
Quality Enhancement
Support Team
(QuEST)
Quality Handbook
Session 2018/19

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INTRODUCTION

The UWS 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 to provide 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 2018/19.

Nina Anderson - Knox
Head of Quality Enhancement Support Team

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CHAPTER 1 STRATEGIC APPROACH TO QUALITY AT UWS

1 STRATEGIC APPROACH

The strategic approach to quality takes note of the various internal and external influences, policies and procedures. This Handbook sets the strategic direction, with the overarching premise that a 'planned and deliberate steps' approach is taken. Major influencing factors are the UK Quality Code for Higher Education and the Quality Enhancement Framework (QEF).

At UWS we believe that **all** staff have responsibility for the maintenance of academic standards - both academic staff who develop, deliver and assess modules and programmes, and staff from across the Professional Services and within Schools who support the delivery of the student experience.

2 ACADEMIC 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;
- 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)**.

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.

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.

3 EXTERNAL INFLUENCES ON THE UWS APPROACH TO QUALITY

3.1 Quality Assurance Agency for Higher Education (QAA)

The QAA website confirms that QAA are the independent body entrusted with monitoring and advising on standards and quality in UK higher education, QAA are dedicated to checking that the three million students working towards a UK qualification get the higher education experiences they are entitled to expect. QAA ensure that students are involved with all aspects of their work. QAA work across all four nations of the UK and also build international partnerships to enhance and promote the reputation of UK higher education worldwide. A full range of information, reports and guidance is available from the Agency's [website](#).

QAA Scotland has devolved responsibility for the work of QAA in Scotland.

The work of QAA Scotland is enhancement-led, in line with the [Quality Enhancement Framework](#) (QEF). The QEF supports higher education institutions in managing the quality of the student learning experience and provides public confidence in academic standards.

3.2 The Scottish Quality Enhancement Framework (QEF)

The Quality Enhancement Framework (QEF) is the enhancement-led approach to quality in Scotland. Collaboration and partnership are at the heart of this innovative method.

The QEF supports higher education institutions, in managing the quality of the student learning experience. It also provides public confidence in academic standards and the quality of the student experience (QAA website).

There are five integrated elements in this approach:

1 Enhancement-Led Institutional Review (ELIR)

The QAA website states that Enhancement-led Institutional Review (ELIR) is an evidence-based method of peer review, meaning that staff and students from other institutions join a team of reviewers to assess what each higher education institution does. ELIR results in a judgement and a set of commendations and recommendations relating to the way the institution is securing academic standards and improving the student experience. 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 Institution-Led Review

QAA confirmed that institutions in Scotland are responsible for reviewing their own academic subjects and professional services. This is known as institution-led review

(ILR). Institutions have flexibility to design and manage ILR but they do need to meet the expectations of the Quality Code and the guidance published by the Scottish Funding Council (SFC) on quality for higher education institutions.

This guidance identifies requirements for ILR including:

- reviewing all subject provision in a maximum of a six-year cycle;
- using trained reviewers;
- involving students at various stages of the process including as full members of review panels;
- involving at least one reviewer from outside the institution;
- making use of external reference points when evaluating and reporting on subject provision.

During **Enhancement-led Institutional Review (ELIR)** QAA Scotland will examine how effective an institution's ILR processes are. We also discuss the outcomes of ILR with each institution during the ELIR annual discussions

3 Student Engagement

QAA Scotland highlight the importance of encouraging students to take an active role in shaping the quality of their education. The QAA Scotland note that there are many ways to encourage effective engagement from students, including:

- every Enhancement-led Institutional Review (ELIR) team includes a student member. This supports the review process and provides an emphasis on the student perspective
- student representation at every level in their institutions
- students take part in Institutional-led Reviews
- effective support for student representation through appropriate training, usually provided by the institution. Sector agencies like **sparqs** ([student partnership in quality Scotland](#)) also provide support and development for institutions and students
- information on the student experience through national, institutional and longitudinal student experience surveys

4 Enhancement Themes

The QAA Scotland website confirms that the national programme of Enhancement Themes is led by the Scottish Higher Education Enhancement Committee (SHEEC) and managed by QAA Scotland. This programme aims to improve the learning experience of students studying within the Scottish higher education sector. This is achieved by the sector identifying and agreeing to work on specific areas (known as Themes). Within each Theme, institutions, academic staff, support staff and students are encouraged to work together to generate ideas and find innovative ways to enhance the learning experience of students. Each Theme allows the sector to share and learn from current and innovative national and international practice.

5 Public information provided by institutions

The QAA Scotland website states that public information relates to the details that institutions publish about the quality of their teaching and learning. The Scottish Funding Council (SFC) requires all institutions to make this information available. It must be clear, accurate and accessible to the public. QAA Scotland will consider the accuracy of this information as part of Enhancement-led Institutional Review (ELIR).

SFC asks institutions to follow the established guiding principles for public information, which are to provide:

- assurances about the quality and standards of provision;
- information to inform student choice, and to assist employers and other stakeholders to clearly understand the nature of the Scottish university sector;
- information which helps current students to understand, engage with and make best use of institutional systems for quality improvement;
- information about the institution's educational processes which stimulates reflection on academic practice and the sharing of good practice within the institution and more widely.

The SFC has issued guidelines to help institutions put in place this part of the quality enhancement strategy.

3.3 The UK Quality Code

The UK Quality Code for Higher Education is used to assure the standards and quality of UK higher education. It is used by UK higher education providers to ensure they are achieving the outcomes expected of them. It presents a series of reference points to help providers offer their students a high-quality experience.

The Quality Code has undergone significant redevelopment. Following extensive consultation, the Expectations and Practices of the new Code were published in March 2018. The full Code, including the advice and guidance that underpins the Expectations and Practices, is scheduled for publication in November 2018.

3.4 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. The Scottish Credit and Qualifications Framework has 12 levels. The different levels indicate the level of difficulty of a particular qualification. The Level Descriptors outline the general outcomes of learning at particular SCQF levels. For more information, see the [SCQF website](#).

3.5 Subject Benchmark Statements

QAA Scotland confirms that Subject Benchmark Statements describe the nature of study and the academic standards expected of graduates in specific subject areas. They show what graduates might reasonably be expected to know, do and understand at the end of their studies.

Subject Benchmark Statements are written by subject specialists and we facilitate this process. They are used as reference points in the design, delivery and review of academic programmes. They provide general guidance but are not intended to represent a national curriculum or to prescribe set approaches. Instead, they allow for flexibility and innovation. More information can be found on the QAA Scotland [website](#)

3.6 Advance HE

The new agency has been created following the merger of the Equality Challenge Unit (ECU), the Higher Education Academy (HEA) and the Leadership Foundation for Higher Education (LFHE). Advance HE's mission is to champion the continuous enhancement of teaching and learning, equality and diversity, and leadership and governance in higher education, both within the UK and globally.

[Advance HE](#) is 'of and for the sector', with a board that is representative of the broad cross section of organisations engaged with Advance HE, including representatives from UUK and GuildHE who originally formed the respective organisations and have supported the merger from the outset.

3.7 Universities Scotland

Universities Scotland are a membership organisation working for the Principals and Directors of Scotland's 19 higher education institutions. US develop higher education policy and campaign on issues where our members have a shared interest. For more information, see [Universities Scotland website](#).

4 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.*;
- Thematic Reviews;
- 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:

Session 2015/16

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

Review of Graduate Attributes

Session 2017/18

Programme Approval Process

Online Programme Monitoring

Regulations Review

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.

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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 REVIEW CONTEXT

All University credit bearing provision will be subject to periodic internal review in line with Scottish Funding Council (SFC) guidance and within a cycle of not more than 6 years.

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:

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

- 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 Code², 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.
- 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 Education² ;
(Note: The UK Quality Code is currently being revised; updated version will be published in November 2018 for August 2019 implementation; future ILR guidance will therefore align as appropriate)
- 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. UWS's next ELIR will take place during session 2019/20.

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, via the three recently refreshed Enabling Plans below:

- Education Enabling Plan 2018
- Global Engagement Enabling Plan 2018
- Research & Enterprise Enabling Plan 2018

Some key principle statements within the current Corporate Strategy 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 2018** (*approved June 2018*) states:

- “A Student-centred, personalised and distinctive Learning and Teaching environment underpinned by leading research, knowledge exchange and enterprise”;
- “Continual enhancement of the student learning experience, improving academic quality and changing student lives towards making positive impacts on societies, economies and industries at national and global levels”.
- “Highly employable, globally engaged and successful graduates, with professional and vocational skills and attributes”.

The **Global Engagement Enabling Plan 2018** (*approved June 2018*) 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 and Enterprise Enabling Plan** (*approved June 2018*) considers UWS strategy to provide “A global University of choice known for creating a supporting and rewarding Research and Enterprise environment, flourishing leading edge graduates and motivating outstanding staff beyond their expectations”. This plan seeks principally to provide “A Research and Enterprising infrastructure attracting significant

awards and income with global, national and regional impact and attracting a critical mass of world-leading and early career researchers” and by consideration of all these aspects within the ILR process, this supports 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.

SED HEADINGS -:

- **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 2018
- Global Engagement Enabling Plan 2018
- Research & Enterprise Enabling Plan 2018

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

Collaborative provision in the subject area will be considered in terms of the approach taken to managing the student learning experience on collaborative programmes. This relates predominantly to franchise collaborative provision where a UWS award is offered at a delivery location out with a UWS campus so it is important the student experience at these locations is captured during the ILR. The University has a separate process for collaborative review, though, for franchise, this focuses more on institutional arrangements to manage the collaborative partnership and the student experience rather than the module/programme content.

For validated collaborative provision, whilst these should be referenced within the SED in the context of the strategic direction of the subject, the ILR will not scrutinise these awards; collaborative review will be the main forum for periodic monitoring of quality and standards for validated awards and for the re-approval of the modules/programmes.

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:	
<ul style="list-style-type: none">▪ Age▪ Disability▪ Gender reassignment▪ Marriage and civil partnership▪ Pregnancy and maternity	<ul style="list-style-type: none">▪ 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 Engagement Enabling Plan 2018 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 2018 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 UWS Academy and Education Futures teams. The staff Performance & Development Review (PDR) process, "My Contribution", 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 and Enterprise Enabling Plan 2018. 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](#) 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.

3.5 Progression and Achievement

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. Strategic Planning will provide a range of [relevant data](#) which will be made available to the ILR team and the panel.

The newly introduced Programme Monitoring Report (PMR) will be data-led.

3.6 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 Success Policy Statement** (New for 2018/19) will be discussed with the subject team. This statement applies to all students and to professional and academic staff who provide advice and support to students, and sets out the approach to how the staff and students of the University will work in partnership to build an excellent student experience and enhance opportunities for students to achieve success. The University is currently reviewing the **Student Partnership Agreement (SPA)**; it is anticipated this will be replaced by a refreshed partnership plan in tandem with the Student Success Policy Statement.

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

3.7 Quality Enhancement and Assurance

The panel will be interested in exploring the mechanisms in place for quality enhancement and assurance. This will include understanding institutional quality processes including how annual monitoring, collaboration, student engagement systems operate and inform improvements.

3.8 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 of a five-year vision (to 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 ILR 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. (training 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. (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, [‘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 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) (where applicable);
- School Administrative Support;
- Education Futures (where appropriate)
- UWS Academy (where appropriate)

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 ongoing 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. UWS Academy 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/Discussion Forum

ILR teams are encouraged to hold SED Workshops/or an alternative discussion forum to promote self-reflection and inform preparation of the SED, ensuring all relevant colleagues are given opportunities to participate or input. This should involve all ILR team members and relevant Support Services. Advice on suggested formats for such events can be obtained from UWS Academy in terms of the best approach to maximise effectiveness of such workshops and stimulate reflection.

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 Workshop/Discussion Forum 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.

BOUND SETS OF MATERIAL REQUIRED -:

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 approximately **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/schedule** 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.

9.3 Staff Profiles

The School under review will be required to provide a full list of teaching and research staff involved with the provision. This can be done via CVs and/or use of PURE Research Profiles. See [APPENDIX 10](#) for details.

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 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. 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 Institution Led 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 normally be supported by two members of QuEST; this will normally include the Head of QuEST/or one senior member.

11 THE EVENTS: PHASE 1 AND 2

For session 2018-19, 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 2018-19. 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 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 prior 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. 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 AQC (normally at next available AQC meeting) on behalf of EAC and will report on key themes and monitor follow-up action. EAC will receive ILR summary outcomes, normally reported via AQC. 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. 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.

An overview of ILR themes will be made available to Senate annually.

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 the following session (normally within 12-months of the review). 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
ILR Summary Report	Comment on factual accuracy; Report discussed at Programme Board(s)	ILR Programme Teams - for consideration. EAC - for consideration (normally via AQC report)
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.
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 by EAC. Desirable for outcomes to be linked to School Plans / EAM. <i>(date for completion of actions is normally within 12 month window – any exceptions should be clearly flagged and justified)</i>	Action Plan submitted to EAC for approval
	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
ILR Themes	Themes made available for information.	Senate
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. <i>(should comprise evidence of impact rather than simply a narrative of change)</i>	AQC convenes formal follow up meeting with subject/programme team to seek assurance that actions have been addressed.
	Programme Board(s) address any outstanding items prior to reporting to EAC.	AQC reports to EAC confirming follow up has been completed and advising EAC of any significant issues

Annual Institutional Overview	Discussion and approval of SFC Institutional letter and agreement of institutional wide actions. SEPTEMBER ANNUALLY	QuEST Endorsed by: Vice Principal (Academic)
Annual confirmation to COURT/SFC	Annual statement of assurance to Funding Council from governing body (Court)* NOVEMBER ANNUALLY	QuEST /Corporate Support Return of annual report to SFC on Institution Led Review Endorsed by: Chair of Court
Dissemination of ILR Reports /Findings	The following to receive ILR Summary Outcomes: <ul style="list-style-type: none"> • SAUWS • Student body (via relevant SSLGs) • Schools • UWS Academy <p>Full reports will be lodged on the Education Portal.</p>	QuEST
Sharing of Good Practice	UWS Academy to identify good practice and disseminate across the University. Good Practice Staff Seminars anticipated.	UWS Academy/ QuEST
Full ILR Reports	Provided annually to the Quality Assurance Agency (QAA) SEPTEMBER ANNUALLY	QuEST Discussed at annual meeting with QAA.

PROPOSED SCHEDULE OF INSTITUTION-LED REVIEW 2018/19 – 2023/24

Proposed Schedule (and date of Last Review)
<p>2018/19 (5 Reviews)</p> <p>Computing (2012/13) (provision under review to include Computing Graduate Apprenticeship awards x2)</p> <p>Engineering (2012/13) and Quality/Project Management (2012/13) (provision under review to include Engineering Graduate Apprenticeship award)</p> <p>Life and Environment (2012/13) (Comprising Bioscience, Safety, Health and Environment and MSc Waste Management) (NB. MSc Waste Management previously School of S&S and will move to School of CEPS after ILR)</p> <p>Psychology (2013/14) (BPS NOT attending)</p> <p>Social Work (2012/13) (SSSC attending)</p>
<p>2019/20 (4 Reviews plus ELIR)</p> <p>Enhancement-Led Institutional Review (ELIR) 4</p> <p>Health Behaviours & Addictions (Alcohol & Drug Studies) (2012/13) (extension marginally out with 6-Year cycle & will take place during Term 1 of 2018-19/Exceptionally permitted as refreshed title reapproved May 2018)</p> <p>Society, Policy, Justice & Governance (2013/14) (Social Sciences, Careers Guidance, Criminal Justice)</p> <p>Career Long Professional Education (2013/14) (including CAP)</p> <p>Midwifery (2014/15) and Community Provision (Community Provision - various dates as contained in different ILRs)</p>
<p>2020/21 (5 Reviews)</p> <p>Law and Legal Studies (2014/15)</p> <p>Accounting and Finance (2014/15)</p> <p>Creative Technologies (2014/15)</p> <p>Pre-Registration Nursing Provision (Adult Health (2014/15))/ Mental Health (2015/16) (School of HLS Confirmed July 2018 - to comprise new standards)</p> <p>*Undergraduate Non-commissioned Provision</p> <p>*Postgraduate Provision (various dates as previously contained in different ILRs) (*UG Non-commissioned provision & PG provision may merge into one event)</p>
<p>2021/22 (6 Reviews)</p> <p>Culture & Creativity (2015/16)</p> <p>Education: Teacher Education (2015/16)</p> <p>*Education: Early Years (2015/16)</p> <p>*Education: Community Education (2015/16) (previously classed as Education: Initial Professional Programmes (IPP)) (*Early Years and Community Education may merge into one event)</p> <p>Divinity (Scottish Baptist College) (2017/18) (Streamlined, Joint ILR/Collaborative Review agreed by EAC) (CA to be extended by one calendar year and would now expire in August 2022)</p> <p>Sport & Exercise (2015/16)</p>
<p>2022/23 (3 Reviews)</p> <p>Physical Sciences (2016/17) (comprising Chemistry, Forensic Science, Formulation Science)</p> <p>Pharmacy Science & Health (2016/17) (previously within Physical Sciences ILR / HLS to determine where this sits)</p> <p>Languages (2016/17)</p>
<p>2023/24 (4 Reviews)</p> <p>Business Undergraduate (2017/18) (provision under review to include Business Graduate Apprenticeship award)</p> <p>Business Postgraduate (2017/18)</p> <p>Business – MBA/DBA (2017/18)</p> <p>Physics (2017/18)</p>

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 2018/19, 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 – undergraduate, postgraduate, 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 profile² - 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				

Postgraduate

Students	PgC	PgD	MSc
Programme 1			
Programme 2			

² More detailed information in supporting documentation.

