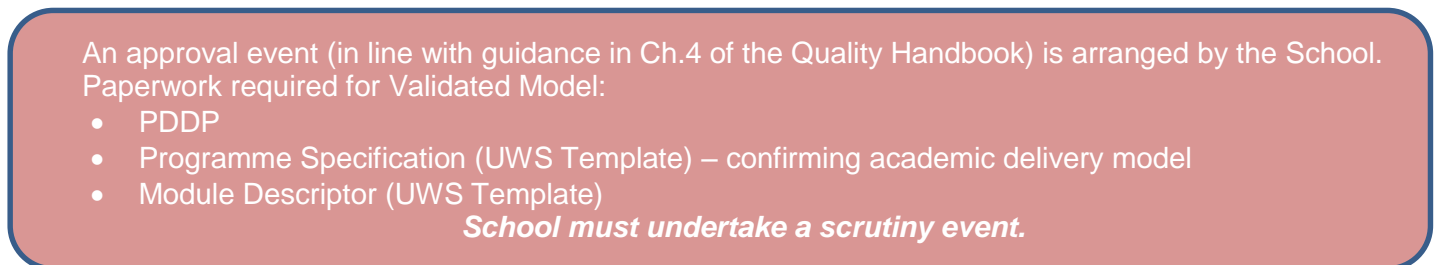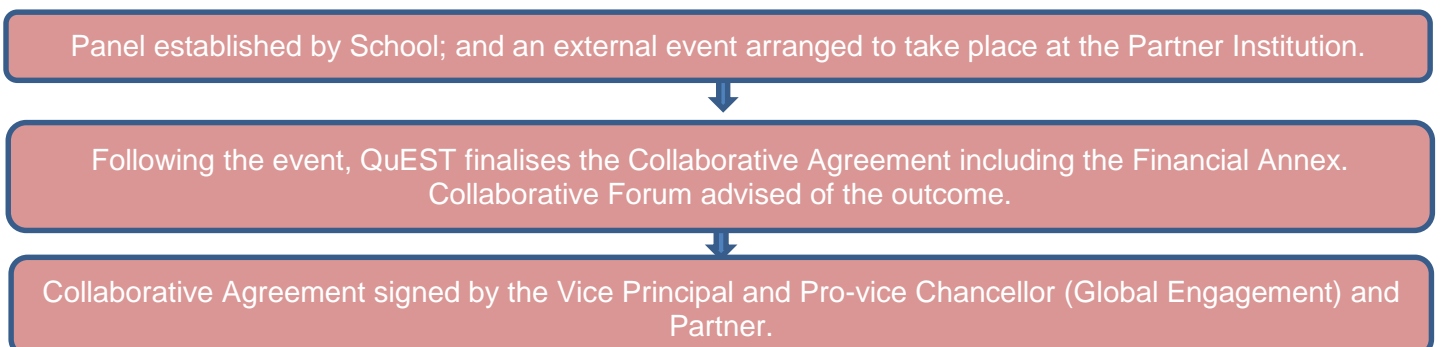# FLOWCHART 2 - Validated Model Collaborative Approval Process

STAGE 1

Proposal Developed/Received by UWS. Prospective Partner Form is completed for new local and overseas developments.

International opportunities to be brought to the attention of the International Partnership Development Manager.

Opportunities with UK partners to be brought to the attention of a designated Marketing, Recruitment and Engagement colleague

Discussions take place with the relevant Assistant Dean (International/Education). School to ensure fit with Corporate Strategy and Enabling Plans to determine whether to progress. QuEST to be informed of the proposed development and record the proposal.

Visit to the partner institution is undertaken (by School) and Pre-Collaborative Checklist completed. A financial viability check to be undertaken - (using costing model). Due diligence documentation to be collated and delivery model (including programme structure and delivery approach) to be developed by the School.

Proposal to be considered and endorsed (if appropriate) by the School Leadership Team. Outcome reported to School Board and a recommendation drafted for ULT.

Once endorsed by University Leadership Team (ULT), due diligence should be followed, and paperwork sent to the Due Diligence Group for consideration.

STAGE 2

Once endorsement to proceed has been given by the ULT and the Due Diligence Group, Costing Model and Risk Assessment (if recommended by DD Group) are finalised.

STAGE 3

An approval event (in line with guidance in Ch.4 of the Quality Handbook) is arranged by the School. Paperwork required for Validated Model:
- PDDP
- Programme Specification (UWS Template) – confirming academic delivery model
- Module Descriptor (UWS Template)
  School must undertake a scrutiny event.

APPROVAL EVENT AT PARTNER

Panel established by School; and an external event arranged to take place at the Partner Institution.

Following the event, QuEST finalises the Collaborative Agreement including the Financial Annex. Collaborative Forum advised of the outcome.

Collaborative Agreement signed by the Vice Principal and Pro-vice Chancellor (Global Engagement) and Partner.

4   JOINT & DUAL AWARDS

The Development of Dual and Joint awards will only be considered where:

- The University and the partner organisation(s) already have successful existing provision in the subject area and at the academic level of the proposal;

- Degree awarding powers are held by the partner organisation(s);

- Learning resources and the learning environment are appropriate to the delivery of the award(s).

a) Joint Award

A Joint award involves the granting of a single award with one or more collaborating authorised bodies for the successful completion of one programme of study. For further information on the University's Regulation on Joint Awards refer to Regulations 5.2.16 and 7.5.6.

Key aspects of a Joint award are:

- Students will receive a learning experience comparable to that at a UWS campus, wherever they study;

- UWS will be involved in the assessment of all students to whom the Joint award will be made.

b) Dual Award

A Dual award involves the granting of separate awards by both the University 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. For further information on the University's Regulation on Dual Awards refer to Regulations 5.2.17 and 7.5.7.

Key aspects of a Dual award are:

- Students will receive a learning experience comparable to that at a UWS campus, wherever they study;

- UWS and the partner organisation will have reviewed and agreed to accept each other's assessment marking for components of study undertaken at each institution.

Approval of Joint & Dual Awards

Joint and Dual Awards differ from the validated model as students, on a joint/dual are UWS students. The approach for approving these awards mirror that of the validated model (see section 3.4). It is recommended that any plans for the development of a Joint or Dual award are discussed with QuEST at the earliest opportunity.

5   RESEARCH COLLABORATIONS (See Flowchart 3)

Note - Associated processes subject to review during session 2017/18.

Research at UWS comprises various models. Staff engage in high quality research which is multi-disciplinary and cross-disciplinary and involves collaborations with a wide range of internal and external contacts. Many individual researchers have formal associations with other institutions (e.g. research pools) and many more have informal associations with a wide network of colleagues. A number of research student programmes will involve an external supervisor based within another institution to add breadth to the supervisory team. These arrangements are supported by the work of the Research & Enterprise Advisory Committee (REAC) and managed under the University Regulations, where applicable.

The Graduate School Board is a sub-group of REAC and ensures compliance with the Research Degree Regulations.

The Board also ensures that the standards of awards are maintained. The University also seeks out formal partnership arrangements with appropriate institutions to further its strategic objectives. The key stages for the approval of collaborative arrangements leading to a research award from UWS follows a slightly different process as outlined in Flowchart 3 (below):

Responsibilities for Approval of Research Collaborations

There should be discussions with the Graduate School/relevant School Research and Enterprise Forum with final approval of the proposed partnership resting with Research and Enterprise Advisory Committee (REAC). The Collaborative Forum should be kept apprised of all developments and the outcome of approval from REAC.

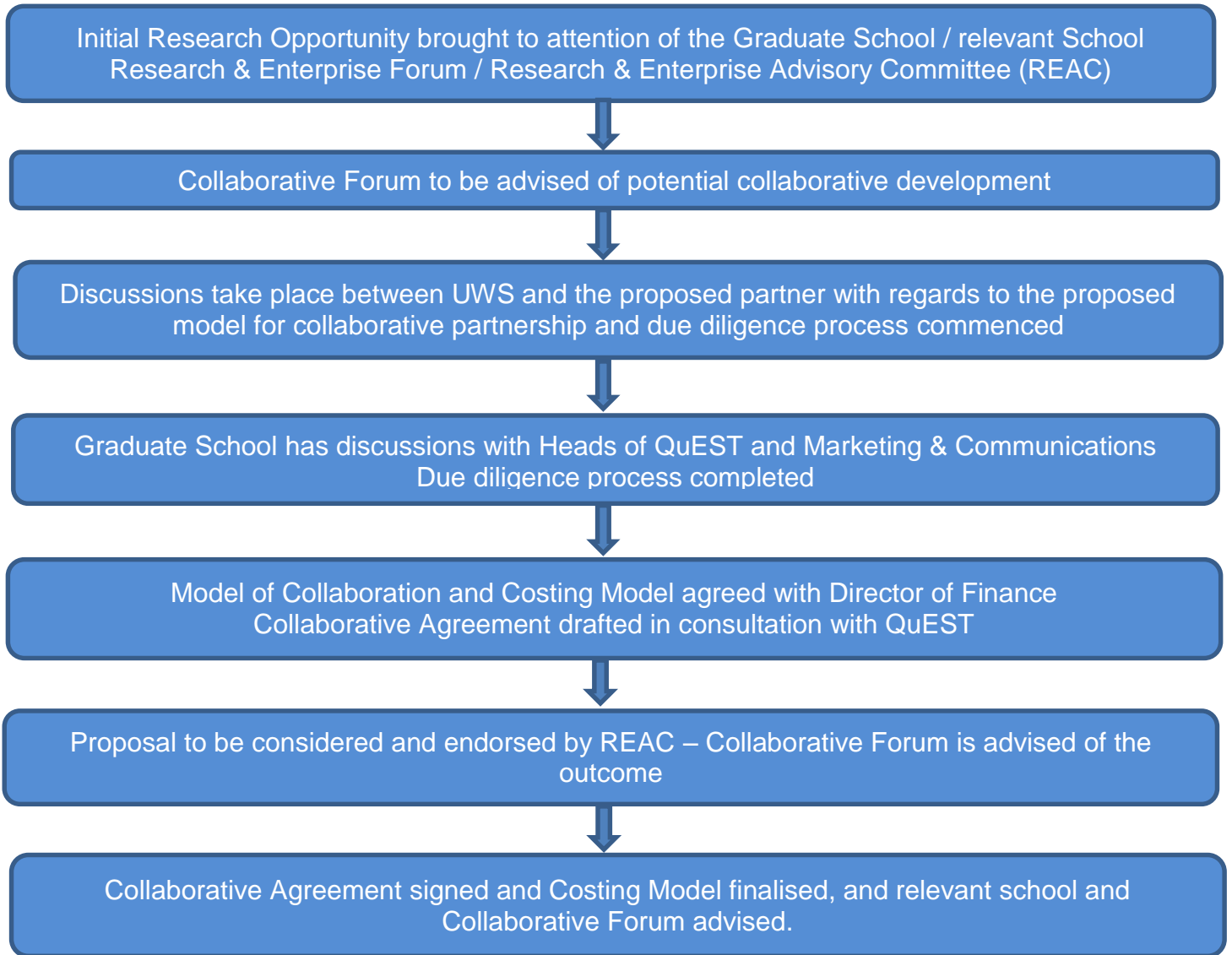### Documentation for Approval of Research Collaborations

A Model of Collaboration including delivery pattern, structure and use of consumables and resource should be developed. The costing model should be completed and agreed with the Director of Finance. The Collaborative Agreement should be drafted by The Graduate School in consultation with colleagues in QuEST. Depending on the nature of the partnership being proposed, it may also be necessary to prepare a Programme Specification and Module Descriptors to support the approval of the partnership.

Monitoring and Review (Research Collaborations)

Annual review and monitoring of arrangements will be undertaken and reported to REAC.   The Head of the Graduate School will lead on the review and annual monitoring activities. Confirmation of the continuing support for the research students will be sought in terms of resources, consumables and supervision arrangements. The student experience will form a key aspect of the review and feedback will be sought from students and the partner. The financial annex will be reviewed and agreed on an annual basis.   A formal review will be performed at least every five years; support will be available from

QuEST in terms of revising the Collaborative Agreement. Appropriate Schools and Collaborative Forum informed of outcomes. The Head of the Graduate School should alert the Head of QuEST to any concerns about the collaborative partnership which are highlighted as part of annual monitoring or formal review.

FLOWCHART 3 - Research Collaborative Agreement Approval Process

Initial Research Opportunity brought to attention of the Graduate School / relevant School Research & Enterprise Forum / Research & Enterprise Advisory Committee (REAC)

↓

Collaborative Forum to be advised of potential collaborative development

↓

Discussions take place between UWS and the proposed partner with regards to the proposed model for collaborative partnership and due diligence process commenced

↓

Graduate School has discussions with Heads of QuEST and Marketing & Communications Due diligence process completed

↓

Model of Collaboration and Costing Model agreed with Director of Finance Collaborative Agreement drafted in consultation with QuEST

↓

Proposal to be considered and endorsed by REAC – Collaborative Forum is advised of the outcome

↓

Collaborative Agreement signed and Costing Model finalised, and relevant school and Collaborative Forum advised.

6 THE COLLABORATIVE AGREEMENT

A Collaborative Agreement is required for all collaborative partnerships (Franchise, Validated model, Joint/Dual and Collaborative Research Supervision). QuEST is responsible for preparing a draft Collaboration Agreement detailing operational issues to be drawn up in line with University Regulations and the UK Quality Code in advance of the collaboration and made available to the partner and the panel for comment and development.

The Collaborative Agreement is specific to the individual partnership and is not intended to be identical in all cases and covers a range of possible arrangements and will be refined in view of each individual collaboration.

The Collaborative Agreement will be finalised by both parties and signed following relevant approval activity. The University of the West of Scotland signatory for all agreements is normally the Vice Principal and Pro-vice Chancellor (Global Engagement). Other signatories exist including the Director of Corporate Support.

The signed Collaborative Agreement is the legally-binding document which outlines the rights and obligations of both parties and will be subject to periodic monitoring and review.

6.1 Financial Annex

All Collaborative Agreements are required to have a completed Financial Annex appended.

The Financial Annex is owned by the University's Finance Department and advice and support can be provided from Finance in terms of completion.

The Financial Annex is often variable between partners but includes some standard sections such as the collection of fees and payment schedules.

7 PARTNER STAFF INVOLVED WITH TEACHING

The requirements associated with partner staff involved with teaching will depend fundamentally on which collaborative model exists with UWS. Regardless of the collaborative model, Partners will identify a Programme Co-ordinator who will be the lead contact for liaison with UWS.

All staff teaching on programmes leading to a UWS award are required to submit CVs to their Link Tutors/Collaborative Contacts on an annual basis. These are reviewed through the appropriate School to ensure that relevant and appropriate expertise remains in place to deliver the programmes.

The following table outlines the key differences in terms of staffing:

Franchise Model Partnerships	Validated Model Partnerships
Recognised Teachers of the University (RTU) **(Applicable to RTU on Collaborative Programmes only)** (Not London based RTU)	**Staff CVs**
All partner staff delivering any element (teaching and assessment) of teaching on a franchise programme must complete the University's RTU process. The RTU process is outlined in a flowchart on the Education Portal. A person specification and guidance for RTU is also available on the Education Portal. RTU are not employees of UWS.	As part of the approval for a validated model, consideration of staff CVs and staff expertise will form part of the approval mechanisms.
UWS Lead Contact(s): UWS Link Tutor School Service Delivery Manager (SSDM)	**UWS Lead Contact(s):** UWS Collaborative Contact School Service Delivery Manager (SSDM)
Link Tutor Role: Link Tutors are responsible for overseeing the RTU process in terms of seeking RTU approval and in the ongoing monitoring of this. In liaison with the Programme Team, they will review the CVs of new academic staff at the collaborating institution to ensure they are suitably qualified, experienced and developed.	**Collaborative Contact Role:** Collaborative Contacts are responsible for the ongoing monitoring of CV's for staff teaching on validated provision. This is monitored through JPPs annually and sent to School Board for approval.
Monitoring of RTU staff – annual task: • Co-ordinated within Schools • School Board notified annually of RTU for the coming AY via SSDOM. • School Board will note any changes to staffing on an annual basis. • School will inform People and Organisational Development (P&OD) who retains a record of RTU staff. Monitoring will also assist where there is a reliance on staff on non-permanent or sessional contracts.	**Monitoring of Validated staff – annual task:** • Co-ordinated via Joint Programme Panels (JPPs) (normally April JPP). • JPPs will note any proposed changes or additions to the staff delivering the validated model programme and will send a list of staff/and CVs to the School Board for noting. Monitoring will also assist where there is a reliance on staff on non-permanent or sessional contracts.
Link Tutors attend relevant Progression and Award Boards (PABs).	Collaborative Contacts attend relevant Degree Award Boards (DABs).

8 UWS STAFF INVOLVED WITH PARTNERSHIPS

The requirements associated with UWS staff involved with collaborative partnerships, either locally or overseas will depend on the nature of the collaborative model being adopted.

Differences in operational quality assurance arrangements between franchise and validated models are continually emerging as the demand for collaborative provision increases across the sector.

A designated 'UWS Link Tutor' is a recognised role for collaborative partnership models (Role Description and Person Specification exists), but the role of the Link Tutor is tailored more specifically to franchise models and does not align directly to that of validated models. For the validated model it is now more appropriate to have a defined role for a 'UWS Collaborative Contact' (title agreed in principle by Collaborative Forum 01/06/17).

In principle the essence of both roles is similar, but operational differences make the details associated with each role distinct. A Link Tutor/Collaborative Contact mapping document is available on request which seeks to differentiate between the two roles. A separate Role Description and Person Specification for the UWS Collaborative Contact is currently under development for 2017/18.

8.1 UWS LINK TUTORS (For Franchise Partnerships)

The UWS programme team will appoint one of its members as the UWS Link Tutor who will provide the main point of liaison with the partner institution. The partner institution will be asked to name a member of staff as Programme Coordinator for liaison purposes.

The Link Tutor plays a key role in supporting the collaborative partnership maintaining academic standards and protecting the student experience. They will take an active role in the quality assurance and academic development of programmes delivered through collaborative partners which lead to a UWS award. They are an essential part of the academic support offered to collaborating institutions. Activities will include course-specific development of academic staff, pre and post moderation, providing academic advice to UWS and the collaborating institution, and monitoring teaching and assessment.

In recognition of the key role played by the Link Tutor, a person specification and role descriptor have been developed to ensure consistency in the approach taken across schools.

In terms of annual monitoring, the Link Tutor will contribute to a designated section of the Collaborative Annual Report (for Franchise) or the Programme Annual Report (for Validated) to ensure there is regular reflection on the partnership and to ensure clear reporting and feedback through the collaborative annual report.

8.2   UWS COLLABORATIVE CONTACTS (For Validated Partnerships)

The School will appoint one of its members as the UWS Collaborative Contact who will provide the main point of liaison with the partner institution. The partner institution will be asked to name a member of staff as Programme Coordinator for liaison purposes.

A validated award (collaborative) involves the granting of an award by UWS to be delivered by non-degree awarding bodies; this may involve UWS offering provision for a discipline out with those currently available at UWS. **The Collaborative Contact may not always be a subject expert.**

In such instances, Schools should take cognisance of the associated risks as outlined in Chapter 10: UK Quality Code for Higher Education, with particular reference to Indicators 5 and 9. For example, the code states that Degree-awarding bodies that validate modules or programmes are required to ensure that they have in place (or can secure) the relevant disciplinary expertise to approve, monitor and, if necessary, deliver teaching, learning and assessment in the range of subject areas envisaged.

The Collaborative Contact plays a key role in supporting the collaborative partnership maintaining academic standards and protecting the student experience.   Collaborative Contacts will take an active role in the quality assurance of programmes delivered through collaborative partners which lead to a UWS award. They are an essential part of the academic support offered to collaborating institutions. Activities will include taking an active role in ensuring quality assurance elements are fulfilled by participation in relevant forums (such as JPPs, DABs), providing academic advice to UWS and the collaborating institution, and monitoring teaching and assessment.

9   SUPPORT FOR COLLABORATIVE PARTNERS

Staff Development opportunities can be organised through UWS Academy and can be made available to all collaborative partners. Specific Staff Development sessions (where applicable) can be offered to raise awareness of the facilities offered by Student Life, University policies and regulations, quality assurance and enhancement, or any other specific sessions as deemed appropriate to facilitate the collaborative partnership. Staff at the collaborative partners may also be interested in taking modules from the Postgraduate Certificate in Academic Practice.

Where the collaborative programme is offered at UWS as well as at the partner institution, the University would expect at least one member of the programme team to visit the site of delivery during the academic year and, where appropriate, deliver elements of the programme, share good practice with local academic staff and address any issues partner staff wish to raise.

The partner will be visited annually by the Dean of School or nominee. At this visit the Dean of School will review the operation of the programme and discuss any relevant issues, tour the premises to ensure that the standard of facilities,

equipment and other resources has not deteriorated from those considered as part of the initial visit and have been updated as appropriate. The visit will include a meeting with the full range of academic and administrative staff involved in delivery and administration of the programme and a meeting with the students in order to obtain face-to-face student feedback and discuss any issues with the students. Feedback from these visits should be reported to the University's Collaborative Forum.