PhD students		

Staff student ratio		

Campus Location & Number of Students		

Brief narrative on student profile including analysis over time.

1.4 Aims of provision in relation to University Corporate Strategy (Refresh 2017/20)

- 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 2018**
- **Global Engagement Enabling Plan 2018**
- **Research & Enterprise Enabling Plan 2018**

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)?

- Effectiveness of design and content of curriculum in delivering programme(s) aims³.
- How has provision changed since last validated/reviewed. Summary of changes for each programme along with rationale/details of student consultation/involvement.

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.

- How learning outcomes demonstrate progression between levels (consistent with SCQF level outcomes).
- The appropriateness of the curriculum for developing knowledge, understanding and skills as identified in the benchmark statement.
- 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>
- Integration of placement/work based/work related learning.
- How the UWS Graduate Attributes have been embedded into the curriculum.
- Reflection on PSRB accreditation.
- Employer / industry / student / alumni engagement in curriculum design to ensure currency and validity.
- The appropriateness of the curriculum in relation to inclusiveness, accessibility and internationalisation, sustainability and enterprise.
- 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)?

- Implementation of the Education Enabling Plan.
- Use of VLE and staff development planning/opportunities.
- 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.
- Consideration of mobility and flexibility in accordance with individual learners' needs.
- Evidence of research informed teaching.
- Appropriateness and effectiveness of learning and teaching resources.
- 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)?

- The School research plans for the subject under review.
- Taking into account the Research & Enterprise Enabling Plan.
- The support mechanisms for staff to undertake research, consultancy and knowledge transfer.
- Opportunities for internal and external networking on research issues.
- Research staff profile/publications (Staff population of UWS Research Profile/PURE).
- Research student development and availability of learning resources.
- Supervision and support for research students.
- 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)?

- The appropriateness and effectiveness of the design of assessment to meet intended learning outcomes.
- Range and variety of assessment methods.
- Programme overview of variety and volume of assessment.
- Appropriateness of balance between formative and summative assessment including specific commentary on relative balance of summative assessment.
- Quality and timeliness of feedback to students.
- Staff development for assessment practice.
- Reflection on student feedback in relation to assessment design and practice.
- 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)?

- Reflection on progression rates over time, including specific comment on progression to Honours.
- Reflection on honours classifications and comparison across school/other HEIs.
- Commentary on employment destinations.

7. REFLECTION ON – STUDENT SUPPORT & GUIDANCE FOR LEARNING

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

- Induction arrangements for new and continuing students, including off campus, such as local delivery/distance learning.
- Guidance on module and programme choices.
- How lifelong learning modules have been used to support student learning, to support transition.
- Use of effective learning resources (staff).
- Use of the Disability Services.
- Support for students off campus i.e. collaborative and placement.
- Effectiveness of support for the needs of the diverse student body, i.e. international, mode of delivery.

8. REFLECTION ON – QUALITY ENHANCEMENT & ASSURANCE OF STANDARDS

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

- Use made of external examiner reports and responses.
- Reflected and acted on Module Review Forms (MRFs), Programme Monitoring Reports (PMRs) and Collaborative Annual Reports (CARs)/Programme Annual Reports (PARs).
- Effectiveness of annual monitoring and follow up action.
- Effectiveness of Quality Management arrangements.
- Effectiveness of Student / Staff Liaison Group (SSLG).
- Student input to design and operation of programme and organisation of learning environment.
- Consideration of student surveys including NSS, i-Graduate and Module Evaluation surveys (MEQs).

9. STRATEGIC DEVELOPMENT / FIVE YEAR VISION

- Development of vision for subject and programmes in line with University strategy.
- The outward face of the subject team, e.g. external appointments and engagement with PSRBs.
- 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 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 Advance HE activities?
 - the SCQF?
 - the 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 (e.g. Programme Boards) 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? How do teams wish to enhance the VLE and maximise its use and effectiveness?
- What is the staff development strategy?
- Do we use part-time tutors/recognised teachers of university (RTU)? How are they supported?
- Is there effective induction of these staff?
- 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 for students 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? Can this be illustrated by providing good examples?
- 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).

This currently features in the Assessment Handbook for Staff (section 4.8).

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 material⁴ (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.

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 2018-19

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.

	CHECKLIST (for Admin use)
Folder Title on Z:drive / Recommended Material	Populated (Yes/No/Date Details useful)
Folder 1 – Self Evaluation Document (SED) & Supporting Material	
Self-Evaluation Document (SED) (<i>current</i>)	eg. Populated Final 12/01/17 SED Version lodged
Footnotes (<i>as referenced in SED</i>) (<i>styles variable, need clarification</i>)	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 (<i>current</i>) (Core modules in briefing packs for panel)	eg. All MDs lodged/populated. Or Provides guidance note directing to PSMD Hard copy provided for panel during the review.
Programme Specifications (<i>current</i>) (All provided in briefing packs for panel)	eg. Populated Hard copy provided for panel.
Student Handbooks (<i>most up-to-date</i>):-	
➤ 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 (<i>any documentation available to demonstrate where analysis of module review forms has taken place</i>)	
➤ Programme Monitoring Reports (PMRs) (3 years) (<i>formerly PARs</i>)	
➤ Collaborative: Collaborative Annual Reports (CAR)/Programme Annual Reports (PARs) (3 years)(<i>where applicable</i>)	
➤ Professional, Statutory & Regulatory Body Reports (PSRBs) (<i>where applicable</i>)	
➤ 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	
Other Surveys – record of analysis	
Student Staff Liaison Group (SSLG) minutes (3 years) (<i>may also be in Committees Folder</i>)	
Record of Focus Groups/Year Group meetings etc (where applicable)	
Folder 5 – Committees/Minutes	
Student Staff Liaison Group (SSLGs) minutes (3 years) (<i>may also be in Student Feedback/Involvement Folder</i>)	
Minutes from other School related Committees or Sub-groups: ➤ School Board; ➤ School Education Forum; ➤ Programme Boards; ➤ Other (as determined by School)	
Folder 6 – Research	
Research Student Handbook (<i>most up-to-date</i>)	
Research Student Feedback (<i>analysis may be in Student Feedback Folder</i>)	
School Research Strategy (<i>most up-to-date</i>)	
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 (https://dashboard.uws.ac.uk/QvAJAXZfc/opendoc.htm?document=dashboards%2Fmain%20landing%20page.qvw&host=QVS%40csvqlikviewprod)
➤ Student Numbers (including full-time/part-time/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 Profiles	From 2018/19, CVs are no longer acceptable. All staff must have a populated PURE profile which exists on the UWS Research Portal.
PURE and UWS Research Portal (NEW) (Refer to Appendix 10 of ILR handbook) Generic Link: https://research-portal.uws.ac.uk/en/persons/	School to provide full list of teaching and research staff with direct link to individual staff members from each Programme Team under review.

Folder 11 – Examples of Students’ work	Base Room N/A from 2016-17
Examples of Student’s work (<i>3 years available</i>) 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	
UWS prospectuses	
SCQF information and level descriptors	
UK Quality Code for Higher Education:	
Benchmark Statements	
UWS Corporate Strategy Refresh (2017/20) ‘Dreaming/Believing/Achieving – A 21 st Century University’	
UWS Enabling Plans -: Education Enabling Plan 2018 Global Reach Enabling Plan 2018 Research & Enterprise Enabling Plan 2018	
UWS Quality Handbook: In particular -: ILR Handbook 2018/19	
University Assessment Handbook for Staff (2018/19)	
Student Success Policy Statement 2018	
Student Success Policy: <i>Included on site are the following:</i>	UWS Guidelines, Procedures & Protocols
Regulatory Framework 2018/19 Code of Discipline UWS Graduate Attributes UWS Code of Ethics Guidelines for Ethical Practice in Research & Scholarship Student Programme Handbook	
Admissions Procedure; Criminal Charges and Convictions Procedure (title tbc) Disciplinary Procedure Fitness to Practice Procedure Recognition of Prior Learning (RPL) Procedures and Guidelines Referencing Guidelines Extenuating Circumstances Procedure Appeals Procedure Academic Engagement and Attendance Procedure Plagiarism Procedure Students with Parental Responsibilities Procedure Personal Tutor Guidance Procedures for Supporting Students in Distress Work-Based and Placement Learning Handbook	
Responsibility for providing documentation:	Strategic Planning: Available from Dashboard
Quality Enhancement Support Team (QuEST)	School / ILR Team

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	<i>Insert ILR Title</i> <ul style="list-style-type: none"> • <i>List Programmes under review</i>
School Approval of SED	<i>Insert Date of Approval</i> <i>Specify Forum of Approval (eg. School Board)</i>
<p>In development of the SED, the School must confirm the following:</p> <ul style="list-style-type: none"> • 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/TIMELINE – LIFE & ENVIRONMENT ILR

	ACTIVITY	LIFE & ENVIRONMENT ILR (School of Health & Life Sciences)
	SHR “Kick off” Event	ADE - 16/07/18; With Team - 16/08/18
	Accreditation: IBMS accreditation due in 2018/19. Confirmed that this will be a separate event after the ILR.	
	External Panel Members – submission of proposed nominees from School	ASAP - By end September 2018 (need early to maximise first choice nominees) (need School Board approval)
	Subject under review to ensure appropriate students and staff input into the SED. (e.g. Workshops, Focus Groups, SSLGs etc.):	
	<ul style="list-style-type: none"> • Student Engagement – gather additional specific information as part of the evidence base for reviews. Sample questions available. • Appropriate Professional Support Service Engagement into SED (impact on student experience). 	
	Programme Board to endorse SED. SED is a School Document and must be signed off via School Board. Confirmation Form required.	
P H A S E 1	SED & Other Documentation (including programme specifications, core module descriptors & supporting documentation / Advance Information Set) Submission to QuEST by: (i.e. 10- weeks prior to Phase 2)	Monday 12th November 2018 A signed Confirmation Forum should accompany the SED.
	QuEST distribute SED and AIS to Panel by:	Friday 16 th November 2018
	Deadline given for Panel to provide Feedback: (Where possible, allowing 4 weeks including postage Feedback template included)	Wednesday 12 th December 2018
	Phase 1 Preparation meeting: (between Chair and QuEST to agree Phase 1 Agenda)	Monday 17 th December 2018 (tbc)
	Phase 1 Interim Event: (with Chair of SHR/QuEST & ADE/selected Subject Team)	Tuesday 18th December 2018 (10am-12noon / Blue Room A100 booked)
	QuEST Produce Draft Summary Report (Phase 1): (i.e. Completion of Phase 1)	Wednesday 19 th December 2018
P H A S E 2	Phase 1 Summary Report and Phase 2 Programme sent to Panel (via email by QuEST)	Thursday 20 th December 2018
	Phase 2 Main Event: (with Chair/QuEST/School/Dean/ADs/ Full Subject Team/ Students/ Staff/others)	Wednesday 23rd and Thursday 24th January 2019
	Wednesday 23rd January 2019	LANARKSHIRE CAMPUS
	Thursday 24th January 2019	PAISLEY CAMPUS
	QuEST Produce Draft Full Final Report (comprising both Phase 1 & 2) (i.e. Within 6 weeks)	Friday 8 th March 2019
Summary Outcome Reports to AQC/School (i.e. Completion of Phase 2)	School Boards – next available round AQC – by August 2019	

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: _____

Nominee Details:-

Surname:.....

Forenames:.....

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

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

Academic and Professional Qualifications:.....

Contact details:-

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

INSTITUTION-LED REVIEW (ILR)

– EXTERNAL PANEL NOMINATION CRITERIA 2018-19

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 QuEST.

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 informally 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 eligibility 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.

UNIVERSITY OF THE WEST OF SCOTLAND

1. Staff Profiles

The School under review will be required to provide a full list of teaching and research staff involved with the provision. It is recognised that for some areas, there is a view that CVs offer greater breadth and depth of experience to support the programme.

Schools can determine the most suitable means of providing this information; this information may be provided via staff Curriculum Vitae's (CV's) and/or use of PURE Research Profiles.

2. PURE and UWS Research Portal

UWS uses [PURE](#) as its Current Research Information System (CRIS) and institutional research repository. UWS researchers can access PURE to populate their profile and upload their research publications and add their research activities.

Students, staff and members of the public can find out about research staff, activity and outputs on the UWS Research Portal. (<https://research-portal.uws.ac.uk/>). PURE arranges staff by School and by Research Institutes where specific staff members can be accessed at the generic link:

<https://research-portal.uws.ac.uk/en/persons/>

<https://www.uws.ac.uk/library/research-support/research-repository-portal-pure/>

Staff profiles can be extracted through the UWS Research Portal which pulls information from PURE profiles.

1. Schools to Provide for ILR: Staff Profiles

For each ILR, the School under review will be required to provide a full list of teaching and research staff involved with the provision by providing the CV and/or their research portal link alongside.

From session 2018/19 Schools will determine whether to use staff CVs or PURE profiles (via the UWS Research Portal), or a combination of both, to provide to ILR Review Panels.

Suggested format -:

	Staff Member	Designation (and role in ILR)	CV provided (<i>tick</i>)	UWS Research Portal Link
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

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 2020

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
ADVANCE HE	Advance HE (2018) is the Successor to HEA – 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, Lanarkshire, 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 five Schools: School of Business & Enterprise, School of Computing, Engineering & Physical Sciences, School of Media, Culture & Society, School of Education, School of Health & Life Sciences.
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 Institution-

Led 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	Term 1/Term 2/Term 3 – the University academic year is divided into three 15 week terms ('Term' replaced reference to 'Trimesters' in 2018/19)
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

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CHAPTER 3 STUDENT INVOLVEMENT IN QUALITY ENHANCEMENT

1 INTRODUCTION

The University outlines its commitment to engagement in the Education Enabling Plan 2018 which states that at UWS we provide “Work closely in partnership with SAUWS”. The plan reaffirms the intention to refresh the Student Partnership Agreement on an annual basis with monitoring of actions through the Student Success Committee and other routes.

Furthermore, the Education Enabling Plan (*approved June 2018*) highlights several objectives directly associated with student involvement at an institutional level. These objectives include:

- “A Student-centred, personalised and distinctive Learning and Teaching environment underpinned by leading research, knowledge exchange and enterprise”;
- “Continual enhancement of the student learning experience, improving academic quality and changing student lives towards making positive impacts on societies, economies and industries at national and global levels”.
- “Develop a UWS ‘Framework of Learning’ and Teaching that is research informed, digitally enabled, embraces enterprise, achieves employability, engages globally, student/staff co-creation and guarantees diversity and inclusivity”;
- “Implement effective Personal Tutor System, where all students will have a personal tutor who will use Learner Analytics Tool and will follow Personal Tutor guidance”.

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 in 2015. The SPA is currently under review (see Section 2).

Furthermore, 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.”

(Note: The UK Quality Code is currently being revised; updated version will be published in November 2018 for August 2019 implementation; future Student Involvement guidance will therefore align as appropriate)

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) (currently under review) and the opportunities for partnership working and 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 provides lots of goodies for student reps to promote their identity in this role (e.g. SAUWS merchandise and discounted food and coffee etc). There are also awards which can be won by Reps via the SAUWS Big Awards held annually.

2 STUDENT PARTNERSHIP WORKING

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 in 2015.

The inaugural SPA is currently under review following a period of reflection and to refresh targets in line with institutional priorities; this is being driven by the Student Success Committee. It is anticipated that a refreshed partnership plan comprising the

revised SPA together with the new Student Success Policy Statement will strengthen this further. The [Student Success Policy Statement](#) was developed and approved in June 2018. This statement applies to all students and to professional and academic staff who provide advice and support to students, and sets out the approach to how the staff and students of the University will work in partnership to build an excellent student experience and enhance opportunities for students to achieve success.