10   QUALITY ASSURANCE FOR COLLABORATIVE PROVISION

PREAMBLE
Schools and their partners will wish to put in place mechanisms to review the development of the relationship and their knowledge of each other's operations and expectations. Staff in both institutions should seek to develop an understanding of the QAA/Scottish Funding Council (SFC) requirements and other academic infrastructure as external reference points.

10.1   External Examiners and Assessment Boards
External examiners ensure the maintenance of academic standards of the collaborative programme irrespective of location or type of collaboration. All external examiners will be appointed by the University via the **Academic Quality Committee** **(AQC)** and will be required to submit an annual report (see Chapter 6 of the Quality Handbook).

Where the programme is delivered at an institution overseas under the validated model, AQC may consider the institution's nominee for a local external examiner.

Two types of Assessment Boards exist as follows:
- Progression & Award Boards (PABs) – Franchise models
- Degree Assessment Boards (DABs) – Validated models

10.2   Annual Monitoring of Collaborative Provision

In terms of annual monitoring of collaborative partnerships, UWS adopts a robust internal monitoring system to safeguard its academic awards and ensure standards are appropriate across all areas of local delivery. Details relating to research collaborations are contained in section 9 'Research Collaborations'. Details pertaining to Franchise and Validated collaborative models are identified below. Further details are available in Chapter 7 of the Quality Handbook on 'Enhancement and Annual Monitoring'.

10.3   FRANCHISE MODEL

(i)   Collaborative Annual Report (CAR):
The Collaborative Annual Report (CAR) forms an important part of the university's annual monitoring cycle for its franchise provision and will be used by UWS Programme Leaders to inform the Programme Monitoring Report (PMR).

A CAR on the operation of franchised collaborative programme(s) should be prepared by the partner institution in liaison with the Link Tutor; there is a designated section for completion by Link Tutor. The report should be **submitted annually** in September and will be considered at the Programme Board as part of normal annual monitoring activities, usually in mid-November.

The template for the CAR can be found on the Education Portal and should be circulated by the Link Tutor to the partner annually in June.

(ii)   Progression & Award Board (PAB):
As per Regulation 7, PABs decide the eligibility of each candidate for progression between levels of study, and for awards of the University. This arrangement will apply to franchise provision.

Where a **Progression & Awards Board (PAB)** is held at the University and all students considered as a single cohort, the external examiner should be provided with a copy of the appropriate **Collaborative Annual Report (CAR)** from the site of delivery by the School.

10.4   VALIDATED MODEL

(i)   Programme Annual Report (PAR):
Where validation of another institution's programme of study as a University of the West of Scotland award takes place; this is referred to as a Validated Collaborative Model. These students are students of the partner, but quality elements reside with the degree awarding body.

For such validated provision, UWS still maintains responsibility for monitoring that quality and standards are satisfactory, as well as monitoring elements of the student experience. It is therefore necessary for a Programme Annual Report to be completed by staff at the partner institution for consideration as part of our enhancement and annual monitoring processes.

Partners with validated collaborative models should submit a Programme Annual Report (PAR) by early-October annually. The PAR should be prepared by the partner institution in liaison with the UWS Collaborative Contact; there is also a designated section for completion by UWS Collaborative Contact.

(ii)   Degree Assessment Board (DAB):
Degree Assessment Boards (DABs) combine the functions, responsibilities and authority of Subject Panels and Progression and Award Boards. The DAB confirms the mark, grade and decision for each student. The DAB also considers the performance of students on a validated programme and determines whether the student is eligible to progress to the next stage of their programme or to gain an award.

For programmes approved via a validated model, a **Degree Assessment Board (DAB)** will be established under the authority of UWS. The DAB will normally meet at least twice each academic session and include representation

from the University and the partner. The remit and membership for DABs is available on the [Education Portal](#).

For programmes approved via the validated model, partners will be required to complete the **Programme Annual Report (PAR)** by mid-October.

(iii)   [Joint Programme Panels (JPP)](#):
The University retains ultimate responsibility for the maintenance of quality and academic standards for all its awards. A Joint Programme Panel (JPP) monitors the academic standards of a validated model and should be established to monitor the operation of validated collaborative programme(s) once they have been successfully approved. Remit, membership and sample agendas can be found on the [QuEST portal site](#).

The JPP will meet at least twice per academic year, normally in October and March and include membership from both institutions. As UWS retains ultimate responsibility for the maintenance of quality and academic standards for the validated module programme, the JPP plays a key role in monitoring the maintenance of standards, enhancing the student experience, reviewing the operation of collaborative partnership and facilitating a clear communication channel between the University and the partner.

The JPP will:
- Monitor the operation of the programme through receipt of the Partner Course or Programme Board Minutes, Partner Student/Staff Liaison Group or equivalent minutes, Programme Annual Reports, External Examiner Reports and Responses and other relevant reports;
- Support the partner in programme development activities including the initial development of the programme and re-validation events;
- Consider proposed modifications to the Programme and make recommendations on these proposals to the relevant UWS Programme Board;
- Review recommendations from the partner institution for nominations of external examiners for submission to the relevant School Board for approval;
- Review the annual Programme Report prior to submission to the relevant UWS Programme Boards and minutes of the JPP will also be sent to the relevant School Board for review;
- Note any proposed changes or additions to the staff delivering the validated model programme and will send the list of staff and their CVs to the School Board for consideration and approval in line with requirement of the Collaborative Agreement.
- Receive completed Moderation pro-formas at March meeting annually.

(iv) Moderation Arrangements (Validated model)

In line with the UWS Assessment Handbook for Staff (2017-18 Edition), Moderation should be undertaken and is required to ensure reliability and validity of assessment procedures, of the instruments of assessment and of the resulting student grades.

For validated collaborative arrangements, the responsibility for the standard of the UWS award remains with the University (Regulation 5.2.18). Assurances that Moderation has been undertaken as appropriate are achieved as follows:

- External Examiners are still required to undertake external moderation.
- The partner will be required to carry out satisfactory internal moderation (Regulation 7.9 (c)).
- The partner is required to provide evidence that internal and external moderation has taken place and should complete **Moderation Pro-formas** for submission to the appropriate Degree Assessment Board (DAB). Moderation pro-forma exemplars are available from the Education Portal.

11 COLLABORATIVE REVIEW PROCESS

PREAMBLE

UWS adopts a robust internal monitoring system to safeguard its academic awards and ensure standards are appropriate across all areas of delivery. In additional to normal annual monitoring processes (briefly outlined in section 10), collaborative reviews are undertaken periodically.

Formal review events normally occur every 4-5 years, regardless of the type of collaborative arrangement. The event will look in detail at the Collaborative Agreement, ensuring all matters are being implemented as intended and negotiate any proposed amendments to the agreement for the next period of collaboration.

Periodically, arrangements for delivering learning opportunities with others are reviewed to ensure that they are achieving the intended objectives, that the organisations involved remain compatible, and to reassess the academic, financial, legal, ethical and reputational risks.

Whilst the criteria surrounding collaborative reviews hold similar principles for different models, there are slight differences. In particular validated models require re-approval of programmes at collaborative reviews, thereby requiring external subject input.

The collaborative review process for the three main collaborative models is outlined in the following table:

COLLABORATIVE REVIEW – CHAPTER 9 (QUALITY HANDBOOK)

COLLABORATIVE REVIEW PROCESS TABLE

The full expectations of the University with regard to collaborative provision are included in the Collaborative Agreement template and colleagues should consider each point in turn when developing their proposals. A summary of the UK Quality Code – Chapter B10: *Managing Higher Education Provision with Others* can also be found on the QuEST Collaboration intranet site.

The process outlined below shall apply whether the collaborative programme is delivered in the UK or overseas. In exceptional cases the review may deviate slightly dependent on size and scope. QuEST will determine any exceptions on an individual basis.

KEY STEPS	FRANCHISE	VALIDATED (Includes Re-Approval)	RESEARCH
EVENT: **Co-ordination of Collaborative Review Event.**	**QuEST** holds responsibility for arranging and co-ordinating the review in liaison with School/Partner.	**QuEST** holds responsibility for arranging and co-ordinating the review in liaison with School/Partner.	**Graduate School** holds responsibility for arranging and co-ordinating the review in liaison with School/Partner.
PANEL: **Composition of Panel shall normally be:**	• Chair of the Collaborative Forum (or nominee), • UWS Link Tutor; • At least one member of the University from outwith the School, usually a member of the EAC or Collaborative Forum; • Representation from International Centre/ Marketing, Recruitment and Engagement as appropriate;	• Chair of the Collaborative Forum (or nominee), • UWS Collaborative Contact; • At least one member of the University from outwith the School, usually a member of the EAC or Collaborative Forum; • Representation from International Centre/ Marketing, Recruitment and Engagement as appropriate;	• Postgraduate Coordinator or ADRE for School • Key contact at Collaborating Institution • Head of the Graduate School (sits on EAC, REAC and Collab Forum) • Representation from Research Services as appropriate • Representation from QuEST.

	• Representation from QuEST. • Advisor to Panel (optional)	• Representation from QuEST. • External Subject Expert (normally academic) • Advisor to Panel (optional)	• Advisor to Panel (optional)
REPORT: **Writing of report**	QuEST drafts report.	QuEST drafts report.	Graduate School drafts report.
	The report, which will confirm any agreed changes to the Collaborative Agreement, will be approved by the panel and forwarded to the collaborative partner. Once confirmed, the Collaborative Forum will monitor any follow-up actions indicated in the report.		
	QuEST will draft a revised Collaborative Agreement.	QuEST will draft a revised Collaborative Agreement.	Graduate School will draft a revised Collaborative Agreement.
REFLECTIVE REVIEW DOCUMENT (RRD): The **Reflective Review Document** is a concise document which reflects on the operation of the collaborative provision under review. The RRD will seek to explore all aspects of the student experience as well as taking into account its collaborative nature of the partnership, thereby considering elements of the Collaborative Agreement.	**RRD: Prepared by the <u>School</u>** with input from the collaborative partner. It should reflect on the operation of the programme, student feedback, progression data and the effectiveness of annual monitoring. The purpose of the review is to ensure that the terms and conditions that were originally approved in the Collaborative Agreement are being met effectively.	**RRD: Prepared by the <u>Partner Institution</u>** with input from the UWS Collaborative Contact. **For validated models, the review serves as a re-approval mechanism.** The re-approval event forms an integral element of the University's QA system and is intended to provide an opportunity to focus on and to review QE, learning, teaching & assessment and the student experience in the subject area as well as future development.	**RRD: Prepared by the <u>School</u>** with input from the collaborative partner. It should reflect on the operation of the programme, student feedback, progression data and the effectiveness of annual monitoring. The purpose of the review is to ensure that the terms and conditions that were originally approved in the Collaborative Agreement are being met effectively.