Partnership working at UWS 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.

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 SUCCESS COMMITTEE (SSC)
- 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 1](#).

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. Students now nominate themselves in class (via election process) with Programme Leaders submitting initial information of Reps to the student representation co-ordinator at SAUWS. Student Reps are then invited to join the Moodle page for that year's representative cohort, and are given full training.

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 2018/19:

- Life and Environment
- Engineering and Quality/Project Management
- Computing and Creative Technologies
- Psychology
- Social Work

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 EAM event takes place annually (December) 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.

(Note: The UK Quality Code is currently being revised; updated version will be published in November 2018 for August 2019 implementation; future student involvement guidance will therefore align as appropriate)

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/>).

For session 2018/19, the Executive Committee now consists of:

- Four Sabbatical Officers;
- Seven Executive Officers (with appropriate representation from each campus);
- Five Liberation Officers (detailed below);

There is also the opportunity for students to be appointed as Student Trustees on the SAUWS Board of Trustees. The 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' Council (<http://www.sauws.org.uk/union/sauwsstudentscouncil/>);
- 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
 - Care Leavers

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 and the Students' Association via the SAUWS Student Rep Facebook page 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 Rep Conference and Networking Sessions

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

For session 2018/19, the Student Rep Conference shall meet at each campus as follows (times and rooms TBC):

- Paisley Campus – 17th October 2018 and 30th January 2019
- Lanarkshire Campus – 19th October 2018 and 31st January 2019
- Ayr Campus – 18th October 2018 and 29th January 2019
- Dumfries Campus – 16th October 2018 and 6th February 2019
- London Campus – 23rd October 2018 and 4th February 2019

For further information about the Student Rep Conference and Networking Sessions, please contact the Student Rep Co-ordinator, (sabina.lawrie@uws.ac.uk).

4 UWS CALENDAR OF DATES

Please refer to <http://intranet.uws.ac.uk/department/CourtSenateOffice/default.aspx> for UWS Calendar of Dates and Term dates for academic session 2018/19.

Please refer to <http://www.sauws.org.uk/representation/dates/> for SAUWS Calendar of Dates and Term dates for academic session 2018/19.

5 USEFUL CONTACTS

<p><u>SAUWS</u> Claire Lumsden, Membership and Engagement Manager membership@uws.org.uk</p> <p>Sabina Lawrie, Student Representation Co-ordinator Sabina.lawrie@uws.ac.uk</p>	<p><u>UWS</u> Nina Anderson-Knox, Head of QuEST Email: nina.anderson-knox@uws.ac.uk</p> <p>Donna Taylor, QuEST, Senior Quality Enhancement Officer, Email: donna.taylor@uws.ac.uk</p>
<p><u>Student Partnership in Quality Scotland (sparqs)</u></p> <p>sparqs 12a Union Street EDINBURGH EH1 3LU Telephone No: 0131 622 6599 www.sparqs.ac.uk info@sparqs.ac.uk</p>	

CURRENTLY UNDER REVIEW

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	<p>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</p> <p>Membership should be balanced to ensure a majority of members from the student body</p>
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.

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PROCESS FROM PROGRAMME CONCEPTION TO APPROVAL



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.

Initial Concept

New programme proposals should be developed in line with the School and the Corporate Strategy. An initial idea paper 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.

New Programme Proposal

As part of the review of the Programme Approvals Process in 2017/18, a New Programme Proposal form with supporting documentation was developed. This new form is designed to ensure future NPPs are based on a robust business case and the development is supported by and completed in partnership with relevant professional services. It requires a detailed, evidenced-based business case to be presented with input from several areas of professional services. The revised form has been created to ensure that the development and assessment of new programme proposals is:-

- Evidence-based: developed in an evidence-based manner to produce a clear rationale with consideration of areas including existing programme health data, indicators of viability, reflection on similar provision at other Higher Education Providers (HEP) and identification of Unique Selling Points (USP), and resources required;
- Transparent: decision making will be cross-school through NPP subgroup (ADEPS – Assistant Dean Education and Professional Services)
- Collaborative: Consultation with professional services is initiated at the outset of the proposal and continued throughout the process to approval stage.

This form replaces the previous NPP Concept form and should be used for all new named awards both of the University and potential validated programme developments.

Consultation

The NPP form must be completed in collaboration with the relevant professional services teams providing support, guidance, oversight and transparency of the programme portfolio. Drafting Teams are advised to engage with the following areas in developing their proposal:

External Stakeholders

These might include potential employers, placement providers and service users. They provide a useful indicator of how successful a programme is likely to be and whether the interest is sustainable or will be transient.

Students

Current students offer a barometer on what currently works well and what they would look for in a new programme.

External Engagement Services

If the proposed programme has been developed to offer an articulation route from colleges (or could potentially be developed for this purpose), External Engagement are invaluable in managing this relationship and understanding the requirements of creating partnerships.

International Centre

The International Centre are integral in developing international articulation partnerships to recruit international students and build up UWS branding overseas through partnership. The IC can assist by highlighting international opportunities through market identification and development, and by identifying opportunities for all students to have an international experience during the course of their studies by managing Study Abroad and Exchange programmes.

International students

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.

Marketing

The University's Marketing and Communications department provides professional marketing advice to colleagues across the institution. Currently their input does not extend to market research, although they can signpost to available third-party providers and have provided a Quick Market Research Approaches Guide available from the [Education Portal](#).

Finance

Finance Business Partners can assist in completing the Finance Costing Model for the proposed programme, provide information on student fees and highlight areas that the drafting team may not have considered.

Library

Drafting teams are also encouraged to speak to the relevant Subject Librarian to discuss reading resources, journals and other relevant support texts. For programmes starting in September, the library requires to know of additional resource requirements by the end of February of the previous session. If additional library resources are required, drafting teams should ensure licensing and maintenance costs have been factored in to costing model.

Information Technology and Digital Services

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.

QuEST

If drafting teams are daring to be different, a discussion with QuEST will establish what regulatory areas they may need to consider in offering an academically robust yet innovative programme. They can also offer expert advice on collaborative partnerships from franchise to validated models.

UWS Academy

UWS Academy support academic colleagues by offering advice on best practice in curriculum development and offer professional development programmes for new and existing colleagues.

Education Futures

Education Futures are experts in delivering learning technology services. In addition to bringing new ideas, approaches, and technologies, the team will also provide the 'building blocks' of digital education by providing a range of workshops and 'how to' for those who teach through the UWS Academy.

Supporting Documentation

To assist the schools in producing their proposals, the [Education Portal](#) has the following support information:

NPP – Programme Approvals Ready Reckoner This spreadsheet-based decision maker enables the user to determine a timeline from concept to launch of a new programme.

NPP – Finance Costing Model Referred to in the NPP Form, this spreadsheet allows programme teams to calculate the likely cost of initial set-up and running costs for programmes. It should be submitted alongside the NPP form.

NPP – Timescales (Process from Programme Conception to Approval) This document shows the process from concept to launch. A copy appears at the start of this chapter.

NPP – Quick Market Research Approaches Referred to in the NPP Form, this is guidance from UWS Marketing that programme teams can use to assist in self-directed market research.

The supporting documentation is crucial in assisting schools in understanding the effort required to bring forward a new programme. Whilst it is entirely feasible to bring forward a programme in very short timescales, there will be implications on the scale of marketing and resources available. For example, to have a presence in the Undergraduate Prospectus, the programme must be approved by June of the previous year. However, should the programme only require a web presence, turnaround can be as little as a few days depending on the complexity of the request. Schools should be cognisant of the timescales required by supporting departments when proposing new programmes.

Approval of New Programme Proposals

It is expected that all NPPs are presented as part of operational planning on an annual basis. However, NPPs can and will be accepted at any point in the

academic year. For proposals outside of Operational Planning, once the School Board is satisfied with the proposal it will be forwarded to the Secretary to ADEPS for consideration at the next meeting. ADEPS is chaired by the Vice-Principal Academic, meets once a month and is composed of Assistant Deans Education, Professional Services (ADEPS group) and key colleagues from Academic Life. This subgroup has the authority to recommend that programmes proceed to approval on behalf of the University Leadership Team (ULT) which reports directly to Vice Chancellor's Executive Group (VCEG).

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 ADEPS.
- b) Once confirmed by ADEPS 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);
 - **More than 30-credits of core provision at any level of the programme have 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 re-approval 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.

Contact colleagues in QuEST for further advice.

Scheduling

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). A key stage in programme development is the establishment of drafting teams which included consultation and engagement with the key stakeholders, employers / industry representatives, students and Professional Services. 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 / Programme Leader Designate 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). Separate Curriculum Design Guidance is available via the UWS Academy.

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, Information, Technology & Digital Services (ITDS), Student Life and Library. There should also be involvement from professional/industrial colleagues on the programme development activities. Employer and PSRB input to curriculum design and other relevant benchmarking should be evident.

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

POSITIVE PRACTICE: SCHOOL OF HEALTH AND LIFE SCIENCES

Positive practice in the School of Health and Life Sciences includes the scheduling of a series of drafting team workshops all with specific focuses where invitations are extended to the relevant stakeholders and professional services depending on the areas being discussed. This input has moulded programmes that from the outset are collaborative, and responsive to the needs of the various stakeholders (e.g. students, employers and service users).

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.

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.

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.

The Approval Process

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



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 ADEPS 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 Regulations (Chapter 1), 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, Quality Handbook, Assessment Handbook, Graduate Attributes (I AM UWS) 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 / Pure Profiles.

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 (stakeholder & student engagement);
- Staff expertise and resourcing;
- Research underpinning 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. It is imperative that Programme Specifications and linked documentation complies with the [Competitions and Markets Authority guidance to HE providers](#).

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;
- 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 Learning Outcomes is available from UWS Academy and Education Futures.

Module Descriptors – Assessment Detail

To ensure that module descriptors are responsive to change, it is recommended that the detail on assessment is kept minimal and that the specific assignments are detailed in the module handbooks. As module handbooks are understandably not usually available for approval events, this can make the process of understanding the assessment strategy difficult for Panels. It is therefore recommended that a summary of the assessments is provided for panel members separate from the module descriptor.

For example, what is the balance of formative and summative assessment?

How will formative assessment take place?

What kinds of summative assessments will students encounter on the module (written? practical? presentation? project? individual? group?) and why are these assessments the ones that are used?

Is assessment staggered across the module's delivery, or does it all take place towards the end?

How will assessments support the learning that takes place within the module?

What innovative or novel types of assessment are being used within the module?

Whilst it is recommended that module descriptors do not detail the assessment, if the module descriptor simply states "Assignment 1", it is difficult for the Panel to establish what and how the assessment enables the student to meet the learning outcomes. Therefore, within the descriptor there should be some detail, but not enough to make the module static E.g. Specify an essay of 2000 words, but not the specific essay question. It can be helpful to provide an example of a module handbook to reassure the panel that students are provided with appropriately detailed information.

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. It is recommended that the event be chaired by a senior member of the School and that the Programme Leader, drafting team, academics from outside of the immediate drafting team and other staff from within the School as appropriate are invited to attend. The SSSDOE will attend the scrutiny meeting to advise on matters such as the Regulatory Framework and the SCQF.

Schools are responsible for the completeness, accuracy, integrity and quality of programme documentation. Schools are urged to take advice from the SSSDOE 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 of QuEST via the Assistant Dean (Education) (ADE) or SSSDOE 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.

A scrutiny checklist is available to cover the minimum of requirements for an approval event. It is recommended that this is used as a starting point and cognisance be taken

of the [Criteria for Programme Approval](#). Recent thematic reviews of programme approvals have highlighted that the majority of conditions resulting from events relate to documentation revisions. A review of school scrutiny will take place in 2018/19 with any recommendations being incorporated into the future processes.

A copy of the scrutiny report should 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 existing 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.

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/Deputy 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 AdvanceHE 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 Chapter 1 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 University Secretary. 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/Pure profiles 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.

Appeals against Approval Decisions

If a drafting team wishes to contest a decision made by an Approval Panel it should first seek to resolve the issue at the level at which the decision was originally made by contacting the Head of Quality Enhancement Support Team (QuEST). The drafting team may escalate an appeal to EAC, the decision of EAC shall be final. An appeal to EAC should be regarded as a last resort.

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, the School Education Forum 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, Strategic

Planning, Marketing & Communications, Finance, Banner and colleagues in Student Administration that the programme(s) has/have been approved and conditions met and provides 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 approval 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, Education Futures and ITDS 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 – ADEPS 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 Education Futures can provide advice and guidance on online learning and the use of Moodle and Mahara. The production of programme 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 POSTAL APPROVAL (Modules & Programmes)

There are occasions where it may be appropriate to undertake a postal approval rather than an event-based approval. This type of approval requires the current external examiner to review the revised or refreshed module(s) / programme and complete a postal approval report (template available from QuEST). The external will be paid a set fee of £150.00 (subject to tax and NI) for completing the postal approval report. There are a number of scenarios where a postal approval may be the most efficient and effective approach – please note this list is not exhaustive:

- When the team wish to make a change to a programme that is more significant than that permitted through the amendment process and the programme has recently been subject to an ILR;
- Where the programme team wish to change a small number of core modules associated with the requirements for award but where the programme learning outcomes are not significantly affected;

- Where the team wish to add in an additional bracket or named specialism to an existing programme framework;
- Where the team wish to make a number of changes to a suite of cognate modules due to professional body or accreditation requirements.

Please consult with colleagues in QuEST to explore other options where a postal event may be appropriate.

Process for Postal Approval

Once it has been agreed to review and refresh the programme/module(s) the programme leader/module co-ordinator should consult with their SSDOE and QuEST to determine if a postal approval event is appropriate. QuEST will review the postal approval template and adjust the content to ensure the focus of the reporting is targeted as appropriate and will send to the SSDOE.

The programme leader/module co-ordinator will identify the relevant external examiner and the SSDOE will send an invitation to ascertain if the external would be willing to support a postal approval. If the external agrees to undertake the review they should be sent a copy of the documentation and given a deadline for submitting the completed postal approval report template. The SSDOE should be identified as the first contact for the external to speak to should they require any further support or information. Once the report has been received and any subsequent required action has been undertaken to the external's satisfaction, the SSDOE will raise the fee for the external. The postal approval event has the same status as an approval report from an event and should be reviewed by the SEF and considered at annual monitoring. The postal report should be retained by the School and copy sent to QuEST.

Documentation for a Postal Event

Depending on the changes being considered by the postal approval event the documentation will vary accordingly, obviously the external will wish to understand the changes that are being proposed so the following material will be required:

- Current approved version of the module descriptors/programme specification;
- Revised version of module descriptor (s)/programme specification;
- Overview document outlining the rationale for the change;
- Tailored postal approval template (available from QuEST);
- Postal Approval Briefing Note (Appendix 3).

Additional material such as PSRB approval requirements, outcomes of ILRs or programme board minutes may also help support the proposal.

Please contact QuEST if you have any questions or queries regarding postal approval.

7 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 a range of work-based and placement learning – the [University procedure](#) should be reviewed and adhered to.

8 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.

9 PROGRAMME CLOSURE/ WITHDRAWAL FROM THE PORTFOLIO

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 ADEPS which will make a recommendation to ULT on programme closure. ULT will report this to the Vice Chancellor's Executive Group (VCEG), which 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, 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.

10 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 SSDOE 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 re-approval event.
- When a change to an existing programme title is proposed, ULT must be consulted
- 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. Strategic Planning, 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 may be classed as new titles and require New Programme Proposals to be completed.

New UWS Campus/Mode of Delivery

Where a School wishes to offer existing provision at another campus or via a new mode of delivery, programme leaders must consult with key partners across the institution, students, external examiners and PSRBs where required. From 2017/18 a new form was created to support this activity which removes the requirement to undertake a formal approval event.

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”** can be found on the Education Portal and in Appendix 2 of this chapter. The form should be completed by the programme leader and signed off by the School Board and confirms that all relevant steps have been completed and all affected stakeholders have been consulted. 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).

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, ITDS, Strategic Planning, affected students and the relevant external examiner of the approved changes.

Blended Learning, Face to Face and Online Approval

Programme leaders should follow the standard programme amendment process for the additional of a blended learning route to an approved face to face or online programme. However, 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.

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 ADEPS for consideration. ADEPS will then make a formal recommendation to ULT. 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 published 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.

11 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.

Major/Minor Amendments to Modules

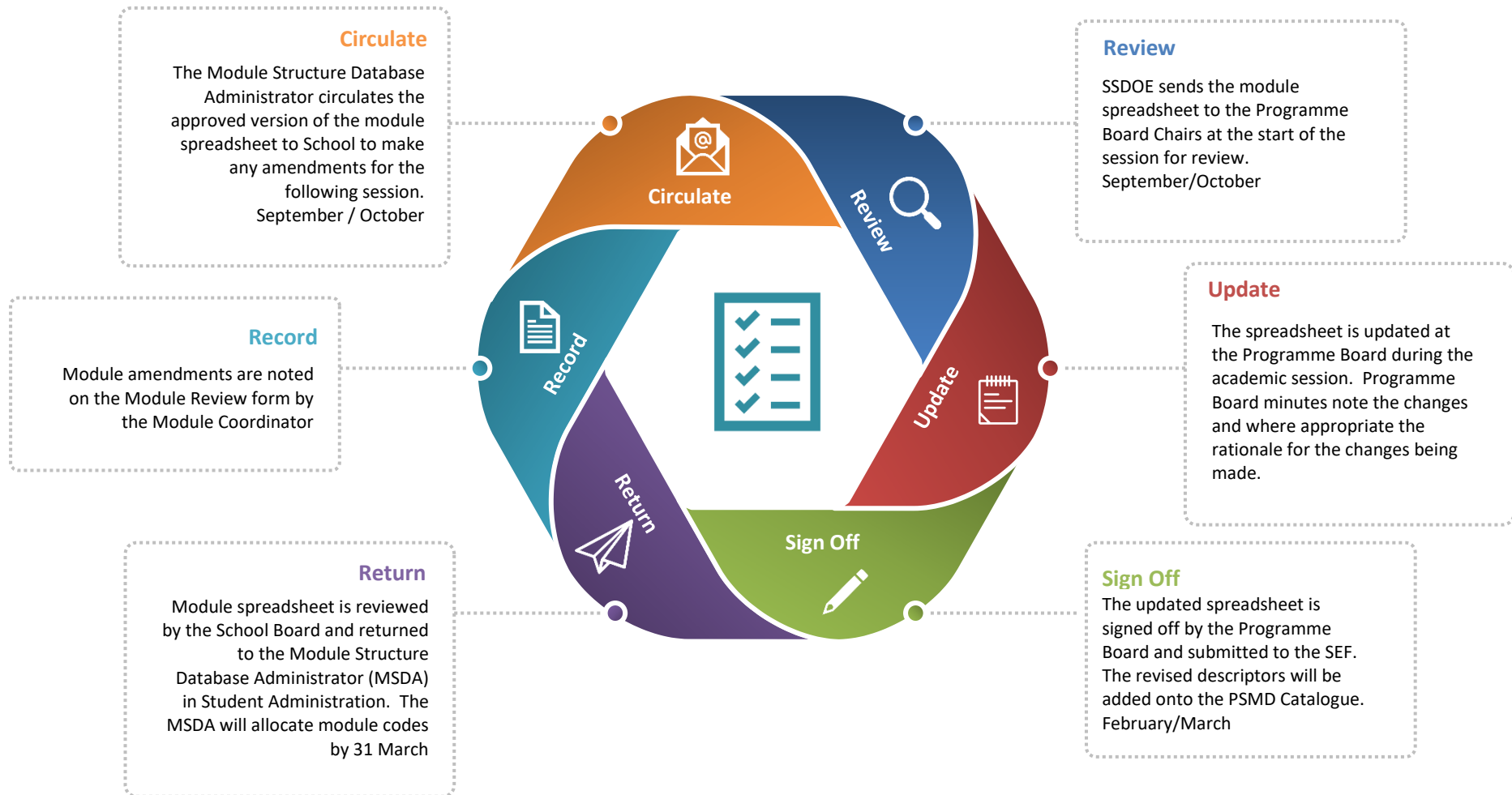
For minor module amendments (i.e. change of External Examiner, updating of reading lists and change to module moderator), no additional detail would be required in the Programme Board minutes, but for major changes (see below), a rationale should be noted in the minutes to capture the deliberate steps 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.*

Module Amendment Process



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 SDDOE 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**.

12 PROFESSIONAL ACCREDITATION OF UNIVERSITY PROGRAMMES

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 ILR 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 New Programme Proposals form. 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 ILR and staff development.

Details of Professional 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.

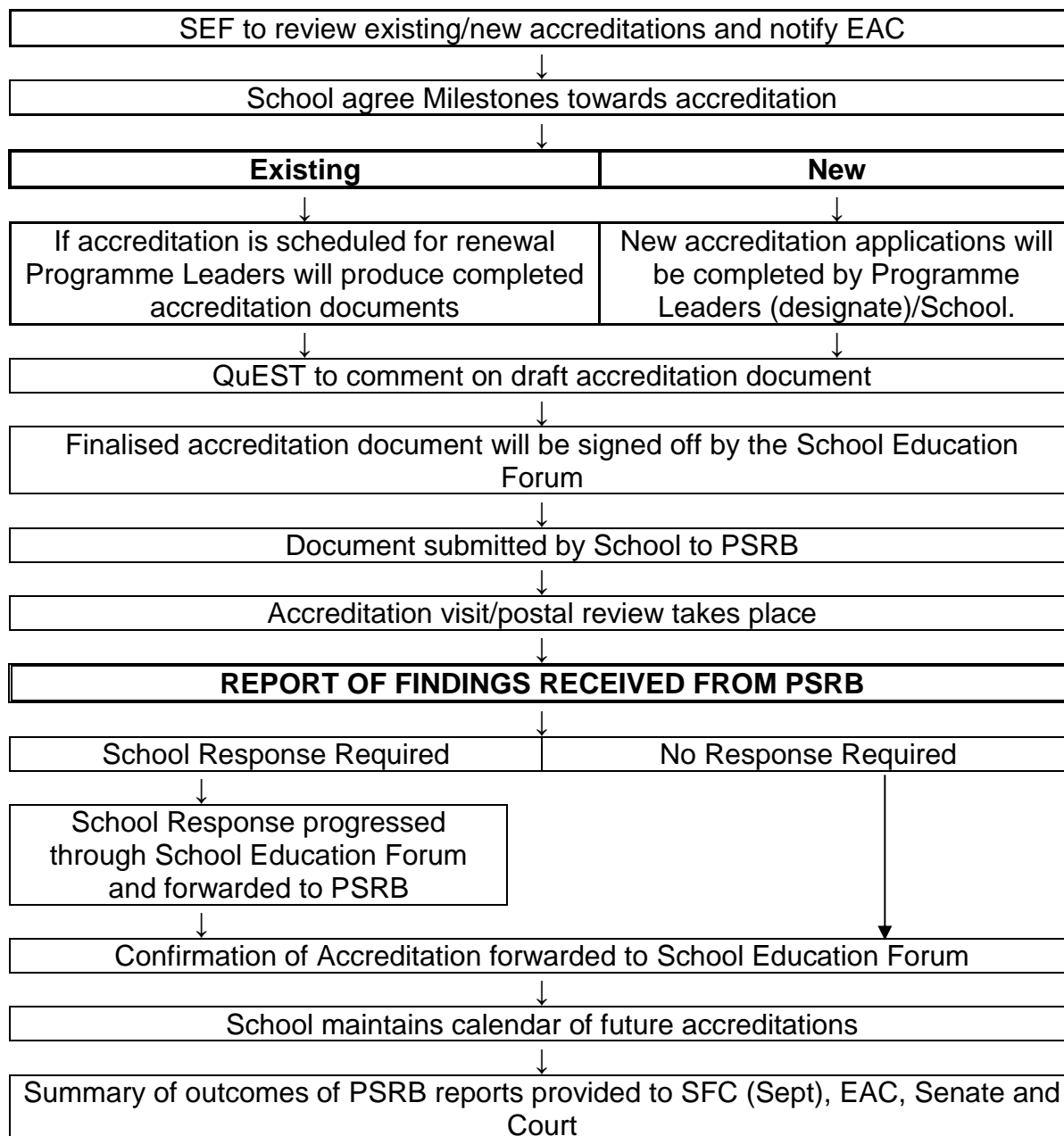
Professional Accreditation Processes

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



Professional 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.

Professional 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.

Professional 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 approve 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 approval 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 Positive Practice

At the conclusion of the event the panel commended the programme team on the following areas of positive 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
- Strategic Planning
- 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.

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)
<ul style="list-style-type: none"> • Campus(es) currently approved for delivery:
<ul style="list-style-type: none"> • Which campus(es) are being added and rationale.
<ul style="list-style-type: none"> • Date of first intake at new campus(es):
<p>Addition of full time or part time route. <i>Please attach a copy of the student journey including module title/trimester of delivery and time to complete the award for the new route.</i></p>
<ul style="list-style-type: none"> • Confirm route being added – FT or PT and rationale.
<ul style="list-style-type: none"> • 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.

QUALITY ENHANCEMENT SUPPORT TEAM (QuEST)**BRIEFING DOCUMENT FOR POSTAL APPROVALS****1. Quality Assurance in Scottish Higher Education in an Enhancement-led Framework**

The power to award degrees in the United Kingdom is regulated by Law and Universities are authorised to do so by the Privy Council. The University of the West of Scotland takes this authority very seriously and, like its sister universities across Scotland and the rest of the UK, has put in place robust quality assurance arrangements to underpin the approval of new programmes which lead to degrees and other awards. The University works in partnership with the Quality Assurance Agency for Higher Education (QAA) and takes cognisance of the UK Quality Code for Higher Education in this regard.

The University's approval procedure brings together internal and external academic subject and professional experts to assess the quality and standard of the proposed new programme to confirm that the programme should proceed or not and to comment on what further enhancements might be made to improve and develop the new programme for the benefit of the student experience.

All University provision, including the individual programmes, is reviewed within a six year cycle within the guidance set by Scottish Funding Council (SFC) for internal review within the quality enhancement framework. The University calls this process Institution-Led Review (ILR) and programmes are re-approved within that process.

External validators are invited to note the distinct approach to quality assurance within the Scottish Sector which derives from an enhancement-led model developed in consultation and collaboration with Universities Scotland, the student representative bodies and the Scottish Funding Council. Introduced in 2003 and reviewed in 2007, the enhancement-led model consists of the following five inter-related elements:

- An agreed set of public information provided by institutions
- The effective involvement of students in quality management
- National quality enhancement themes
- The Institutional Review process – in Scotland this is Enhancement-led Institutional Review (ELIR). (The previous ELIR report can be accessed at qaa.ac.uk/reports). There are no QAA discipline audit trails in Scotland within the QAA methodology for ELIR. Consequently, internal review provides SFC and QAA with assurances on the robustness of quality review processes and the maintenance of academic standards
- Internal review at the subject level owned by the Higher Education Institution (HEI) but in accordance with SFC Guidelines (revised 2008)

The University of the West of Scotland, like all Scottish HEIs, is committed to the implementation of the Scottish Credit and Qualification Framework (SCQF) which aims to enable stakeholders to understand the full range of Scottish Qualifications, how they relate to each other and to help people of all ages and circumstances across appropriate education and training over their lifetime. All University of the West of Scotland awards are calibrated in credits and levels appropriate to the SCQF. The SCQF includes level descriptors which set out the characteristic generic outcomes of each level. They are not intended to give precise or comprehensive statements but may assist approval panels in considering the level and outcomes of proposed programmes.

If you are interested in any further information about University of the West of Scotland quality arrangements you are invited to contact QuEST which can also provide QAA documentation. Alternatively, the QAA website is at www.qaa.ac.uk.

2 Quality Assurance Mechanisms at the University of the West of Scotland

The standards of the University's awards are upheld in a number of ways at programme and module level. New programmes are approved through the detailed scrutiny processes at an approval event involving external academic and professional peers. The approval panel considers the programme documentation and meets with the teaching staff before making a decision on behalf of the University's Education Advisory Committee (EAC) on the approval of the programme in question. Thereafter, once a programme is operating it becomes integrated in the cycle of internal subject based reviews on a six yearly cycle as well as being reviewed within the University's School-based annual monitoring process which includes the review of student feedback and external examiner reports.

On a day-to-day basis the quality of teaching and learning at programme and module level is monitored by Programme Boards which are associated with programme (s) and which report to School Boards. The PB is responsible for the quality assurance of programmes and modules in its ownership and keeps under review syllabus contents of modules, internal moderation and assessment schemes, placements arrangements, coursework, fieldwork and projects together with student feedback for the modules for which it has responsibility.

From time to time, proposals are made by Schools to develop aspects of programmes and/or titles that do not warrant an approval event, but where external scrutiny is deemed important. For such proposals a **postal approval event** is organised. A postal approval, engaging one or more external academic subject experts is likely to be organised where:

- When the team wish to make a change to a programme that is more significant than that permitted through the amendment process and the programme has recently been subject to an ILR;

- Where the programme team wish to change a small number of core modules associated with the requirements for award but where the programme learning outcomes are not significantly affected;
- Where the team wish to add in an additional bracket or named specialism to an existing programme framework;
- Where the team wish to make a number of changes to suite of cognate modules due to professional body or accreditation purposes.

3 Terms of Reference

The terms of reference for a postal approval are to consider:

- The rationale for the proposed changes and impact on the programme/modules;
- the programme/module philosophy including the coherence of the programme/module, aims and learning outcomes;
- the appropriateness of the programme structure, content and level of modules in accordance with subject benchmarks and the SCQF;
- whether the facilities and indicative resources are sufficient to support the programme adequately;
- learning, teaching and assessment approaches:

Other area for consideration may be identified depending on the type of changes being proposed by the team – the report template will be tailored to reflect the needs of each postal approval event.

The validator has the authority to approve the proposal on behalf of the EAC 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.

Alternatively, the validator may reject the proposal if they have serious reservations about its quality or standard.

4 Documentation

The documentation for a postal approval is likely to include: - a rationale for the programme or module changes, module descriptors and a programme specification. If the validator feels that the paperwork provided does not allow them to make a decision on whether to approve the programme/module(s) they are invited to contact the School to identify if anything further can be provided.

5 Areas of Positive Practice

- 5.1 The validator is invited to highlight elements of the programme which they find particularly well structured and to identify aspects of positive practice in addition to providing constructive criticism. These will then be considered for transferability to other areas of the University.

6 Conclusions

- 6.1 There are several possible decisions which the validator may recommend to the Education Advisory Committee:-

- **Approval subject to University monitoring and review procedures:** thereafter the programme will normally be incorporated in the University's periodical Institution-Led Review (ILR) which operates on a six year cycle.
- **Conditional approval:** approval may be made conditional upon the fulfilment of certain requirements by a specified date.
- **Approval for a limited period:** exceptionally, the validator 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 validator should make a recommendation on the process to achieve a full approval when the specified period is concluded.
- **Refusal of approval:** approval may be refused if there is evidence that the programme does not meet minimum acceptable standards and the validator does not have confidence that this can be rectified in the short-term.

There may also be "**Recommendations**" and "**Observations**" attached to the report of the approval - these may highlight areas of positive practice.

- 6.2 If conditional approval is given to a programme, the School will establish the mechanisms by which the conditions are to be met in consultation with the external validator.

If there are conditions to be met, a deadline should be set and the validator may advise upon the most appropriate procedures for scrutinising the response.

7 The Report

The validator is asked to provide a brief report - a template for completion will be provided by the University. This report should be submitted to the School. The report will outline any conditions which require to be addressed before approval can be granted as well as any examples of positive practice. Upon receipt of this report a fee of £150.00 (subject to tax and NI deductions) will be paid.

8 Conclusion

The University is indebted to academic subject experts who give up their time to assist the University in this way. It is also conscious that while most academics will be experienced in participating in such activities, others will be less familiar with what is being asked of them and may therefore require further information

on the University or aspects of its structure, organisation and procedures. Anyone requiring such information is asked to contact Nina Anderson-Knox, Head, Quality Enhancement Support Team (QuEST) in the first instance, who would also be pleased to receive any comments after the event on how the exercise and its supporting documentation may be improved for the future.

Updated 03/09/2018

CHAPTER 5 INTERNATIONAL ACADEMIC STUDENT EXCHANGE

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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 WBL Procedure). 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 or the Erasmus+ Inter Institutional 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 and themselves 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



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

<i>Study Programme at the Receiving Institution</i>					
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

<i>Recognition at the Sending Institution</i>					
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)
			<input checked="" type="checkbox"/>	<input type="checkbox"/>	Choose an item.	
			<input type="checkbox"/>	<input checked="" type="checkbox"/>	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)
			<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	

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: ...	