| | | The **re-approval** should reflect on the following characteristics:

• The re-approval should take account of the UK Quality Code for Higher Education;
• The re-approval should take full account of the Scottish Credit and Qualifications Framework (SCQF);
• The re-approval process should take into account student feedback. Students should be directly involved in the re-approval process;
• The re-approval should consider the effectiveness of annual monitoring arrangements;
• Assurance and enhancement – the re-approval should provide assurances about the quality and standards of provision but should also promote dialogue on areas for improvement identifying good practice for dissemination and encourage critical reflection. | |

	The document (RRD) should include a brief statement on the following:		
	Context		
	A summary of the provision should be included to explain when the collaborative provision was originally approved, if any reviews have taken place and how the provision has evolved since it was originally approved.		
	<u>Details of the Provision</u>	<u>Details of the Provision</u>	<u>Details of the Provision</u>
	The document should demonstrate the delivery schedule for the programme and identify how the delivery of the modules is shared between both institutions.	The document should demonstrate the delivery schedule for the programme, including any proposed amendments based on student feedback, market demands, External Examiner comments.	The document should demonstrate the delivery schedule for the programme and identify how the delivery of the research programme is shared between both institutions.
	<u>Learning & Teaching Resources</u>	<u>Learning & Teaching Resources</u>	**<u>Resources</u>**
	Review the continuing effectiveness of the resources available at the collaborative partner to support the delivery (library facilities, ICT resources, VLE and other consumables).	Comment on the range of teaching practices and methods used on the programme. Report on the effectiveness of the resources available at the partner institution (library facilities, IT resources, VLE and other consumables).	Review the continuing effectiveness of the resources available at the collaborative partner to support the delivery (research facilities, library facilities, ICT resources, VLE and other consumables).
	<u>Quality Assurance and Enhancement (QAE)</u>	**<u>Quality Assurance and Enhancement (QAE)</u>**	**<u>Quality Assurance and Enhancement (QAE)</u>**
	Critical evaluation of the student	Provide a critical evaluation of	Critical evaluation of the student

	data on enrolment, progression, awards and employability/destinations since the last collaboration/review.

Identify issues arising from the **CARs, External Examiners Reports and PARs/ programme monitoring** since the initial approval or last review. Clarify how these issues were addressed and comment on the comment on the effectiveness of annual monitoring.

Explain how student feedback informs the delivery of the programme and how any identified issues were addressed.

Clarify how the issues raised at the previous approval/review were addressed. | the student data on enrolment, progression, awards and employability/destinations since the last approval/re-approval.

Identify issues arising from Internal **Quality Assurance Reports, PARs, External Examiners' Reports** and any other relevant reports. Provide information on how these issues were addressed and comment on the effectiveness of annual monitoring.

Explain how student feedback informs the delivery of the programme and how any identified issues were addressed.

Clarify how the issues raised at the previous approval/review were addressed. | data and feedback on support for research students, attainment and progression since the last collaboration/review.

Identify issues arising from the Joint Examiners Reports since the initial approval or last review. Clarify how these issues were addressed and comment on the effectiveness of progression monitoring.

Overview of student feedback outcomes and how any identified issues have been addressed.

Clarify how the issues raised at the previous approval/review were addressed. |
| | Collaborative Arrangement

Identify any proposed changes to the Collaborative Agreement since the last approval/review and | | |

	identify any proposed changes for the forthcoming period.		
	Communication	Communication	Communication
	Evaluate the relationship between the collaborative institution and the University, please include reference to the:	Evaluate the relationship between the University and the non-degree-awarding institution.	Evaluate the relationship between the collaborative institution and the University, please include reference to the:
	• Level of support from the University, the School and the programme team;		• Level of support from the University, the Graduate School and the School
	• Administrative interface with the University (arrangements for enrolment, etc.);		• Administrative interface with the University (arrangements for enrolment, etc.);
	• Academic interface with the University (implementation of UWS policies such as Personal Development Plan (PDP), etc.)		• Academic interface with University processes
	Staff Resources and Development The partner institution will be responsible for the Personal Development Plan to support their staff in delivering the	**Staff Resources and Development** The Collaborative Agreement requires the partner institution to inform the relevant School Board of any changes or	**Staff Resources and Development** TBC

	programme and enhancing the student experience. The Programme Board/School Board/ Collaborative Forum will confirm that all staff have been approved as Recognised Teachers of the University and the partner will be asked to indicate whether any new members of staff will be joining the delivery team. All RTUs must ensure UKVI criteria is met and RTUs are all eligible to teach.	additions to the staffing team involved in the delivery of the validated programme. The JPP will consider/approve any changes to the staffing through the submission of CVs and appropriate scrutiny by the School. A PDP to support partner staff in delivering the programme and enhancing the student experience may also be identified at this periodic review opportunity.	
SCHOOL SCRUTINY:	**In advance of the review, the School will undertake a formal scrutiny of the proposal documentation and sign this off in the normal way (Dean of School). QuEST will advise on draft documents.**		
Other Documentation *required __in addition__ to the* *RRD:*	**School/Partner will provide:** • Current Student Handbook specific to the collaboration; • Relevant CARs. **QuEST will provide:** • An updated draft collaborative agreement; • Original approval outcomes and any subsequent review reports.	**Partner will provide:** • Current Student Handbook specific to the collaboration; **QuEST will provide:** • An updated draft collaborative agreement; • Original approval outcomes and any subsequent review reports.	**Graduate School will provide:** • Current Graduate School Research Handbook specific to the collaboration; • An updated draft collaborative agreement; **QuEST will provide:** • Original approval outcomes and any subsequent review reports.

12 EXIT PROTOCOL FOR WITHDRAWING FROM A COLLABORATIVE AGREEMENT

The exit strategy will have been considered and developed as part of the due diligence process.

In the event of the University deciding to withdraw from a Collaborative Agreement a written rationale and recommendation will be required from the appropriate Dean of School to the Vice Principal and Pro-vice Chancellor (Global Engagement). The Vice Principal and Pro-vice Chancellor (Global Engagement), (who is also Chair of the Collaborative Forum) will make a recommendation to the University Leadership Team (ULT) advising of any outstanding UWS commitments to students and any other related issues.

Residual obligations of both parties to students to enable them to complete their studies will be specified in general terms within the Collaborative Agreement and detailed arrangements will be drawn up by the School in consultation with the Vice Principal and Pro-vice Chancellor (Global Engagement) as part of the due diligence.

Should a collaborative partner decide to terminate the Collaborative Agreement, written notice should be forwarded to the appropriate Dean of School in accordance with the terms of the Collaborative Agreement. The Dean of School will be responsible for informing the Vice Principal and Pro-vice Chancellor (Global Engagement) who is also Chair of Collaborative Forum.

13 REGISTER OF COLLABORATIVE ACTIVITY

The University maintains a register of all current Collaborative Provision leading to the awards of the University. This is held by QuEST and can be viewed on the Education Portal.

14 MEMORANDUM OF UNDERSTANDING

A Memorandum of Understanding confirms the intention to establish a co-operative relationship between the University and the Partner Institution. The document reflects the interests of both institutions in developing links, which will widen opportunities and access for students and staff and create enhanced opportunities for both institutions.

A Memorandum of Understanding is not legally binding and a full written agreement, signed by the director of Corporate Support (or equivalent) of the University and the Partner will be required before any formal collaboration commences.

The Memorandum of Understanding Template is available on the UWS Education Portal.

15   OPERATIONAL GUIDANCE

15.1   OPERATIONS MANUAL – FRANCHISE MODEL

An [Operations Manual](#) currently exists for franchise partnerships and can be found on the Education Portal.

15.2   OPERATIONS MANUAL - VALIDATED MODEL
(CURRENTLY UNDER DEVELOPMENT)

An Operations Manual currently exists for franchise partnerships and there is an appetite to develop a similar Operations Manual for validated partnerships. Once the franchise Operations Manual has been refreshed for 2017/18, this will be used as a base to tailor appropriately for validated provision.

CHAPTER 10   SCOTTISH QUALIFICATIONS AUTHORITY ACCREDITATION

Any queries concerning this booklet should be raised in the first instance with QuEST. This booklet can be provided in other formats on request.

The procedures described within this booklet have been assessed for equality impact and confirmed as being at low risk of having any negative impact on different groups of people.

1   SQA QUALIFICATIONS AT UWS

This chapter covers the policies and procedures in place to ensure full compliance with the SQA quality criteria. The policies and procedures that are relevant to SQA approval are updated regularly through the University's committee structures, ultimately being approved by Senate.

The Quality Handbook is updated on an annual basis and is approved through Academic Quality Committee, a committee that has powers devolved from EAC and ultimately Senate (See Chapter 1 of this handbook).   The University Committee structure is shown in Appendix 1.

There is currently one programme offered at UWS that has SQA approval:

- PDA Mental Health Peer Support

SQA Guidance and Requirements

Where Schools have made the strategic decision to offer an SQA accredited award, normally for CPD purposes; the following guidance should be reviewed in advance and the relevant responsibilities should be clearly identified and assigned, to ensure that the SQA requirements are adhered to and clearly evidenced. It should be noted that the Professional Development Award (PDA) is classed as an 'unregulated' SQA qualification, and therefore the University's normal processes for appeals and complaints apply.

2   ROLES AND RESPONSIBILITIES

SQA Co-ordinator

UWS has an assigned SQA Co-ordinator, Assistant Director of Student Administration – Elaine Maitland, who works in close collaboration with the Head of QuEST and named contacts in the Schools to ensure the following core roles and responsibilities as determined by SQA are undertaken.

SQA Co-ordinator's role and responsibilities are:
- To be the first point of contact between the centre and SQA
- To ensure policies and procedures are in place to support the quality assurance process
- To ensure that policies and procedures are reviewed regularly and updated in line with current SQA guidance and with centre decisions
- To ensure the SQA is notified of any changes that may affect the University's ability to meet the quality assurance criteria
- To ensure that the most current version of all documentation is used
- To enable internal verifiers and assessors to meet on a regular basis
- To support the sharing of best practice amongst assessors and internal verifiers
- To liaise between SQA quality assurance staff and assessors/internal verifiers when SQA quality assurance staff wish to visit

- To circulate the subsequent quality assurance report to appropriate personnel
- To ensure that any required actions and development points identified in a quality assurance report are discussed and acted upon
- To ensure all data passed on by IVs and assessors is processed and submitted to SQA within according to the University's data management policy
- To ensure relevant Student Administration staff check for Scottish Student Number (SCN) of new students

The SQA Co-ordinator will liaise with the SQA in the event of the following:

- Change of premises
- Change of head of centre, owner or SQA Co-ordinator
- Change of name of centre or business
- Change of contact details
- Outcome of internal/external investigations
- Removal of centre and/or qualification approval by another Awarding body
- Lack of appropriate assessors or internal verifiers (there is no requirement to inform SQA about changes to individual assessors and/or internal verifiers)

Schools must ensure that the SQA Co-ordinator is fully informed in writing of all changes or updates to the programme content, structure and delivery.