- 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](http://ec.europa.eu/education/tools/isced-f_en.htm) 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):**

<i>Reasons for deleting a component</i>	<i>Reason for adding a component</i>
1. Previously selected educational component is not available at the Receiving Institution	5. Substituting a deleted component
2. Component is in a different language than previously specified in the course catalogue	6. Extending the mobility period
3. Timetable conflict	7. Other (please specify)
4. Other (please specify)	

**Higher Education
Learning Agreement for Studies**

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		
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 <i>(The modules in Table A above should be mapped to equivalencies at UWS)</i>				
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.				

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)
			<input checked="" type="checkbox"/>	<input type="checkbox"/>		
			<input type="checkbox"/>	<input checked="" type="checkbox"/>		

- Add more rows if required

<i>Reasons for deleting a component</i>	<i>Reason for adding a component</i>
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



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)
			<input checked="" type="checkbox"/>	<input type="checkbox"/>		
			<input type="checkbox"/>	<input checked="" type="checkbox"/>		

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			<i>Student</i>		
Responsible person at the Sending Institution					
Responsible person at the Receiving Institution					

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 endeavor 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. 2018/19 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 Student Administration.

CHAPTER 6 EXTERNAL EXAMINING

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THIS CHAPTER REFLECTS THE STREAMLINING OF THE REGULATORY FRAMEWORK AND HAS THEREFORE BEEN AMENDED THROUGHOUT TO ENSURE STANDARDS RELATING TO EXTERNAL EXAMINING ARE MAINTAINED.



PARAGRAPHS MARKED WITH THE STAR DENOTE NEW OR SIGNIFICANTLY AMENDED INFORMATION. SECTION 2 ON APPOINTMENT HAS BEEN COMPLETELY REWRITTEN FOR 2018/19.

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.

2 APPOINTMENT¹

“3.48 External examiners are appointed in accordance with the criteria and procedures outlined in the Quality Handbook.” UWS Regulatory Framework 2018/19

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).

2.1 Term of Office

The external examiner term of office is normally 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. If there is a requirement to appoint an external outwith the normal Oct-Sep timings, the nomination must not exceed 4 years in the first instance. For example, a nomination could not run April 2018 – September 2022 as this would be 4 years and 5 months, the most appropriate tenure would be to run from April 2018 to September 2021.

2.2 Nomination Scheduling

Nominations for new or replacement external examiners should be made at least six months before the appointment is due to commence. It is recommended that Schools review their allocations at the start of each year to identify those whose tenure is concluding. AQC provide a list of outgoing external examiners to the School representatives to follow up after every

¹ The majority of the information in “Appointment” is appropriate for our collaborative partners, it is expected that they will take the lead (and work closely with the School) when proposing external examiners for validated programmes.

meeting. Appointments normally commence in October and last for four years. Nomination forms are available on the [Education Portal](#) and should be completed in consultation with the proposed external examiner. Collaborative Partners should request the Degree Assessment Board External Examiner Nomination Form from their UWS School contact.

2.3 Identifying Appropriate Candidates

As the External Examiner should be an impartial “critical friend”, it is unwise to approach potential candidates with whom a member of staff has a close professional or personal relationship. Nominations can come from previous approval or ILR panel members if evidence is provided that they meet the criteria.

Should difficulty be experienced in identifying a suitable candidate, a brief advert can be provided to QuEST who will circulate this to other higher education providers subscribed to the JISC mailing list.

2.4 Nomination Form

The nominee should be asked to complete the first part of the nomination form and submit this along with a current CV and evidence of their eligibility to work in the UK to ensure compliance with the requirements of the United Kingdom Visas and Immigration (UKVI).

2.5 Governance

The School (and Collaborative Partner where appropriate) should then complete the remaining sections of the form and obtain approval through the most appropriate governing committee within the School (normally the School Board). This is then submitted to the Secretary to AQC along with the CV and UKVI evidence who will circulate to the members of AQC for consideration.

Should AQC have any concerns, these will be relayed to the School for further discussion which may require additional rationale or evidence to be provided.

2.6 Approval

If AQC approve the nomination, a letter confirming the appointment is sent to the new External Examiner by the Head of QuEST and 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.

2.7 Eligibility to Work in the UK (for domestic arrangements only)

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 on their first visit. In addition to this, our Finance Department now require those employing external examiners to have had sight of official documentation illustrating their National Insurance number. **External Examiners will not be**

able to continue their appointment or receive any payments without UWS verifying the originals. Please see the Government website <https://www.gov.uk/legal-right-work-uk> and [External Examiners Handbook](#) for appropriate forms of evidence.

Staff must not involve proposed external examiners in any element of the assessment process prior to the appointment being confirmed by AQC.

2.8 Criteria for Appointment

Colleagues recommending approval of new external examiner nominations should ensure that the following criteria are evidenced in their form:

- ❑ knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality;
- ❑ competence and experience in the fields covered by the programme of study, or parts thereof;
- ❑ relevant academic and/or professional qualifications to at least the level of the qualification being externally examined, and/or extensive practitioner experience where appropriate;
- ❑ competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures;
- ❑ sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic peers and, where appropriate, professional peers;
- ❑ familiarity with the standard to be expected of students to achieve the award that is to be assessed;
- ❑ fluency in English, and where programmes are delivered and assessed in languages other than English, fluency in the relevant language(s) (unless other secure arrangements are in place to ensure that external examiners are provided with the information to make their judgements);
- ❑ meeting applicable criteria set by professional, statutory or regulatory bodies;
- ❑ awareness of current developments in the design and delivery of relevant curricula;
- ❑ competence and experience relating to the enhancement of the student learning experience.

Individuals in the following categories or circumstances will not normally be appointed as external examiners:

- ❑ a member of the University's Court or of the governing body of a partner institution, or a current employee of the University or one of its collaborative partners;
- ❑ anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study;
- ❑ anyone required to assess colleagues who are recruited as students to the programme of study;
- ❑ anyone who is, or knows they will be, in a position to influence

- significantly the future of students on the programme of study;
- ❑ anyone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or modules in question;
 - ❑ former staff or students of the institution unless a period of five years has elapsed and all students taught by or with the external examiner have completed their programme(s);
 - ❑ a reciprocal arrangement involving cognate programmes at another institution;
 - ❑ the succession of an external examiner by a colleague from the examiner's home department and institution;
 - ❑ the appointment of more than one external examiner from the same department of the same institution;
 - ❑ anyone who has previously served as an external examiner for the University / collaborative partner, except in exceptional circumstances and only after a period of five years or more has elapsed since the end of their last appointment;
 - ❑ anyone who will hold more than two external examiner appointments for taught programmes/modules during the appointment;
 - ❑ a retired academic, unless there is sufficient evidence of continuing involvement in the academic area in question, and with current developments in higher education teaching, learning and assessment

Should a School / Collaborative Partner wish to submit a nomination that contradicts the criteria above, it must be accompanied by a clear rationale as to why this nomination constitutes an exception. AQC will consider these requests but may on balance choose not to approve.

2.9 Reciprocity of Examining

Please note that reciprocal external examining between cognate subject areas in the University/Collaborative Partner and those in other institutions or organisations is not permitted. 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 / Collaborative Partners should ensure that an up to date list of staff and their current external examining appointments is maintained and provided to QuEST (the “Internal Externals” spreadsheet).**

If there are any staff within the School / Collaborative Partner that have external examiner responsibilities at the nominee’s institution, this should be noted on the Nomination Form with a clear rationale for why the nomination is being proposed and how the existing conditions do not preclude their appointment.

2.10 External Examiner Nominations with No Previous Experience

Whilst we would want to encourage academic development, if the nominee has no previous external examining experience, the School / Collaborative Partner must indicate how they will support the nominee to fulfil their duties. e.g. Will the appointment be mentored by a team of existing external examiners? What additional briefing will be provided and by whom?

2.11 Subject / DAB External Examiner Nominations

Assigning modules to the nominee must be done in collaboration with the nominee. When listing the proposed modules staff should consider the following:

- ❑ Are the modules in an appropriate subject area?
- ❑ Does the nominee have experience of examining / teaching at this level?
- ❑ Does the allocation seem appropriate in terms of number of modules and number of times a module will run?
- ❑ If some of these modules are options and may not run every year, this should be highlighted.
- ❑ If the number of modules seems excessive are there other factors that AQC should be apprised of?
- ❑ If the number of modules seems light is this because the modules are in a very specific area that cannot be covered by another existing external examiner?
- ❑ What is the assessment load of the modules? If a module has several pieces of assessment, has this been considered in the allocation?

2.12 PAB External Examiner Nominations

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 a group of related 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.

If PAB nominee has not previously been a subject external examiner at UWS, rationale and reassurance of appropriateness must be provided. E.g. is there no current subject external examiner willing/able to take on the duties?

If a Subject external examiner is moving to a PAB role, please ensure that the section of the form to withdraw modules is completed.

When considering the workload of the PAB external nominee, the School should consider if all the programmes listed will appear at one PAB or is there a possibility that the nominee will have to attend several separate boards? If so, does the nominee understand and agree to this?

2.13 Dual Nominations (excluding DAB)

For issues of workload and attendance, dual roles are not normally appointed unless required by a Professional, Statutory and Regulatory Body (PSRB). A rationale for this approach must be provided and both sections in the form relating to Programme and Subject external examiners must be completed.

2.14 Extensions to Tenure

Extensions to tenure are not normally permitted and will not be sanctioned for an external who has already been extended to the maximum 5 year tenure. A rationale for the extension must be provided which explains why exceptional approval is sought.

2.15 Re-Appointment

An External Examiner may be re-appointed provided that five years have elapsed since the end of the previous term of office and that the second appointment will not exceed four consecutive years. Caution is advised in reappointing the same examiner as potentially this may narrow the opportunities for sharing of positive practice which could be provided by alternative external examiners and is not conducive to supporting the nurturing of new external examiners.

2.16 Change in Circumstances

Should there be a change in circumstances to the external examiner's appointment, the criteria for appointment will be re-considered to ensure the criteria for appointment continue to be met. This includes the reallocation of modules or programme duties.

2.17 Reallocation of Duties

There is a separate form for reallocation of duties available from the Education Portal. This form is used to add or remove modules or programme board responsibilities from an existing external examiner. It should not be used to change an existing Subject External Examiner to a Progression and Award Board External Examiner.

If adding on modules / programme responsibilities to an existing external examiner, the School must consider the following:

- The external examiner has been consulted on and agrees with any amendments to their remit/workload
- Do these additions raise concerns over the workload?
- Are these additions suitable for the external examiner's area of expertise?
- Are any modules / programme responsibilities being removed?

2.18 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. 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.

If the External Examiner resignation is over a matter of principle, academic standards or concerns over maladministration, then the Head of QuEST will report the matter to the relevant School Board, Education Advisory Committee and Senate.

The University may only terminate the contract of an External Examiner through a decision of Senate *either* on the basis of demonstrable persistent failure to meet the requirements of the role, for example through repeated non-attendance at assessment panels, repeated lack of response to draft assessment instruments, or the provision of false information in annual reports or due to a significant change of circumstances of the External Examiner or of the module provision in the relevant subject area.

It will be the responsibility of the Dean in the first instance to advise the Head of QuEST of any concerns.

If an annual report that is due for submission on 15 September² has not been received without due explanation by 20 November, or if the report has not been received after a comparable interval in the case of another due date, the external examiner may be deemed by the Chair of the Education Advisory Committee to have resigned their appointment and will be advised accordingly. Where illness or other personal reasons have been notified by the external examiner to the Head of QuEST as preventing the External Examiner from meeting requirements of the role, the relevant School will in the first instance seek to agree appropriate revised arrangements such as a revised timescale for submission of an outstanding report.

2.19 Powers of UWS External Examiners

No University result or award may be recommended for conferment without the approval of the Subject, Progression & Awards Board or Degree Assessment Board External Examiner(s). 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, Progression & Awards Board or Degree Assessment 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 / Collaborative Partners to make an informal visit to the University / Partner site 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.

The University requires that external examiners report on:

- whether the academic standards set for its awards, or part thereof, are appropriate;
- the extent to which its assessment processes are rigorous, ensure equity of treatment for students and have been fairly conducted within

² Date has changed from 30 September to 15 September for review of Academic Year 2018/19

institutional regulations and guidance;

- opportunities to enhance the quality of learning opportunities provided to students;
- where appropriate, the comparability of the standards and student achievements with those in some other higher education institutions;
- positive practice and innovation relating to learning, teaching and assessment.

On any matter which an External Examiner has declared to be a matter of principle, the decision of the External Examiner concerned must either be accepted as final by the SP or PAB in question or be referred to the Senate.

2.20 Professional, Statutory and Regulatory Bodies


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.

Newly appointed External Examiners should take up their appointments on or before the retirement of their predecessors. They should remain available until after the last assessments with which they are to be involved to deal with any subsequent reviews of decisions that arise.

3 SUBJECT EXTERNAL EXAMINERS

3.1 Role and Responsibility


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.

 **Each module** will be assigned to **one** Subject External Examiner, who will be appointed to consider the results for a group of related modules. For reasons of consistency, a module **cannot** be assigned to more than one external examiner.

3.2 Subject Panels

Subject Panels confirm the mark, grade and decision for each student on each module assigned to the Subject Panel by the Dean of School.

★ School Boards are responsible for ensuring that Schools have allocated modules to an appropriate Subject Panel and have assigned an External Examiner to each module. Subject Panels normally fall at the end of each term, 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 resubmissions and resits **and not just those at L9 or above**). Results from Subject Panels are released to students as final approved results.



EXTERNAL EXAMINER APPOINTMENTS – POSITIVE PRACTICE

In the School of Media, Culture and Society, each newly appointed external examiner is contacted by the Assistant Dean (Education) via video call to introduce them to the School, its philosophy and pedagogical approaches. This first contact ensures that external examiners have a clear understanding of their role, have confidence that their input is valued and ensures that expectations are set for both the examiner and the School.

Each Subject External Examiner will:

- 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
- moderate the marks awarded by the internal examiner(s) on each module assigned to them (see details of sampling under *Reviewing Student Work*)
- 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.

★ Please note that standardisation may only be applied by the relevant Subject Panel and with the agreement of the relevant Subject External Examiner.

3.3 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)
- 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.

3.4 Initial Teacher Education Programmes

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.

3.5 Standards in Social Work Education

The Standards in Social Work Education (SiSWE), which underpin social work degree programmes in Scotland, are currently being revised to make sure they reflect the many changes in social work practice since their publication in 2003. Schools should ensure that they are cognisant of any impact of the revisions on the external examiner role and that examiners are informed of any additional requirements relating to this role once the new standards have been published.

3.6 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.

3.7 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. **External examiners should review samples of student work for all the modules that they have been allocated, this includes the lower SCQF levels.** 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 (now part of Advance HE) 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.

★ 3.8 Recognition of Prior Learning

Regulation 2.16 states “APEL assessments shall be open to external examination and confirmation by Subject Panels (see Regulation 3.44) on the same basis as the formal assessment and examination of students.”

It is expected that suitably experienced external examiners will review APEL assessments and student submissions as appropriate. As with any other assessment, the external examiner should have the opportunity to approve the method and marking rubric to confirm that the process of assessment is robust. APEL student submissions must be seen by an external examiner and go through an appropriate Subject Panel. Whilst the External Examiner Handbook does notify examiners that they may be asked to review APEL claims, the submissions can be infrequent and time consuming to review. It is therefore courteous to provide the external examiner with early notification, adequate time and appropriate supporting documentation to assist them in their review.

★ 3.9 Work-based Learning / Work –Related Learning/Placement Learning Arrangements

Where a programme contains elements of WBL/PL experience, the instruments of assessment must still be approved by the external examiner. Assignments and assessments connected with WBL/PL should be properly considered by the academic programme team and the appropriate external examiners and there should be consideration of parity of assessment with the University based route where this exists.

The award of credit for WBL/PL will be confirmed by subject panels and will involve external examiners who should comment on WBL/PL in their annual reports. When appointing external examiners, it is important that they are fully aware of the extent of WBL/PL within the portfolio of modules that they are being assigned to and what their input to these modules is expected to involve.

3.10 Subject Panels

The membership and terms of reference of Subject Panels are located in the [Committee Handbook](#).

It is the responsibility of the School to liaise with external examiners on their availability to attend the panel(s). This should be done as soon as possible to ensure external examiners 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.**

3.11 Approval of Marks by Subject External Examiner

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 on all modules to which they are assigned 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. 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, although the external examiner may attend more if they wish.

3.12 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.

3.13 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.