Assessor roles and responsibilities

The Assessor's role and responsibilities mirror the role of the UWS Module Co-ordinator as detailed in Regulation 5.1.11. In general, the Assessor will judge the evidence of a student's performance, knowledge and understanding against national standards through the setting of appropriate assignments and decide whether the student has demonstrated competence in the area being assessed. They will provide guidance and support and give feedback on the student's performance and contribute to the internal quality assurance procedure. All UWS staff involved in the delivery and assessment of SQA programmes will have a postgraduate qualification in teaching and learning in higher education or equivalent.

Internal Verifier roles and responsibilities

The internal verifier must have an appropriate qualification and/or expertise in the subject area, and must be familiar with the national standard. The role is similar to that of the UWS Module Moderator as detailed in section 3.4 of the UWS Assessment Handbook for Staff.

The internal verifier is responsible for ensuring that the chosen assessment instrument is valid, fair and practicable. This means they need to have knowledge of different assessment methods and instruments and must have assessment expertise.

The internal verifier or verifier team is responsible for ensuring the validity of internal assessments and the reliability of assessors' judgements. This responsibility has several parts:

- supporting assessors
- checking assessment instruments to ensure validity
- arranging standardisation exercises
- sampling assessment decisions
- maintaining assessment and verification records

Once internal verifiers are satisfied that these requirements have been met, they act as 'guarantors' that national standards are being met. Please note that no individual can act as assessor and internal verifier for the same group of students.

Data Administrator roles and responsibilities
Designated Student Administration staff will be responsible for:

- creating and maintaining student records on the SQA Awards System
- uploading approved marks to the SQA Awards System
- informing the SQA of any changes to students' details

SQA data entry procedures are listed in Appendix 3.

3 MALPRACTICE, APPEALS AND COMPLAINTS

Suspected Student Malpractice
University Regulations 7.11 (Plagiarism) and 12 (Code of Discipline for Students) apply to students on SQA programmes and include definitions, examples and formal procedures for addressing suspected incidences of malpractice. Further guidance for students is included in the relevant Student Handbook.

SQA examples of student malpractice include:

- plagiarism — failure to acknowledge sources properly and/or the submission of another person's work as if it were the student's own
- collusion with others when an assessment must be completed by individual students
- copying from another student (including using ICT to do so)
- personation — pretending to be someone else
- inclusion of inappropriate, offensive, discriminatory or obscene material in assessment evidence
- unauthorised aids — physical possession of unauthorised materials (including mobile phones, MP3 players, notes etc.) during the internal assessment
- inappropriate behaviour during an internal assessment that causes disruption to others. This includes shouting and/or aggressive behaviour or language.

Suspected Staff Malpractice

Staff malpractice is covered by the UWS Disciplinary Policy & Procedure. With specific reference to SQA, malpractice means any act, default or practice (whether deliberate or resulting from neglect or default) which is a breach of SQA assessment requirements including any act, default or practice which:

- Compromises, attempts to compromise or may compromise the process of assessment, the integrity of any SQA qualification or the validity of a result or certificate; and/ or
- Damages the authority, reputation or credibility of SQA or any officer, employee or agent of SQA.

Malpractice can arise for a variety of reasons:

- Some incidents are intentional and aim to give an unfair advantage or disadvantage in an examination or assessment (deliberate non-compliance);
- Some incidents arise due to ignorance of SQA requirements, carelessness or neglect in applying the requirements (maladministration).

Malpractice can include both maladministration in the assessment and delivery of SQA qualifications and deliberate non-compliance with SQA requirements.

Whether intentional or not, it is necessary to investigate and act upon any suspected instances of malpractice, to protect the integrity of the qualification and to identify any wider lessons to be learned.

Where SQA becomes aware of concerns of possible malpractice, its approach will be fair, robust and proportionate to the nature of the concern. These procedures will be applied where SQA's view is that there is a risk to the integrity of certification, which is not being successfully managed through our regular processes.

Examples include:

- misuse of assessments, including repeated re-assessment contrary to requirements, or inappropriate adjustments to assessment decisions
- insecure storage of assessment instruments and marking guidance
- failure to comply with requirements for accurate and safe retention of student evidence, assessment and internal verification records
- failure to comply with SQA's procedures for managing and transferring accurate student data
- excessive direction from assessors to students on how to meet national standards
- deliberate falsification of records in order to claim certificates

The procedure for reporting, investigating, communicating outcomes, actions, sanctions and appeals will depend on the type and severity of the misconduct and is covered by Sections 7 and 12 of the Regulatory Framework and the following policies and procedures via the staff intranet:

- Dignity and Respect at Work

- Disciplinary Policy and Procedure
- IT Acceptable Use Policy
- Supporting Performance Improvement

And these via the UWS website:

- University Complaints Procedure (including how to contact the Scottish Public Service Ombudsman)
- Academic Referencing Policy
- University Equality, Diversity and Human Rights Policy
- http://www.uws.ac.uk/current-students/supporting-your-studies/your-rights-responsibilities/regulatory-framework/

Reporting suspected malpractice to SQA
Any suspected cases of University malpractice must be reported to SQA.

The matter must also be reported to the police if the malpractice involves a criminal act.

Appeals
The processes for academic appeals and appeals against plagiarism are covered in the Regulatory Framework and associated policies. These policies apply to underlined unregulated SQA qualifications, such as PDAs.

Candidates on regulated qualifications, such as HNC and HND programmes, have additional stages of appeal:
- Appeal to SQA (the awarding body), once the UWS appeals procedure has been exhausted;
- Appeal to SQA Accreditation or Ofqual if they feel that UWS and/or SQA has not dealt with the appeal appropriately (https://www.sqa.org.uk/files_ccc/Appeals_Process.pdf).

Students on SQA qualifications must be made aware of the relevant appeals process in the student handbook.

Record retention
Where an investigation of suspected malpractice is carried out, the University must retain related records and documentation for three years. Records should include any work of the student and assessment or verification records relevant to the investigation.

In an investigation involving a potential criminal prosecution or civil claim, records and documentation should be retained for five years after the case and any appeal has been heard. If the University is any doubt about whether criminal or civil proceedings will take place, it should keep records for the full five year period.

Conflicts of Interest

No-one with a personal interest in the outcome of an assessment is to be involved in the assessment process. This includes assessors, internal verifiers and invigilators.

Declaring conflicts of interest

In line with UWS policy on Conflict of Interest, staff should make a declaration if they are related to, or have a personal relationship with, a student, and are currently deployed to:

- set assessments which this student will undertake
- make assessment judgements on this student's evidence
- internally verify assessment decisions on this student's work
- invigilate an assessment which this student is sitting

In addition to the procedure in the policy, any conflict of interest should be reported to the SQA Co-ordinator.

Student Complaints Procedure

The University's Complaints Procedure is fully complaint with SQA requirements for non-regulated qualifications. The procedure and supporting documentation can be accessed here: http://www.uws.ac.uk/complaints/.

If students have exhausted the UWS complaints procedure, they have the right to complain to the Scottish Public Service Ombudsman. Students must be made aware of this in the relevant section of the Student Handbook.

4   FEEDBACK

Student Feedback

In line with other programmes and modules delivered at UWS, students on SQA accredited programmes can expect to provide feedback through the recognised feedback mechanisms which include Module Evaluation Questionnaires, Programme Boards and Student Staff Liaison Groups. Further detail on student engagement can be found in Chapter 3 of this handbook.

Staff Feedback

Staff feedback is gleaned through a variety of methods including module review forms and programme annual reports which facilitate the opportunity for staff to reflect on successes and challenges. All staff are aligned to a School Programme Board which acts as a forum to raise issues and drive forward school strategy. Anything of concern specifically relating to SQA matters should also be raised with the SQA Co-ordinator.

5   EXTERNAL VERIFICATION BY SQA

External Verification

In offering SQA qualifications, the University will be subject to regular visits to ensure compliance with the SQA quality assurance criteria. SQA Qualifications Verifiers can expect to have access to records, information, candidates, staff

and premises for the purpose of these activities. The SQA Co-ordinator will be responsible for managing this process with the assistance of staff involved in the support and delivery of the programmes.

It is recommended that Schools create a master folder containing the following for External Verification visits:

- assessment materials
- marking guidelines and rubrics
- timetables, resources and lesson plans for delivery
- sample assessment marking and moderation (assessor and internal verifier)
- minutes of meetings where SQA business was discussed

Once a visit has taken place, a report and action plan will be sent to the SQA Co-ordinator. Staff involved in the delivery of the programme will be made aware of action points or recommendations and areas of positive practice through the established School Programme Boards and any actions will be addressed within the agreed timescales and reported through these boards. Schools should ensure that these programmes are included in the Schools' Enhancement and Annual Monitoring process to ensure institutional oversight at a strategic level.

Competence of Assessors and Internal Verifiers
Assessors and Internal Verifiers must be competent to assess and internally verify, in line with the requirements of the qualification. They must have occupational experience, understanding, and any necessary qualifications, as specified in the SQA requirements for the qualification.

The University's Recruitment and Selection Policy & Procedure applies. Staff who are deployed as assessors and internal verifiers should be able to demonstrate via their CV that they have the appropriate qualifications and experience for the role. They should also retain evidence of all CPD activities. These will be confirmed by the SQA Qualification Verifier during Systems Verification.

More information about working in line with the current assessor/verifier standards can be accessed from SQA web site.

Induction Training for Assessors and Internal Verifiers
All staff involved in the delivery of SQA qualifications must ensure they have completed the induction activities listed on the checklist in Appendix 2. This is in addition to the general UWS staff induction process.

Review of Learning & Teaching
The University is responsible for ensuring that it has sufficient resources to enable all candidates to achieve the competences defined in the SQA qualifications offered. Resources must be reviewed regularly to ensure they remain relevant, current and available in quantities appropriate to the qualification requirements and candidate numbers.

The SQA requires that there is a documented system for initial and ongoing reviews of assessment environments; equipment; and reference, learning and assessment materials. The UWS procedures for institution-led review are detailed in Ch.2, and the Annual Monitoring process is explained in Ch.7 of this handbook.

For new SQA programmes, the University's procedure for approval of a new programme via the relevant School Board must be followed (see Ch.4 of this handbook). A full validation will not be required for proposed delivery at UWS of existing SQA qualifications, but QuEST must be kept fully informed of developments and will advise as necessary. The School must retain records of the approval process for three years. Approval for delivery should be given by the School before notifying SQA of the proposal.