4 PROGRESSION & AWARDS BOARD EXTERNAL EXAMINERS

4.1 Progression and Awards Boards

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. A Progression and Award Board will recommend the conferment of an award for a student who has satisfied the requirements for the award as outlined in the Programme Specification (see Regulation 3.15)

The Progression & Awards Boards apply University regulations on progression/awards but do not have the authority to alter marks or grades.

★ 4.2 Combined Studies Award

From 2018/19, Progression and Award Boards are empowered to make an exit award of CertHE/DipHE or BA/BSc in Combined Studies where a student has met the credit requirements for an award in line with SCQF credit minima (see

Regulation 1.21) but cannot continue on the named award.

The membership and terms of reference of the Progression and Awards Board are located in the Committee Handbook.

4.3 Progression and 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.

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.

No recommendation for the conferment of an award can be made without the written approval of the External Examiner appointed to the Progression and Award Board (see Regulation 3.47). 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 ensuring approval through other appropriate communication approaches. 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.

Each Progression & Awards Board External Examiner will:

- 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 a student appeal) 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 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.

4.4 PAB External Examiner Induction

As PAB external examiners are usually appointed following experience as a Subject External Examiner with the University, the induction need only cover the areas that differ from the Subject External Examiner role.

Schools should ensure that appropriate documentation including the programme specification(s) for the programmes allocated to the Progression & Awards Board is made available to the Progression and Awards Board External Examiner as soon as the appointment is confirmed.

Early notification of the dates and times of the boards and expected attendance requirements is crucial in maintaining a positive relationship with the external examiner.

It is positive practice for the PAB chair to contact the newly appointed external examiner to talk through what to expect and their role at the PAB. Student Administration have supporting guidance documentation available for those attending PABs. Schools should ensure that their external examiners have access to this documentation.

5 DEGREE ASSESSMENT BOARD EXTERNAL EXAMINERS (FOR VALIDATED MODEL COLLABORATIVE PARTNERSHIPS)

5.1 Role and Responsibility

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 terms 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
- 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.

★ 5.2 Degree Assessment Board External Examiner Appointments

The process for appointment of Degree Assessment Board External Examiners is similar to that of Subject and PAB External Examiners (See Section 2 of this chapter) although there is a separate nomination form to be completed.

The key difference with DAB appointments is that in most cases the Partner (having the subject expertise) will lead in identifying possible candidates. As with all appointments, the nominee must meet the criteria for external examiner and the Partner **must not** engage the nominee in any external examiner activities until such time as the Academic Quality Committee has approved the nomination.

The nomination form should be completed by the nominee, Partner and School together to ensure that there is a common understanding of the role and responsibilities attached.

★ 5.3 Degree Assessment Board External Examiner Induction

On appointment, all external examiners receive details of the online induction and are e-mailed a copy of the External Examiners Handbook. It is expected that the School and Partner will provide additional information to the DAB external examiner on the specific requirements related to the programmes they will oversee.

As a minimum, Schools and Partners 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)
- 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 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

It is the responsibility of the School and Partner to provide the DAB External Examiner(s) with access to appropriate programme specifications, module descriptors and supporting documentation as soon as the appointment is confirmed.

5.4 Reviewing Assessment Instruments

DAB External Examiners will be invited to approve all examination question papers/appropriate coursework at all levels. Partners (with oversight from the relevant School) 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 Partner Institution, Partners should ensure appropriate encryption is deployed. DAB External Examiners must be given at least four weeks to review draft examination questions and a sample of course work questions for all levels.

5.5 Reviewing Student Work

Partners should ensure that DAB 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. External examiners should review samples of student work for all the modules that they have been allocated, this includes the lower SCQF levels. Partners must ensure that they provide 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 (now part of Advance HE) 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 should liaise with the Partner and 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 an External Examiner is content that appropriate policies and procedures are in place for the proper operation of the Degree Assessment Boards, 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 Board 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.

Any queries about dates of meetings and arrangements for moderation should be raised with the Partner.

6 QUALITY ASSURANCE AND ENHANCEMENT

6.1 UK Quality Code for Higher Education

Whilst we acknowledge that the UK Quality Code for Higher Education is currently under revision, the existing code 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.

7 ANNUAL MONITORING & ANNUAL REPORTING

7.1 Reporting

Each External Examiner is required to report annually to the University on the conduct of the assessments concluded during the year and on issues relating to those assessments, in a form determined by the Senate.

The online report was implemented in 2017 and the questions are tailored to the external examiner's role. We envisage that this move to Questionpro 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 term 2. Initial feedback has been very positive and we have implemented some minor changes in 2018 in response to constructive feedback. If the external examiner would prefer to use a report form in Microsoft™ Word format, blank report forms are available on request. Reports should be completed by 15 September³.

On receipt by QuEST, the external examiner reports with response form incorporated, 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 15 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.

7.2 Raising Concerns

Where there is concern about standards and performance, particularly if there is suggestion that assessments are being conducted in a way which jeopardises either the fair treatment of individual candidates or the standards of the University's awards, an External Examiner has the authority to submit a report directly to the Principal. The external examiner may also invoke the QAA's concerns scheme or inform the relevant professional, statutory or regulatory body. This will be communicated to the external examiner at the time of appointment.

If colleagues are advised of any concerns external examiners have about the reporting process, please contact the Head of QuEST.

7.3 Programme Amendments

The primary role of external examiners relates to the standards of awards and the quality of assessment processing. However, the external examiner will be expected to comment on amendments to the programme content or changes proposed to the assessment structure/format.

As a matter of courtesy, the School should advise the appropriate Board

³ From Session 2018/19

External Examiners of **all changes** to the programme(s) associated with their appointment during the year and provide access to an updated programme specification in advance of each Panel/ Board.

8 ATTENDANCE FEES, HONORARIUM & EXPENSES

8.1 Attendance Fees

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.

8.2 Payment of Honorarium

Payment of the honorarium will be authorised when the annual report is received, which is due by 15 September each year⁴.

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 2018/19, 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

8.3 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.

⁴ From September 2019

CHAPTER 7 ENHANCEMENT AND ANNUAL MONITORING

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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 AND DATA

All key enhancement and annual monitoring guidance will be lodged at the following sites:

- **UWS Education Portal on the [QuEST EAM site](#)**
This will include guidance and templates related to module review, programme monitoring, External Examiner reports, Collaborative Annual Reports, Institution-led Review reports, among other material.
- **[Academic Data Service Applications](#) site**
For session 2018/19, the new [Academic Data Service Applications](#) site will be the main source to facilitate all Programme monitoring and review.

This site will enable Schools to complete their **Programme Monitoring Reports (PMRs)** electronically within this bespoke online site. The site provides the PMR template, an exemplar and the associated data (grouped by School/programme).

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**
- Programme Annual Reports (PARs) (validated collaborative partners only)
- Collaborative Annual Reports (CARs) (franchise collaborative partners only)
- **External Examiner Reports & Responses**
- Summary of Analysis of External Examiner Reports (QuEST)
- School EAM Report / Summary Outcomes 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

During academic session 2016/17, 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 at this point.

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 Terms 1 and 2. Overall centrally produced module success rate data and Term 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

Revised Approach for Session 2018/19 (to review 2017/18):

For session 2018/19, the new [Academic Data Service Applications](#) site will be the main source to facilitate all Programme Reviews.

- This site will enable Schools to complete their Programme Monitoring Reports (PMRs) electronically within this bespoke online site. The site provides the PMR template, an exemplar and the associated data (grouped by School/programme).
- **The site will “Go Live” on Monday 17 September 2018.**
- Programme health and student data will be provided to schools via this site to inform the drafting of the PMR/Action Plans. The data provided on this site is overseen by Strategic Planning. Provisional data will be available on this site from 17 September 2018 with final data being lodged by **30 September 2018**.

One PMR/Action Plan will be prepared for each taught University programme as determined by Schools. This will ensure that an action plan is developed encompassing reflection of all data sources including programme performance progression data and survey outcomes, ILR outcomes, among others. The flowchart in [Appendix 1](#) outlines the main sources of information.

- **Completion of PMR:** Each Programme Review is grouped per School and a drop down menu exists to select individual programmes. Once selected, the PMR for this programme will appear and will be ready for completion. For each programme, the designated Programme Leader will have lead responsibility for completion of the PMR, in close consultation with members of the programme team.

The PMR will seek to identify influencing factors affecting programme performance and the student experience (aligned closely with the data). An indication of questions embedded within the PMR are identified in [Appendix 4](#).

- **School Approver:** Each School will have a School Approver whose role will be to sign off each PMR once finalised prior to School Annual Monitoring Events. The School Approver will *normally* be the Dean of School.

The Programme Leader will have writing/editing rights and will allocate Programme members to the group thereby providing individuals with writing/editing rights. Affected Programme Team members will automatically be notified by email.

- **Final submission deadline of PMR/Action Plan is Monday 22 October 2018.**
- Only once the School Approver has confirmed the final PMR, will the Programme Leader and QuEST receive automated notification.
- **Access for All Staff across UWS:** Once approved, the PMR will be available to view by colleagues across the University (as read-only).

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 **School Approver** prior to agreement by the appropriate Programme Board and should be submitted to the Chair of the Programme Board by the final **submission deadline of 22 October 2018**. 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 on the [Academic Data Service Applications](#) site (once signed off and finalised by School).

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/Dual 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).

A CAR on the operation of franchised/or dual 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 by end June** 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 end June 2018**.

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, 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/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.

Student involvement is crucial. Student representation is strongly encouraged at the School EAM Event to capture the student voice.

- The **SSDO will attend and prepare a School Report of the event.**
- **SMART Targets** will be agreed (see stage 3).
- A **Summary Outcomes Report** will also be completed based on standard template ([Appendix 5](#)).
In cases where standards issues are identified, the School is responsible for ensuring that any necessary actions are followed up promptly.

School Event: Stage 3 – Identify Actions

The School-based Annual Monitoring event takes place with discussion predominantly around PMRs and feedback from External Examiners and students. The event will 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 will be taken to the Institutional EAM event.

Responsibilities of School-based Annual Monitoring (SEF)

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. Schools will determine the most appropriate approach.
- 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 Strategic Planning 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 an opportunity for students to be involved in the annual review of programmes.
- Provide a formal **School Report** of the School-based EAM event documenting annual monitoring discussions for use at the Institutional EAM Event. This School report will be supplemented by a **Summary Outcomes Report** which will provide assurances to Senate. This evidence will be a key resource for internal

and external reviews.

- Identify actions (SMART targets) and good practice for final approval by the School Board. These will be considered at the Institutional EAM Event.

4 RESPONSIBILITIES OF THE SCHOOL BOARD

The School EAM Event outcomes will feed into 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 School EAM Report and 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 (together with the Summary Outcomes Report) should provide Senate with 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.

The School Report and SMART Targets will be used at the Institutional EAM Event. It will also provide key evidence during Institution-Led Review and QAA Review processes.

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, via the appropriate minute and [Summary Outcomes Report](#) :

- 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 6](#) 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.

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 Schools of the maintenance of standards and monitoring of quality via the relevant School Board minute and a Summary Outcomes Report.

Timelines for 2018/19 (to review 2017/18):

The Institutional Event for session 2018/19 will be held on 5 December 2018 (PM).

QuEST will require material from Schools no later than Tuesday 27 November 2018 to allow circulation time prior to the institutional EAM Event.

The Institutional Event will consider:

- School EAM Report;
- School SMART Targets 2018/19 (arising from 2017/18);
- Reflection on new Online PMR process & good practice exemplars;
- Highlights from External Examiner Reports and Institution-Led Reviews 2017/18 (undertaken by QuEST);
- Institutional Focus on Assessment & Feedback;
- Institutional Survey Headlines 2017/18;
- Closing the Loop – from previous year's IEAM.

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. It 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.

Key outputs from the Institutional EAM Event are expected to be:

- A **final report to Senate via EAC**. This report should identify trends, areas of positive practice and any challenges which require consideration at an institutional level. It should identify the intended approaches being adopted by Schools via internal monitoring processes to improve progression and retention. Reference to follow up progress in relation to previous year's activities should be made.
- An **EAM Newsletter** will be developed on the key highlights arising from the EAM cycle; this will be available for both staff and students.

6 ANNUAL MONITORING OF EXTERNALLY ACCREDITED PROVISION

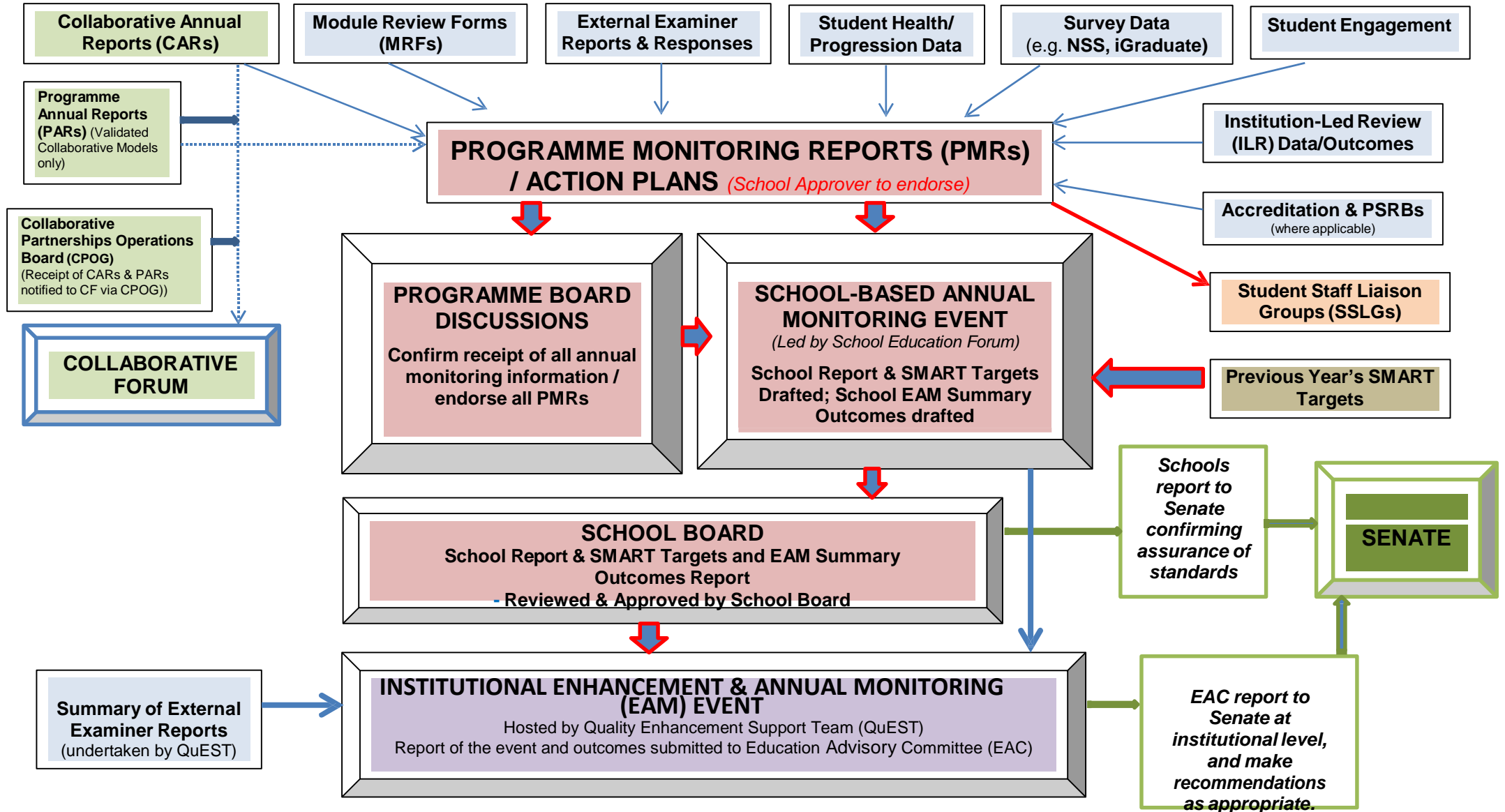
Please refer to Chapter 8 which outlines details relating to Accreditation of External Provision.

7 INSTITUTIONAL OVERVIEW

An indicative timeline of the Enhancement and Annual Monitoring cycle for session 2018/19 (to review 2017/18) is provided below:

Activity	Date(s)	Purpose
MRF completion	By end September 2018	Module evaluation; To inform PMRs & improvements
External Examiner Reports & Responses	By 15 September 2018	External Assurance of Academic Standards; To inform PMRs & improvements
PMR completion	By 22 October 2018	Programme evaluation and review; To inform School planning & improvements
Programme Boards	Prior to School EAM event	To consider relevant PMRs assigned to Programme Board.
School EAM Events (SEF-Led)	Early November 2018 (prior to School Board)	In partnership with students. Considers PMRs and other material. Produces: <ul style="list-style-type: none"> • School EAM Report • SMART Targets 2018/19 • School Summary Outcomes (for Senate)
School Board	Late November 2018 (to follow School EAM event)	Receives: <ul style="list-style-type: none"> • School EAM Report • SMART Targets 2018/19 • School Summary Outcomes (for Senate) Summary Outcomes Report to provide assurances on academic standards for upward reporting to Senate.
School Deadline for Materials for IEAM Event	By 27 November 2018	Timeline necessary to enable materials to be circulated to participants in advance of IEAM.
Institutional EAM Event (IEAM)	5 December 2018 (PM) (Note: PL Event – AM)	In partnership with students. Produces: <ul style="list-style-type: none"> • IEAM Report (to include follow-up to previous year) • Newsletter (for wider circulation to staff & students)
Senate	11 December 2018	Statement of Assurances. Senate receives: <ul style="list-style-type: none"> • School Board minute (& link to School EAM Report) • School Summary Outcomes (for Senate) Schools will report assurances to Senate on programme health and academic standards - confirming validity and currency of programmes.
Education Advisory Committee (EAC)	25 February 2019	The full report arising from the IEAM Event will be scrutinised by EAC. Relevant actions to be identified to address highlighted areas and report to Senate.
Senate	21 March 2019	Receives: <ul style="list-style-type: none"> • EAC report to Senate • Include link to Report from IEAM Event
Court	25 April 2019	Court will receive confirmation in April.

**TIMEFLOW CHART
SCHOOL ENHANCEMENT AND MONITORING PROCESS 2018/19**



Enhancement and Annual Monitoring (EAM) KEY DATES – Session 2018/19
(to review AY 2017/18)

Appendix 2

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
<p>Collaborative Annual Report (CAR) 2018/19 <i>(from previous session 2017/18)</i></p>	<p>Franchise Models only; Completed by: Collaborative Partner</p> <p>Designated section also required to be completed by UWS Link Tutor.</p>	<p>For submission by: End of June 2018</p>	<p>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.</p> <p>CARs will be used as follows:</p> <ul style="list-style-type: none"> • Programme Board (receive and consider) • Informs PMRs/ Action plans by PLs • School EAM Event (Optional whether CARs considered at event) <i>(CAR may inform action plans for event)</i> • To report receipt of CAR to Collaborative Forum
<p>External Examiner Annual Report 2018/19 <i>(from previous session 2017/18)</i></p>	<p>External Examiners</p>	<p>For submission by: 15 September 2018</p>	<p>Online External Examiner Report Form – available at end of T2 www.uws.ac.uk/about-uws/uws-commitments/quality-enhancement/external-examiner/</p> <p>Online completion to Quality Enhancement Support Team (QuEST).</p> <p>External Examiner Reports will be used as follows:</p> <ul style="list-style-type: none"> • 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) <p>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.</p>

<p>Module Review Forms (MRF) 2018/19 (from previous session 2017/18)</p>	<p>Module Co-ordinators</p>	<p>For completion by: End September 2017</p> <p>(To be completed as soon as possible after the module runs for the last time in a session)</p>	<p>Module Review Form (MRF) (Link: https://connect.uws.ac.uk/education/sitepages/eam.aspx) Completion of word document template to Schools/Programme Leader/SSDOE.</p> <p>Note: Centrally produced data available from Strategic Planning soon after T1 & T2. T3 data & overall module success data available by end September.</p> <p>MRFs will be used as follows:</p> <ul style="list-style-type: none"> • 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 in the future, MRFs may be merged into programme monitoring technical capabilities to enable this to be done online with PMR. Consideration of stand-alone modules will need explored.
<p>N.B. Strategic Planning will ensure final data is lodged on PMR site by 30 September 2018.</p>			
<p>Programme Monitoring Report (PMR) 2018/19 (from previous session 2017/18)</p>	<p>Programme Leaders</p>	<p>For completion by: 22 October 2018</p>	<p>For session 2018/19, the new Academic Data Service Applications site will be the main source to facilitate all Programme Reviews. (Link: https://connect.uws.ac.uk/serviceapps/academicdata/Lists/ProgrammeReview/Summary.aspx)</p> <p>This Programme Review site will enable Schools to complete their PMRs mechanically within this bespoke online site. The site provides the PMR template, an exemplar and the associated data (grouped by School/programme).</p> <p>The site will “Go Live” on Monday 17 September 2018.</p> <p>Programme health and student data will be provided to schools via this site to inform the drafting of the PMR/Action Plans. The data provided on this site is overseen by Strategic Planning. Provisional data will be available on this site from 17 September 2018 with final data being lodged by 30 September 2018.</p>

			<p>Programme Monitoring Reports/ Action Plans will be used as follows:</p> <ul style="list-style-type: none"> • School Approver to endorse (normally the Dean) • 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) <i>(to capture student voice)</i> • School Board / Institutional EAM Event (will receive assurances on various quality aspects for reporting to Senate)
<p>Programme Annual Reports (PAR) 2018/19 <i>(from previous session 2017/18)</i></p>	<p>Validated Models only; Completed by: Collaborative Partner</p> <p>Designated section also required to be completed by UWS Collaborative Contact.</p>	<p>For submission by: 22 October 2018</p>	<p>Programme Annual Report (PAR) (Validated Model Only) (Link: https://connect.uws.ac.uk/education/sitepages/eam.aspx)</p> <p>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.</p> <p>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.</p> <p>PARs will be used as follows:</p> <ul style="list-style-type: none"> • 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.
<p>External Examiner Annual Report Response 2018/19 <i>(from previous session 2017/18)</i></p>	<p>Programme Leaders/Programme Board</p>	<p>Response due for completion by: 22 October 2018</p>	<p>External Examiner Annual Report Response <i>(forms part of the External Examiner Report)</i>.</p> <p>Schools complete response section of External Examiner Report Form and forward to the External Examiner and to QuEST.</p>

<p>School EAM Event 2018/19 <i>(to reflect and review the previous sessions activities 2017/18, and determine a School approach for the coming year)</i></p> <p>Participation: Strongly encourage engagement of students during School EAM Events.</p>	<p>Associated Dean Education (ADE); and School Education Forum (SEF)</p>	<p>By mid- November 2018 (must be prior to respective School Board)</p>	<p>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.</p> <p>The School EAM Event will be required to:</p> <ul style="list-style-type: none"> Consider PMRs/ Action Plans for all programmes within the School. [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] 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 Report and School EAM Summary Outcomes; Produce draft School SMART Targets 2018/19 (arising from 17/18) (for consideration at the Institutional EAM Event); <p>Note: School Boards range from 29 August to 18 September 2018. The School Board date will determine when School EAM is required to be undertaken.</p> <table border="1" data-bbox="1187 1042 2150 1358"> <thead> <tr> <th>School</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td>School of Business & Enterprise</td> <td>14 September 2018</td> </tr> <tr> <td>School of Education</td> <td>29 August 2018</td> </tr> <tr> <td>School of Computing, Engineering and Physical Sciences (CEPS)</td> <td>5 September 2018</td> </tr> <tr> <td>School of Health and Life Sciences (HLS)</td> <td>14 September 2018</td> </tr> <tr> <td>School of Media, Culture & Society</td> <td>18 September 2018</td> </tr> </tbody> </table>	School	Date	School of Business & Enterprise	14 September 2018	School of Education	29 August 2018	School of Computing, Engineering and Physical Sciences (CEPS)	5 September 2018	School of Health and Life Sciences (HLS)	14 September 2018	School of Media, Culture & Society	18 September 2018
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<p>School EAM Report (from Event) and Summary Outcomes</p>	<p>School; School Service Delivery Officer Education</p>	<p>November round of School Boards (next round commences in late February);</p> <p>Institutional EAM Event By 28 November 2017 (to QuEST)</p>	<p>Production of report for School Board and Institutional EAM Event.</p> <p>School Report will be used as follows:</p> <ul style="list-style-type: none"> • Submission to School Board (to provide assurances) • Submission to Institutional EAM Event (QuEST co-ordinating) <p>Assurances to Senate on Academic Standards: Both School Board and the Institutional EAM Event (via Education Advisory Committee (EAC)) will provide assurances to Senate.</p> <p>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.</p>
<p><u>Confirmed</u> School SMART Targets 2018/19 <i>(taking into account reflection on previous session 2017/18)</i></p>	<p>School; School Service Delivery Officer Education</p>	<p>By Tuesday 27 November 2018 (to QuEST)</p>	<p>Production of School SMART Targets for approval by School Board and for consideration at the Institutional EAM Event.</p> <p>SMART Targets will be used as follows:</p> <ul style="list-style-type: none"> • Submission to School Board (for approval) • Submission to Institutional EAM Event <p>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.</p>

<p>Institutional EAM Event 2018/19 <i>(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)</i></p>	<p>QuEST</p> <p>In liaison with:</p> <ul style="list-style-type: none"> • UWS Academy; • Education Futures; • ADEs; • ITDS; • Strategic Planning; • Student Life. 	<p>5 December 2018</p> <p>PL T1 Event (AM) EAM Event (PM)</p>	<p>EVENT: Institutional EAM event managed by QuEST. QuEST will require material from Schools no later than Tuesday 27 November 2018 for circulation to participants by Thursday 30 November for Institutional Event taking place on 5th December 2018.</p> <div data-bbox="1205 392 2136 676" style="border: 1px solid black; background-color: #fce4d6; padding: 5px;"> <p>The Institutional EAM Event will be required to consider:</p> <ul style="list-style-type: none"> • School EAM Report / Summary Outcomes Report; • School SMART Targets 2018/19 (arising from 2017/18); • Online PMRs for Schools should be available to view; • Highlights from External Examiner Reports and Institution-Led Reviews 2017/18) (undertaken by QuEST); • Institutional Survey Headlines 2017/18. </div> <div data-bbox="1205 715 2136 1010" style="border: 1px solid black; background-color: #e1bee7; padding: 5px;"> <p>Outcomes: Anticipated outcomes from Institutional EAM Event will include:</p> <ul style="list-style-type: none"> (i) A formal report identifying trends, areas of positive practice and any challenges which require consideration at an institutional level. (ii) Update from last years EAM cycle. (iii) QuEST will develop an EAM Newsletter. (iv) </div> <div data-bbox="1205 1048 2136 1390" style="border: 1px solid black; background-color: #e2efda; padding: 5px;"> <p>Reporting Arrangements:</p> <ul style="list-style-type: none"> • Senate: 11 December 2018 (statement of assurances); • Senate: 21 March 2019 (full IEAM Report); • Court: 25 April 2019 </div>
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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) 2018/2019 (to review 2017/18)

School:	
Session:	
Module Title:	
Module Code:	
Module Coordinator:	
Other staff involved in delivery:	

	Term 1	Term 2	Term 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

<p>Delivery & Attendance Comment on how the module has operated.</p>
<p>Assessment (Co-ordinators comments)</p>
<p>Assessment (Moderators comments)</p>

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.

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>Virtual Learning Environment Comment on the use of the VLE and any further plans for enhancement.</p>
<p>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).</p>
<p>Additional Comments including any module amendments</p>

PROGRAMME MONITORING REPORT 2018 – ONLINE COMPLETION

SESSION 2018/19 (to review session 2017/18)

Programme Monitoring Reports (PMRs)/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.**

PMRs/Action Plans – for completion no later than 22 October 2018.

PMRs should be completed by the Programme Leader directly on the PMR site located at -: Academic Data Service Applications.

Once approved by the School Approver, the appropriate School Service Delivery Officer (Education) shall be notified automatically for use at the School EAM Event. QuEST shall also be notified.

Programme Monitoring Report (PMR) / Action Plan UWS Enhancement & Annual Monitoring 2018 (reviewing 2017/18 session)

Programme Performance Data – will be provided on the site. Data will be finalised by 30 September 2018.

QUESTION 1:

Student Success: Please comment on the **patterns of Progression and Success** at each level of your programme, identifying the factors influencing positive and less positive performance.

QUESTION 2:

Student Satisfaction: Please comment on the **Student Satisfaction** survey outcomes for your programme, identifying the factors influencing positive and less positive performance.

QUESTION 3:

Student Destinations: Please comment on the **Student Destinations** of your programme, identifying the factors influencing positive and less positive performance.

QUESTION 4:

Programme Health: Please comment on the pattern of applications and entrants to your programme, identifying the factors influencing positive and less positive performance.

QUESTION 5:

Please outline how your programme has promoted student citizenship during the past academic session.

QUESTION 6:

External Examiners: Please provide details of specific comments from the external examiner(s) and the actions taken. Any concerns raised by the external examiner with regards to academic standards should be recorded here. (Maximum 6 allowed).

QUESTION 7:

Reviews: Was your programme subject to Institution-Led Review (ILR) or Professional, Statutory & Regulatory Body (PSRB) review? Provide comment.

QUESTION 8:

Programme Action Plan: Please select how many actions are identified for the year ahead. (Maximum of 6 actions allowed)

**SCHOOL SUMMARY OUTCOMES REPORT
FOR PROVIDING ASSURANCES TO SENATE**

ENHANCEMENT AND ANNUAL MONITORING FOR TAUGHT PROVISION

**SESSION 2018/19
(to review 2017/18)**

School of: *(enter as appropriate)*

Assurances to Senate:

Following the completion of the annual monitoring cycle undertaken during session 2018/19 (to review 2017/18), 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

Forms part of the External Examiner Report

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 <i>(on behalf of the Programme Board)</i>	Date
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Signed <i>(Dean of School on behalf of the School)</i>	Date
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Date sent to External Examiner by School	
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- Distribution following signature by Head of School:*
- School Executive Manager
 - School Service Delivery Officer
 - Programme Board Chair
 - Donna MacAlister (QuEST) for uploading

CHAPTER 8 ACCREDITATION OF EXTERNAL PROVISION

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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 Accreditation of External Provision Process Flow



CHAPTER 8 ACCREDITATION OF EXTERNAL PROVISION

2 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 which are not part of an award bearing programme; these include courses delivered by or on behalf of professional bodies or employers. The approach used by UWS has been informed by the [SCQF Handbook](#) which outlines a clear methodology for third party credit rating – at UWS this is called Accreditation of External Provision. This process allows learning which has been assessed to be recognised within the [Scottish Credit and Qualifications Framework \(SCQF\)](#). 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. Academic credit rating activities ensure all 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 owned and awarded by the external organisation and that no certification is issued in the name of UWS.

3 ALLOCATION OF SCQF LEVEL AND VOLUME OF CREDIT LEVEL

Any course submitted for accreditation must be described in terms of a common core set of headings as recommended by the SCQF. External providers are asked to complete the Application for the Award of General Credit form (Appendix 1). Please see section 5 below for additional guidance on each of the required headings in this form. Any course 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. Colleagues in the Quality Enhancement Support Team quest@uws.ac.uk can offer organisations assistance in this process.

3.1 CREDIT LEVELLING

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.

The credit levelling process requires the external organisation to complete the Credit Levelling Questionnaire (Appendix 2) by placing a cross beside each indicator statement that they judge to be the most appropriate or applicable to the course of study. It is not necessary for all statements to be applicable to the particular course of study and it is not anticipated that all sections will show the same category. 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.

This document will be submitted to the Accreditation of External Provision Group (AEPG) together with the submission for the Application for the Award of General Credit Form (Appendix 1).

The full SCQF level descriptors can be found on the [SCQF website](#)

3.2 VOLUME OF CREDIT

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. In order to assign credit volume the application needs to outline the number of hours a learner can expect to be involved in activities 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 also 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 IT 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.

The mixture of learning activities will vary from course to course.

4 CRITERIA FOR CREDIT RATING

Any course submitted for accreditation must meet the following criteria:

- The course must be based on learning outcomes (see 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 will be considered in line with the SCQF criteria for level and volume and credit.

5 SUBMISSION FOR THE AWARD OF GENERAL CREDIT

External providers are asked to complete the Application for the Award of General Credit form (Appendix 1) and the Credit Levelling Questionnaire (Appendix 2). The **Application for the Award of General Credit form** asks for standard information on the organisation along with more detailed content on the course being proposed for credit rating. The following information is designed to support the completion of this form:

5.1 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, 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 as well as information on how learners have progressed from this course into other learning or employment.

5.2 ENTRY REQUIREMENTS

Course providers should consider the pre-requisite information for those undertaking a particular course. This could include whether learners should have specific qualifications prior to undertaking this specific course. If there is a specific requirement then this information should be clearly stated in the application. In addition, in some cases a course provider may state a particular qualification “or equivalent”. Course providers should 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.