Once approved by the School, the programme leader should liaise with the SQA Co-ordinator to arrange submission of the approval application to the SQA.

Copies of all approval documentation, including minutes of School Board meetings, completed approval forms and SQA approval reports, should be retained as evidence for SQA verification visits. Similarly, qualifications verification reports after approval, and all documentation relating to ongoing reviews should also be retained. The processes for annual review, such as gathering student and staff feedback and school annual monitoring, should incorporate the SQA qualifications delivered by the School. All evidence of annual monitoring of SQA qualifications should be retained for verification visits.

Student Handbook

In preparing to deliver a new SQA programme, schools must ensure that their student handbook and induction covers the following areas:

- Content and structure of the qualification
- Roles and responsibilities of the student, assessor, internal verifier and external verifier
- Guidance and support – information on support services available
- Assessment / reassessment, including modes and formats of the assessment and opportunities for re-assessment (including any charging policy for reassessment if relevant)
- How feedback on assessments will be provided
- Equal opportunities and assessment arrangements
- Equality and diversity with details on accessing support
- Malpractice and declarations of authenticity
- Complaint / grievance procedure (to take into account that students have the right to contact SQA
- Internal assessment appeals – UWS process and SQA process (if relevant – regulated qualifications only, not for PDA students)
- Data protection (consent to share information, open mail)

Student induction checklists should be provided to ensure that staff conducting induction cover all the required information. The staff delivering the programme may wish to have students sign the checklist to confirm that they were provided with all the information.

Equal Opportunities
University staff are committed to enabling all learners, respecting diversity, promoting equality and embedding inclusivity in all aspects of its work. It is fully cognisant of and compliant with relevant external and institutional policy in this area. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/

Support for students is provided through the Hub and further information on the support available, including Effective Learning and Disability Service can be accessed here: http://www.uws.ac.uk/university-life/student-support-wellbeing/

Security of Assessment Materials and Student Evidence
It is the responsibility of the University to ensure that the security of assessment materials accessed from the secure site is maintained within the centre.

Retention of Assessed Work
All assessment evidence should be retained for a minimum of three weeks after the student group award completion date the University has notified to the SQA. However, if the University is selected for external verification, the student assessment evidence must be retained for the Qualification Verification visit or central verification event. See also section 4.8 of the Assessment Handbook.

In the case of an appeal to SQA against an internal assessment result in a regulated qualification, the University must retain all materials and candidate evidence until the appeal has been resolved. Thereafter assessment and internal verification records for appeals cases must be retained for five years.

SQA evidence retention requirements can be found on the SQA website.

6   INTERNAL ASSESSMENT PROCEDURES

Internal Assessment and Verification
Internal assessment and verification procedures must be documented, monitored and reviewed to meet SQA requirements. They must also be implemented in a way that ensures standardisation of assessment. There are three stages of internal verification (pre-assessment, during assessment, and post- assessment).

The School is responsible for holding the following records and documenting the processes:

Stage 1 (Pre-assessment)
Procedures must cover:

- how the assessment instruments have been checked for validity (currency and fitness for purpose) including SQA-devised assessments
- evidence of submitting School-devised assessments to SQA for prior verification, where appropriate
- evidence that all assessors and internal verifiers have a common understanding of the standards required, even when assessments have been published by SQA

Evidence may include: annotation of assessment materials to confirm these have been through an internal quality assurance process, records of meetings between assessors to discuss the planned assessment in order to help minimise any differences in interpretation, etc.

Stage 2 (During assessment)
Procedures must cover:
- how and when candidate evidence is internally verified
- assessment and internal verification records
- schedule and records of assessor and internal verifier meetings
- records of standardisation activities
- how the risk of plagiarism is minimised
- associated documentation such as: internal verifier feedback sheets; observation of assessment record forms; sampling plans or matrices to record all internal verification activity; internal verifier 'sign-off' sheets confirming candidate achievement

Sampling candidate evidence
Procedures should state the sampling strategy which takes account of factors such as:
- new or inexperienced assessors and internal verifiers
- new or revised qualifications
- revised assessment instruments
- previous quality assurance reports
- methods of assessment
- assessment location
- mode of delivery

Stage 3 (Post-assessment)
Procedures should state how assessment and internal verification processes are reviewed and updated.

Examples of evidence
- documented internal verification procedure
- minutes of assessor/internal verifier meetings
- records of standardisation
- records of sampling activity
- schedules of internal verification activities
- documented feedback to assessors
- review records such as action notes, minutes of assessor/internal verifier meetings

- internal audit, review records
- document control records logging any changes to procedures
- notification to staff of changes to procedures

Assessment instruments and methods and their selection and use must be valid, reliable, practicable, equitable and fair.

Assessment evidence must be the candidate's own work, generated under SQA's required conditions.

Assessment materials and candidate evidence (including examination question papers, scripts, and electronically-stored evidence) must be stored and transported securely.

Evidence of candidates' work must be accurately and consistently judged by assessors against SQA's requirements.

Transportation and Storage of Candidate Evidence and Assessments
The School is responsible for the secure transportation and storage of assessment materials and candidate evidence (electronic and hard copy).
The School must be able to show:
- physical evidence of secure storage of assessment materials and candidate assessments
- documented procedure for storing assessment materials,
- documented roles and responsibilities for those involved in this process e.g. of SQA Co-ordinator, assessors

Secure storage procedure
In the event of any breaches of security, the SQA Co-ordinator must be notified immediately so that the SQA can be informed.

7   DATA MANAGEMENT

Handling of Candidates' Personal Data
All student data is handled in accordance with the University's Data Protection Policy and Procedure.

Schools are responsible for ensuring during the induction process that students are made aware that their personal data will be sent to the SQA for certification purposes. Their written permission should be sought via the SQA candidate induction checklist. Students must inform the School immediately of any changes to their personal details which are held by the University and SQA. The School must then inform the SQA Co-ordinator.

Student Administration is responsible for student records management. The SQA Awards System can only hold one address for each student, and therefore the home (permanent) address must be used, rather than a term-time address. When certification is requested from the SQA, Student Administration will first ensure the addresses on the SQA Awards System are still correct
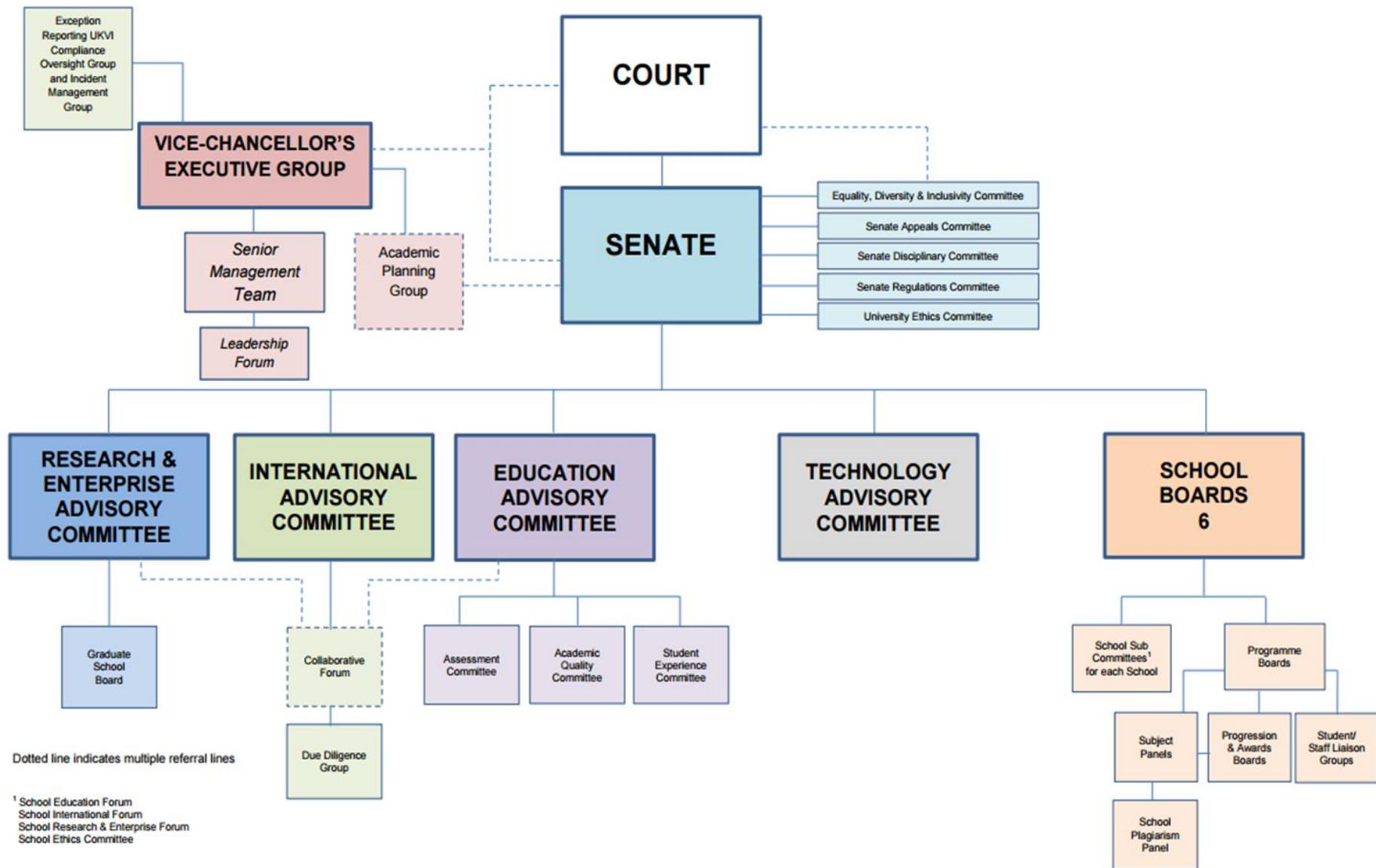
(noting that students may have updated their details on Banner without alerting the University). Students will be identified on the SQA Awards System by their SQA Candidate Number, which is requested on enrolment.

SQA can send certificates of award directly to students, or in a batch to UWS. If certificates are to be distributed by UWS, this information should be included in the candidate induction checklist.

Schools are responsible for the accurate recording, storage and retention of assessment records, internal verification records and candidate records of achievement including:
- details of candidate assessment, including the name of the assessor, location, date and outcome
- results sheets/records
- portfolio log sheets
- secure storage policy
- physical evidence of secure storage
- records of internal verification activity
- certificates claimed

APPENDIX 1 – University Committee Structure

COURT

SENATE

- Equality, Diversity & Inclusivity Committee
- Senate Appeals Committee
- Senate Disciplinary Committee
- Senate Regulations Committee
- University Ethics Committee

VICE-CHANCELLOR'S EXECUTIVE GROUP

Exception Reporting UKVI Compliance Oversight Group and Incident Management Group

Senior Management Team

Leadership Forum

Academic Planning Group

RESEARCH & ENTERPRISE ADVISORY COMMITTEE

Graduate School Board

INTERNATIONAL ADVISORY COMMITTEE

Collaborative Forum

Due Diligence Group

EDUCATION ADVISORY COMMITTEE

- Assessment Committee
- Academic Quality Committee
- Student Experience Committee

TECHNOLOGY ADVISORY COMMITTEE

SCHOOL BOARDS 6

School Sub Committees[1] for each School

Programme Boards

Subject Panels

Progression & Awards Boards

Student/Staff Liaison Groups

School Plagiarism Panel

Dotted line indicates multiple referral lines

[1] School Education Forum
School International Forum
School Research & Enterprise Forum
School Ethics Committee

APPENDIX 2

Induction Checklist for Assessors and Internal Verifiers

	This checklist is to be completed in addition to UWS and School induction procedures for new staff. **Assessors and Internal Verifiers must ensure they understand the following areas prior to embarking on the delivery of an SQA programme:**	Completed
1	Roles and responsibilities of those delivering the qualification (QH Ch.10, section 1)	
2	Qualification Assessment Strategy (QH Ch.10, section 4)	
3	Student Handbook and associated guidance for candidates (QH Ch.10, section 4)	
4	Internal verification procedures (QH Ch.10, section 6)	
5	Malpractice procedures (QH Ch.10, section 2)	
6	Conflict of interest (QH Ch.10 section 2)	
7	Secure storage and transport of assessment materials (QH Ch.10, section 6)	
8	Retention policy for candidate assessment evidence and records (QH Ch.10, section 5)	
9	Contact SQA co-ordinator and share contact details	

Signed:……………………………….   Date:……………………….

Name (printed):………………………………….

SQA Role: Assessor / Internal Verifier*
(*delete as appropriate)

APPENDIX 3

SQA Data Entry Procedures

Any change to personal information must be communicated by the School to Student Administration.

Student Administration update Banner (the Student Records Management Information System) and the updated information is submitted to SQA.

The School must communicate all modules to Student Administration prior to the students enrolling.

Students will enrol online and will automatically be attached to these modules during this process.

Each student's module entries will form the basis of the unit entries to SQA. Any direct entrants will be entered for the group award with SQA ahead of unit entries.

Prior to the meeting of the Course Board, results are inputted to Banner by Academic staff.

Student Administration will produce course paperwork ahead of the Course Board, where results will be checked at meeting.

Results are submitted to SQA following the ratification of results at the meeting of the Course Board.

APPENDIX 4

Further guidance is available from the SQA at www.sqa.org.uk.

Useful documents include:

SQA Guide to Assessment

Retention of Candidate Assessment Records

Qualification Development Toolkit for Centres

CHAPTER 11   ACCREDITATION OF EXTERNAL PROVISION

APPENDIX

ANY QUERIES CONCERNING THIS BOOKLET SHOULD BE RAISED IN THE FIRST INSTANCE WITH QUEST. THIS BOOKLET CAN BE PROVIDED IN OTHER FORMATS ON REQUEST.

THE PROCEDURES DESCRIBED WITHIN THIS BOOKLET HAVE BEEN ASSESSED FOR EQUALITY IMPACT AND CONFIRMED AS BEING AT LOW RISK OF HAVING ANY NEGATIVE IMPACT ON DIFFERENT GROUPS OF PEOPLE.

CHAPTER 11   ACCREDITATION OF EXTERNAL PROVISION

1   INTRODUCTION

The University of the West of Scotland (UWS) awards general credit for academic learning which can be assessed. Accreditation of External Provision is based on the principle that academic credit can be assigned to a wide range of learning assessed in accordance with educational aims which relate to the individual's intellectual and imaginative powers; understanding and judgement; ability to communicate and to generalise and use knowledge to solve problems and to perceive fields of study within a broader perspective.

Through the process of external accreditation, UWS awards credit to external courses and modules which are not part of an award bearing programme, these include courses delivered by or on behalf of professional bodies or employers. This process allows learning which has been assessed to be recognised within the Scottish Credit and Qualifications Framework (SCQF). Academic credit rating activities ensure all modules or courses are appropriately aligned to the SCQF and will allow all learners to identify clearly where their learning sits within the nationally recognised framework. The University will only approve applications for external accreditation at level 7 of the SCQF or above. It is important to note that those courses which are approved for accreditation are the ownership of the external organisation and no certification is issued in the name of UWS.

2   ALLOCATING SCQF LEVEL AND VOLUME OF CREDIT LEVEL

Any course or programme submitted for accreditation must be expressed in terms of the number and level of credit points sought, together with a detailed justification of the claim. The external organisation must reflect on the level of the course through consideration of the SCQF level Descriptors and how these "fit" with the course learning outcomes.

The SCQF Level Descriptors (level 7-11) describe in broad terms what learners should be able to do or demonstrate at a particular level. Within an integrated framework, these level descriptors provide a common vocabulary to assist with the comparison of qualifications and learning programmes. Credit Levelling is aligned to the SCQF Level Descriptors and allows the course provider to consider what is being asked of the learner within the course being put forward for accreditation. In order to determine the appropriate level of the course the provider should scrutinise each statement in the SCQF Level Descriptors and determine the most similar to what is being asked of the learner within the course. At the end of each section the course provider will be asked to indicate the most appropriate level and it is worthwhile noting that the level may vary in each section, but an overall level will be established based on an average. The University representative can offer organisations assistance in this process.

The Credit Levelling process requires the External Organisation to place a cross beside each indicator statement (letter A – K) that they judge to be the most appropriate or applicable to the course or programme of study. It is not necessary for all statements to be applicable to the particular course or programme of study and it is not anticipated that all sections will show the same category. This document will be submitted to the Accreditation of External Provision Group (AEPG) together with the Submission for the Award of General Credit Application Form (Appendix 1). The Credit Levelling Questionnaire can be found on the Education Portal.

The full SCQF level descriptors can be found on the SCQF website.

An application must include a detailed breakdown of the learning activities which take place within the course. If the course involves a range of lectures, seminars, practical sessions etc. then this should be explained clearly. It would be helpful to indicate on average how many hours a learner can expect to be involved in this activity throughout the course. For example if the course runs for 10 weeks and lasts for 3 hours each week then the course provider should make an account of how these 30 hours will be broken down into learning activities.

In order to accurately determine the volume of credit, the course provider must then consider what "additional" activities may be involved – for example is there some homework, assessment, work based activity etc. This must also be accounted for and a notional number of hours identified to each task.

This breakdown of learning activity, together with more independent work comprises what is referred to as notional student effort hours. It is the number of notional effort hours it takes an average student to fulfil the learning outcomes of the course which will indicate volume of credit. A ratio is applied to assist with the calculation: 10 hours of notional student effort hours is equivalent to 1 SCQF credit point.

The following are examples of appropriate learning activities that could be included in notional hours learning (this is not an exhaustive list):
- Attending formal teaching sessions, such as lectures, classes, training sessions, coaching seminars, workshops etc.
- Practical work in laboratories and other locations
- Relevant ICT activities
- Expected private study, revision and remedial work
- Practice through gaining or refining skills in the workplace
- Being counselled or mentored
- Work based learning
- Self-directed study using online or text-based open learning materials
- Reflection
- Assessments
- Examination time

A mixture of learning activities will vary from course to course.

3   CRITERIA FOR CREDIT RATING

Any course or learning programme submitted for accreditation must meet the following criteria:
- The course/ programme must be based on learning outcomes (see section 4 below)
- The learning outcomes must be subject to reliable and robust methods of assessment
- Appropriate quality assurance methods must be described in detail
- The learning outcomes must take a minimum of 50 notional student effort hours to achieve
- The course / programme will be considered in line with SCQF criteria for level and volume and credit

4   LEARNING OUTCOMES

Any course or programme submitted for accreditation must identify key learning outcomes. The wider aims and objectives of the course and general descriptions of content and subject discipline can be submitted under the Content, Design and Structure heading.

The focus of a learning outcome is to identify clearly what a student can expect to do as a result of the learning which takes place within the course / programme. It is important that each learning outcome is measurable and can be assessed, and care should be taken that assessment methods are appropriate to demonstrate learning which has taken place. Learning outcomes should be as concise as possible and learners should be able to demonstrate clearly how these outcomes have been achieved.

Further information on Learning Outcomes can be found in **Chapter 8** (Curriculum Development and Design) of the Quality Handbook.

5   ASSESSMENT

The principles, procedures and processes by which learning outcomes are assessed should be clearly described. These methods should be valid and reliable, and should involve internal and external quality assurance mechanisms.

The description of the assessment procedures should include:
- Evidence that the assessment criteria and methodology is appropriate to the defined learning outcome
- Evidence that the assessment arrangements are as secure as they can possibly be against plagiarism, cheating and other forms of fraud
- Effective procedures for approving, supervising and reviewing assessment strategies and assessment decisions, including taking into account views and recommendations from external advisors consulted in the quality assurance procedures.
- Clear criteria for marking assessments
- Clear guidelines on re-examination / assessment
- Clear guidelines on how learners receive assessment feedback

6   SUBMISSION FOR THE AWARD OF GENERAL CREDIT

Any course or learning programme submitted for accreditation must be described in terms of a common core set of headings as recommended by the Scottish Credit and Qualifications Framework (SCQF). These headings are suggested and not exhaustive and may be added to where appropriate.
- Name of Qualification
- SCQF Level (proposed)
- SCQF Credit (no. of points proposed)
- Awarding Body
- Aims and learning outcomes of course / programme
- Content, Design and structure of course / programme
- Rationale for course (including details of proposed audience)
- Entry requirements and credit transfer routes, including information on professional or mandatory requirements or conditions of the award, or requirements set by Professional Bodies which may affect the course design, learning outcomes or assessment
- Progression

- Quality Assurance Mechanisms

Please also see appendix 1 for the **Submission for the Award of General Credit** Application Form.

7   CONTENT, DESIGN AND STRUCTURE

A detailed breakdown of the course is required within this heading. It is helpful if the course is described week by week in terms of content, learning activities and details of learning to be undertaken independent of the course (i.e. homework, assessments, work based activity etc.). It is helpful if course providers can submit any additional documentation which is made available to learners on the course – Course Handbooks, Workbooks etc as an appendix to an application. This will allow internal and external experts the opportunity to look at the teaching materials available to learners which will inform decisions on appropriateness of level and volume of credit, as well as decisions on the appropriateness of the assessment methodology.

8   RATIONALE FOR COURSE

A statement on the rationale for the course should be included in an application for accreditation. Included in this statement should be information on who the audience is for the course / programme, whether there is a particular gap in the market for this provision and if this course is intended to offer progression routes from another course. If this is not a new course, then information on the performance of learners in the past would be helpful and information on how learners have progressed from this course into other learning or employment.

9   ENTRY REQUIREMENTS

Course providers should consider the pre-requisite information for those undertaking a particular course. For example should learners have specific qualifications prior to undertaking this specific course? If there is a specific course then this information should be clearly stated in the application. In addition course providers should also consider the type of equivalence they may be willing to consider. In some cases a course provider may state a particular qualification "or equivalent". It is necessary to indicate what these equivalencies might be to ensure entry criteria is transparent.

Course providers may also want to consider professional body requirements if relevant and outline what these requirements might be in the application for accreditation.

10   QUALITY ASSURANCE MECHANISM

A course provider must be able to demonstrate a robust and transparent quality assurance mechanism with a suitable degree of externality. It is essential that course providers can ensure:
- Effective procedures for approving, supervising and reviewing assessment strategies and assessment decisions – meetings should be convened at least once per year with an external adviser in attendance where possible.
- Methods of proper and secure recording of learner achievement including the issuing of formal records, transcripts or certificates
- Method for ensuring evaluation and enhancement of the subject area
- Evidence of an explicit statement / policy on and arrangement for the appointment of

external assessors / verifiers.

- External assessors should view samples of work of the learners and provide comment on the application of consistent and accurate marking. They should be able to provide assurance on the quality of learning, teaching and assessment and that the aims and outcomes of the course are comparable to other courses in the field.

The Chair of AEPG should receive an **Annual Report** outlining the following:

- Number of students undertaking the course per year
- Statement on the performance of students
- Arrangements for reassessment for those students who have either failed or withdrawn from the course
- Feedback from the learners on the course
- Feedback from the teaching staff on the course
- Any specific information which may have affected overall performance of the cohort of students
- Proposed amendments/ enhancements
- General evaluative statement on the course.

11 ARRANGEMENTS FOR RE-ASSESSMENT

An external organisation must seek to ensure that all learners are granted the opportunity to be re-assessed. Learners must be given clear guidelines on re-assessment opportunities E.g.; the timing of the next assessment diet and how many attempts they may be permitted to re-sit assessments.

Arrangements must also be in place for learners who wish to submit applications for extenuating circumstances (where exceptional circumstances have disadvantaged the participant) and furthermore there must be a clearly defined Appeals Policy.

12 PROCESS FOR CREDIT RATING

The external organisation will contact the Head of Quality Enhancement Support Team (QuEST) for permission to apply to UWS for external accreditation.

The Chair will discuss with the Dean of the relevant School or representative regarding this application. The Dean or Representative will appoint an internal subject expert to review all information in support of the application.

The Chair of AEPG will appoint a Link Person to liaise with the external organisation. The Link Person will outline the process of credit rating with the organisation, the benefits of credit rating for learners, the application process, and expectations of the University and the external organisation. The Link Person will be the key contact until the application has been formally submitted to AEPG.

On receipt of the Submission for the Award of General Credit Application Form, a meeting of AEPG will be convened. It is the role of AEPG to look over the application and determine whether the external organisation has levelled the module or course appropriately on the SCQF and whether the volume of credit is accurate.

Membership of AEPG will be determined by the subject specific nature of the submission and will include:

- The Chair (to be a member of the Education Advisory Committee)

- The Head of QuEST or nominee
- The Link Person assigned to the application;
- A representative from UWS Academy
- Secretarial Support (QuEST)

Members of AEPG will have among them:
- Knowledge and understanding of the SCQF, level descriptors and the agreed processes for allocating level and volume of credit
- Experience of credit rating
- Experience of the quality assurance mechanisms of the University

The external organisation must provide a report from an external subject expert (possibly the External Examiner) who has been involved in overseeing the course and providing external comment within a quality assurance context. This report will have been written in support of an application for external accreditation.

The Application Form and supporting documentation is then forwarded to the appointed internal subject expert for consideration. The member of staff internal to the University will then produce a report.

13 OUTCOMES OF CREDIT RATING DECISIONS

There are four possible outcomes of the credit rating process:
- To credit-rate unconditionally
- To credit rate conditionally. Any conditions should be clearly identified.
- To defer a decision on credit rating, subject to amendments being made to the proposal
- To decline to credit rate. If credit rating is not granted, submitting bodies may be given the opportunity to submit revised proposals.

If the credit rating is conditional on changes being made, the requirements of this should be clearly defined by the University along with the time scale in within which they have to be met.

Accreditation will be for a maximum of 5 years after which time the awarding body will be required to submit updated documentation which will be reviewed by AEPG who will 'score' the documentation and confirm the level and volume of credit. There will be a fee for this service.

The external organisation must submit an annual report to the satisfaction of the Credit, RPL and Admissions Committee as outlined above and should notify the Chair of the Credit, RPL and Admissions Committee of any proposed major or minor changes to the module / course. External organisations who fail to do so will be required to resubmit to maintain their credit rating.

14 CERTIFICATION

Certificates awarded to learners for the achievement of learning that has been credit rated should clearly identify the credit rating body either by title or by use of the logo or by both but must not be issued in the name of the credit rating body. If the university logo is to be used on any course materials then the University reserves the right to approve the use of the logo.

15   ACTIONS REQUIRED OF THE UNIVERSITY

Once the AEPG has reviewed the application and received the reports of the internal and external subject experts, it will make a recommendation to the Education Advisory Committee (EAC). This will take the form of a report confirming that the University's Accreditation of External Provision guidance has been followed and will include:

- A statement on the decision reached
- The number and level of credit points
- The duration of credit rating (normally 5 years)
- Any conditions or special requirements attached to the credit rating
- The requirements for monitoring and review of the credit rating.

Decisions on credit ratings will be entered onto the University's Accredited External Provision Database (Held by QuEST). If the credit rating has been approved details of the course will also be entered formally into the SCQF Database.

16   ANNUAL REVIEW PROCESS

Following approval of a course submitted for external accreditation the organisation will be required to produce an annual report for scrutiny by AEPG. Within this report the external organisation will provide information on the following:

- An annual overview of the course
- Data regarding the number of students enrolling on the course and how many completed
- A breakdown of the spread of marks on the course
- Data regarding progression of students
- Information on student feedback
- Statements regarding course amendments / enhancements
- External Assessor's Report

The external organisation will be asked to submit this report to the Chair AEPG for discussion by EAC. Failure of an external organisation to submit an annual report will result in action being taken to remove accreditation from this course.

17   COST

The cost of this process for external organisations will be £1500 per course (up to 10 credits). If an external organisation makes significant changes to a course then the accreditation process would need to be repeated. Significant changes would include changes to assessment, learning outcomes or significant content changes.

18   SUBJECT SPECIALIST REPORT ON PROPOSAL

The report should address the issues listed below:

1.   An assessment of the module/course in terms of the general educational aims of the

University which relate to:

- the development of students' intellectual and imaginative powers;
- their understanding and judgement;
- their problem solving skills;
- their ability to communicate;
- their ability to see relationships within what they have learned and to perceived their field of study within a broader perspective

2. An evaluation of the general objectives of the module/course and how these are to be assessed. These include the ability to:

- communicate clearly;
- argue rationally and draw independent conclusions based on a rigorous analytical and critical approach to data, demonstration and argument;
- apply what has been learned;
- demonstrate awareness of the field of study in a wider context.

3. An evaluation of the module/course specific objectives which indicate how the knowledge and skills appropriate to the field of study are to be developed and evaluated.

4. The standard of the module/course which should be appropriate to the level of credit proposed and comparable in level and admission criteria to other University modules/courses of the same standard.

5. The appropriateness of the number of credits proposed. The concept of the notional student effort encompasses all activities associated with assessed learning, and it is generally accepted that this should be considered equivalent to 1200 hours over an academic session for a full-time undergraduate student. This will equate to 120 credits at each level of undergraduate study. The notional postgraduate year should be considered equivalent to 1800 notional hours over 45 weeks of full-time study. For both undergraduate and postgraduate study, 10 hours of student effort would be anticipated for the award of 1 credit at the appropriate level.

APPENDIX 1

SUBMISSION FOR THE AWARD OF GENERAL CREDIT
APPLICATION FORM

External Organisation Contact Details:	
Course Leader	
Course Title:	
Proposed Tutors (qualifications as appropriate)	
Location at which course will be delivered	
Details of teaching facilities	
Level and Number of Credit points proposed	

Rationale for the course: (Please give details of why this course is required and the target audience for this course. Where possible please give details of minimum and maximum numbers for each delivery).

Aims of the course: (Please give details of the aims and objectives of the course or programme including, where appropriate possible articulation and progression routes).

Entry Requirements: (prior knowledge, experience or qualifications): Please enter the minimum qualifications required by the average student to be able to achieve the outcomes of the course).

Summary of the content of the course: (Please include a breakdown of the course structure - 10 lines maximum. Further supporting information can be attached - including course outline showing teaching content and student activity):

<u>**Course Structure**</u>

Learning Methods	**Hours in Course**
Lectures	
Practicals	
Seminars	
Tutorials	
Workshops	
Project	
Independent Learning	
Placement	
Other	
Assessment	
Notional Effort Hours	

Syllabus (a breakdown of content on a topic-by- topic basis)

Learning Outcomes: (Please include a clearly defined set of outcomes for the course including a clear statement of the outcomes in relation to the overall aims of the course. Generally, this statement should begin with the phrase 'By the end of this course the learner should be able to…….'

Learning Resources: (Please indicate essential and recommended reading, and/or other resources such as learning packs, web site, etc as appropriate).

Assessment Criteria (please give details of how learning outcomes of the course are assessed, including examples of assessments or information on length of essays/projects/examinations. In addition please state conditions and arrangements for reassessment - supplementary information can be added)

Components of Assessment (%)

Coursework	
Class Examinations	
Labs / Practical	
Oral Presentations	
Oral Examination	
Final Examination	
Other	
	Total (100%)

Appeals Procedure (Please give details on the process in place for learners to appeal decisions on their course, whether coursework, examination, progression decisions etc):

Assessment Moderation Process (Please give details of how the assessments will be quality assured, including independent verification):

Quality Assurance Processes (attach details of how this course will be quality assured): It is important that all courses are reviewed annually; a statement of where and when this course is reviewed is required in this section.

Arrangements for Record Keeping

SCQF Credit Points:		**SCQF Level:**	