5.3 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.

5.4 LEARNING OUTCOMES

Any course submitted for accreditation must identify key learning outcomes. 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. 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.

5.5 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.

5.6 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. This includes 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.

5.7 QUALITY ASSURANCE PROCESSES

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 be able to view samples of work of the learners and provide comment on the application of consistent and accurate marking;
- External assessors 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.

As part of the annual monitoring of the course the course provider will be required to submit an **Accreditation Annual Report (Appendix 3)** 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.

Further support is available from the Quality Enhancement Support Team (QuEST) in completing these forms please email quest@uws.ac.uk

6 PROCESS FOR CREDIT RATING

The external organisation will contact the Head of Quality Enhancement Support Team (QuEST) at UWS to commence the process for accreditation of external provision. The Head of QuEST will form the Accreditation of External Provision Group (AEPG).

The Chair of AEPG will discuss with the Dean (or nominee) of the relevant School and appoint an Internal Subject Expert to review all information in support of the application. The Internal Subject Expert will be asked to prepare a report outlining the appropriateness of the content, learning outcomes, assessment approach, credit rating and level in line with the SCQF.

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 for the external organisation until the application has been formally submitted to AEPG.

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. (See Appendix 4)

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.

A meeting of AEPG will be convened on receipt of:

- the Application for the Award of General Credit form (Appendix 1);
- the Credit Levelling Questionnaire (Appendix 2);
- the Internal Subject Expert Report;
- the External Subject Expert Report (Appendix 4).

It is the role of AEPG to look over the application and supporting materials and determine whether the external organisation has levelled the 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;
- Internal Subject Expert (nominated by the Dean of School)
- A representative from UWS Academy;

- Secretarial Support (QuEST).

Members of AEPG will have among them:

- Knowledge and understanding of the SCQF and level descriptors;
- Understanding of the agreed processes for allocating level and volume of credit;
- Experience of credit rating;
- Experience of the quality assurance mechanisms of the University.

7 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 within a set period of time;
- 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 timescale which has 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 (see also section 9) to the satisfaction of AEPG as outlined above and should notify the Head of QuEST of any proposed major or minor changes to the course. External organisations who fail to do so will be required to resubmit to maintain their credit rating.

8 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.

9 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 the Academic Quality Committee (AQC). Within this report the external organisation will provide information on the following:

- An annual overview of the course;
- Data regarding the number of students who have enrolled 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 QuEST for discussion by AQC. Failure of an external organisation to submit an annual report will result in action being taken to remove accreditation from this course.

10 COST

The cost of this process for external organisations will be £1500 for courses up to 20 SCQF credit points; this increases to £2500 for courses between 21 and 40 SCQF credit points. Courses that exceed 40 credits will be subject to individualised costings. This one off cost covers approval processes, annual monitoring activities and covers the full period of the approval (normally 5 years).

If an external organisation makes significant changes to a course (i.e. changes to assessment approaches, learning outcomes or significant content revision) during the approval period then the process would need to be repeated. The above costs would reapply and a revised approval period would be granted (normally 5 years).

11 UWS ACCREDITATION STATUS

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 UWS logo is to be used on any course materials then the University reserves the right to approve the use of the logo. Please submit any proposed materials to quest@uws.ac.uk who will facilitate approval via the UWS Marketing and Communications team.

APPLICATION FOR THE AWARD OF GENERAL CREDIT

External Organisation Contact Details (name, address, website)	
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	

Course Information

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):

Course Structure

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:

Proposed SCQF Credit Points:

Proposed SCQF Level:

Application Completed by:

Date of Completion:

EXTERNAL ORGANISATION CREDIT LEVELLING DOCUMENT**Name of Course:**

Name of Respondent:

The Scottish Credit and Qualifications Framework comprises 5 characteristics:

1. Knowledge and Understanding;
2. Practice: Applied Knowledge, Skills and Understanding;
3. Generic Cognitive Skills;
4. Communication, ICT and Numeracy Skills;
5. Autonomy, Accountability and Working with Others.

Each of these characteristics then has a number of descriptors which are aligned to the relevant SCQF level.

Please complete the following questionnaire by placing a cross beside the statements that you judge to be the most appropriate or applicable to your course or module of study – please select one box (A-F) for each of the 5 characteristics. Please note it is not necessary for all statements to be applicable to your particular course or module of study and it is not anticipated that all sections will show the same category.

The second part of the form requires the course leader to identify the number of hours assigned to the course in terms of the different student activities (classes/workshops/assessment/research etc.)

This document will be submitted to the Accreditation of External Credit Group together with the submission of the Award of General Credit Application Form.

Part 1 SCQF Ratings – Credit Levelling Questionnaire

Characteristic 1 - Knowledge and Understanding		Tick relevant box
The Successful Candidate will be able to demonstrate and/or work with:		
A	<ul style="list-style-type: none"> -An overall appreciation of the body of knowledge that constitutes a subject/discipline/sector -Knowledge that is embedded in the main theories, concepts and principles of the subject/discipline/sector -An awareness of the dynamic nature of knowledge and understanding -An understanding of the difference between explanations based in evidence and/or research and other sources, and of the importance of this difference 	
B	<ul style="list-style-type: none"> -A knowledge of the scope, defining features, and main areas of a subject/discipline/sector -Specialist knowledge in some areas -A discerning understanding of a defined range of core theories, concepts, principles and terminology -Awareness and understanding of some major current issues and specialisms -Awareness and understanding of research and equivalent scholarly/academic processes 	
C	<ul style="list-style-type: none"> -An understanding of the scope and defining features of a subject/discipline/sector, and an integrated knowledge of its main areas and boundaries -A critical understanding of a range of the principles, principal theories, concepts and terminology of the subject/discipline/sector -Knowledge of one or more specialisms that is informed by forefront developments 	
D	<ul style="list-style-type: none"> -Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of a subject/discipline/sector -A critical understanding of the principal theories, concepts and principles -Detailed knowledge and understanding in one or more specialisms, some of which is informed by or at the forefront of a subject/discipline/sector -Knowledge and understanding of the ways in which the subject/discipline/sector is developed, including a range of established techniques of enquiry or research methodologies 	
E	<ul style="list-style-type: none"> -Knowledge that covers and integrates most, if not all, of the main areas of a subject/discipline/sector - including their features, boundaries, terminology and conventions -A critical understanding of the principal theories, concepts and principles -A critical understanding of a range of specialised theories, concepts and principles -Extensive, detailed and critical knowledge and understanding in one or more specialisms, much of which is at, or informed by, developments at the forefront -A critical awareness of current issues in a subject/discipline/sector and one or more specialisms 	
F	<ul style="list-style-type: none"> -A critical overview of a subject/discipline/sector, including critical understanding of the principal theories, concepts and principles -A critical, detailed and often leading knowledge and understanding at the forefront of one or more specialisms -Knowledge and understanding that is generated through personal research or equivalent work that makes a significant contribution to the development of the subject/discipline/sector 	

Characteristic 2 – Practice: Applied Knowledge, Skills and Understanding

Tick relevant box

The Successful Candidate will be able to apply knowledge, skills and understanding:

A	<ul style="list-style-type: none"> -In practical contexts -In using some of the basic and routine professional skills, techniques, practices and/or materials associated with a subject/discipline/sector. -To practise these in both routine and non-routine contexts. 	
B	<ul style="list-style-type: none"> -In using a range of professional skills, techniques, practices and/or materials associated with a subject/discipline/sector, a few of which are advanced and/or complex. -In carrying out routine lines of enquiry, development or investigation into professional level problems and issues. -To adapt routine practices within accepted standards. 	
C	<ul style="list-style-type: none"> -In using a range of the principal professional skills, techniques, practices and/or materials associated with a subject/discipline/sector. -In using a few skills, techniques, practices and/or materials that are specialised and/or advanced. -In practising routine methods of enquiry and/or research. -To practise in a range of professional level contexts that include a degree of unpredictability 	
D	<ul style="list-style-type: none"> -In using a wide range of the principal professional skills, practices and/or materials associated with a subject/discipline/sector. -In using a few skills, techniques, practices and/or materials which are specialised, advanced and/ or at the forefront of a subject/discipline/sector. -In executing a defined project of research, development or investigation and in identifying and implementing relevant outcomes. -To practise in a range of professional level contexts that include a degree of unpredictability and/or specialism. 	
E	<ul style="list-style-type: none"> -In using a significant range of the principal professional skills, techniques, practices and/or materials that are associated with a subject/discipline/sector. -In using a range of specialised skills, techniques, practices and/or materials that are at the forefront of, or informed by forefront developments. -In applying a range of standard and specialised research and/or equivalent instruments and techniques of enquiry. -In planning and executing a significant project of research, investigation or development. -In demonstrating originality or creativity in the application of knowledge, understanding and/or practices. -To practise in a wide and often unpredictable variety of professional level contexts 	
F	<ul style="list-style-type: none"> -In using a significant range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector -In using and enhancing a range of complex skills, techniques, practices and/or materials that are at the forefront of one or more specialisms -In applying a range of standard and specialised research and/or equivalent instruments and techniques of enquiry -In designing and executing research, investigative or development projects to deal with new problems and issues -In demonstrating originality and creativity in the development and application of new knowledge, understanding and practices -To practise in the context of new problems and circumstances 	

Characteristic 3 – Generic Cognitive Skills

Tick
relevant
box

The Successful Candidate will be able to:

A	<ul style="list-style-type: none"> -Present and evaluate arguments, information and ideas that are routine to the subject/discipline/sector. -Use a range of approaches to address defined and/or routine problems and issues within familiar contexts. 	
B	<ul style="list-style-type: none"> -Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues that are within the common understandings of the subject/discipline/sector. -Use a range of approaches to formulate and critically evaluate evidence-based solutions/responses to defined and/or routine problems and issues. 	
C	<ul style="list-style-type: none"> -Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in a subject/discipline/sector. -Identify and analyse routine professional problems and issues. -Draw on a range of sources in making judgments. 	
D	<ul style="list-style-type: none"> -Critically identify, define, conceptualise, and analyse complex/professional problems and issues. -Offer professional insights, interpretations and solutions to problems and issues. -Demonstrate some originality and creativity in dealing with professional issues. -Critically review and consolidate knowledge, skills, practices and thinking in a subject/discipline/sector. -Make judgments where data/information is limited or comes from a range of sources. 	
E	<ul style="list-style-type: none"> -Apply critical analysis, evaluation and synthesis to forefront issues or issues that are informed by forefront developments in the subject/discipline/sector. -Identify, conceptualise and define new and abstract problems and issues. -Develop original and creative responses to problems and issues. -Critically review, consolidate and extend knowledge, skills, practices and thinking in a subject/discipline/sector. -Deal with complex issues and make informed judgments in situations in the absence of complete or consistent data/information. 	
F	<ul style="list-style-type: none"> -Apply a constant and integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information and issues. -Identify, conceptualise and offer original and creative insights into new, complex and abstract ideas, information and issues. -Develop original and creative responses to problems and issues. -Deal with complex and/or new issues and make informed judgments in the absence of complete or consistent data/information. 	

Characteristic 4 – Communication, ICT and Numeracy Skills

Tick relevant box

The Successful Candidate will be able to:

A	<p>Use a wide range of routine skills and some advanced skills associated with the subject/discipline/sector – for example:</p> <ul style="list-style-type: none"> -Convey complex ideas in well-structured and coherent form -Use a range of forms of communication effectively in both familiar and unfamiliar contexts -Select and use standard ICT applications to process and obtain a variety of information and data -Use a range of numerical and graphical skills in combination -Use numerical and graphical data to measure progress and achieve goals/ targets 	
B	<p>Use a wide range of routine skills and some advanced and specialised skills associated with a subject/discipline/sector - for example:</p> <ul style="list-style-type: none"> -Convey complex information to a range of audiences and for a range of purposes -Use a range of standard ICT applications to process and obtain data -Use and evaluate numerical and graphical data to measure progress and achieve goals/targets 	
C	<p>Use a wide range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline/sector for example:</p> <ul style="list-style-type: none"> -Present or convey, formally and informally, information on standard/mainstream topics in the subject/discipline/sector to a range of audiences -Use a range of ICT applications to support and enhance work -Interpret, use and evaluate numerical and graphical data to achieve goals/targets 	
D	<p>Use a wide range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline/sector - for example:</p> <ul style="list-style-type: none"> -Present or convey, formally or informally, information about specialised topics to informed audiences -Communicate with peers, senior colleagues and specialists on a professional level -Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpose -Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets 	
E	<p>Use a wide range of routine skills and a range of advanced and specialised skills as appropriate to a subject/discipline/sector - for example:</p> <ul style="list-style-type: none"> -Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise -Communicate with peers, more senior colleagues and specialists -Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose -Undertake critical evaluations of a wide range of numerical and graphical data 	
F	<p>Use a wide range of routine skills and a significant range of advanced and specialised skills as appropriate to a subject/discipline/sector - for example:</p> <ul style="list-style-type: none"> -Communicate at an appropriate level to a range of audiences and adapt communication to the context and purpose -Communicate at the standard of published academic work and/or critical dialogue and review with peers and experts in other specialisms/sectors -Use a range of ICT applications to support and enhance work at this level and specify software requirements to enhance work -Critically evaluate numerical and graphical data 	

Characteristic 5 – Autonomy, Accountability and Working with Others

Tick relevant box

The Successful Candidate will be able to:

A	<ul style="list-style-type: none"> -Exercise some initiative and independence in carrying out defined activities at a professional level in practice or in a subject/discipline/sector -Accept supervision in less familiar areas of work -Exercise some managerial or supervisory responsibility for the work of others with a defined and supervised structure -Manage limited resources within defined areas of work -Take the lead in implementing agreed plans in familiar or defined contexts -Take account of own and others' roles and responsibilities when carrying out & evaluating tasks -Work, under guidance, with others to acquire an understanding of current professional practice 	
B	<ul style="list-style-type: none"> -Exercise autonomy and initiative in some activities at a professional level in practice or in a subject/discipline/sector. -Exercise managerial responsibility for the work of others with a defined structure - Manage resources within defined areas of work -Take the lead in planning in familiar or defined contexts. -Practise in ways that show awareness of own and others' roles, responsibilities and contributions when carrying out and evaluating tasks -Work, under guidance, with others to acquire an understanding of current professional practice -Manage, under guidance, ethical and professional issues in accordance with current professional and /or ethical codes or practices 	
C	<ul style="list-style-type: none"> -Exercise autonomy and initiative in some activities at a professional level in practice or in a subject/discipline/sector. - Exercise managerial responsibility for the work of others and for a range of resources -Practise in ways that show awareness of own and others' roles and responsibilities - Work, under guidance, with specialist practitioners -Seeking guidance where appropriate, manage ethical and professional issues in accordance with current professional and/or ethical codes or practices 	
D	<ul style="list-style-type: none"> -Exercise autonomy and initiative in professional/equivalent activities -Exercise significant managerial responsibility for the work of others and for a range of resources -Practise in ways that show awareness of own and others' roles and responsibilities - Work, under guidance, in a peer relationship with specialist practitioners -Work with others to bring about change, development and/or new thinking -Manage complex ethical and professional issues in accordance with current professional and/or ethical codes or practices -Recognise the limits of these codes and seek guidance where appropriate 	
E	<ul style="list-style-type: none"> -Exercise substantial autonomy and initiative in professional and equivalent activities -Take responsibility for own work and/or significant responsibility for the work of others -Take significant responsibility for a range of resources -Work in a peer relationship with specialist practitioners -Demonstrate leadership and/or initiative and make an identifiable contribution to change and development and/or new thinking. -Practise in ways which draw on critical reflection on own and others' roles and responsibilities -Manage complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices 	
F	<ul style="list-style-type: none"> -Demonstrate substantial authority and exercise a high level of autonomy and initiative in professional and equivalent activities -Take full responsibility for own work and/or significant responsibility for the work of others 	

- Take significant responsibility for a range of resources
- Demonstrate leadership and/or originality in tackling and resolving problems and issues
- Practise in ways which are reflective, self-critical and based on research/evidence
- Manage complex ethical and professional issues and make informed judgements on new and emerging issues not addressed by current professional and/or ethical codes or Practices

Final Summary – please transfer each letter rating for each of the 5 characteristics

Characteristic	Letter rating
1. Knowledge and Understanding	
2. Practice: Applied Knowledge, Skills and Understanding	
3. Generic Cognitive Skills	
4. Communication, ICT and Numeracy Skills	
5. Autonomy, Accountability and Working with Others	
Overall Level	

Name:

Signature:

Date:

Part 2 - Credit Volume and Student Effort Hours

This form is to be completed by the Course Leader.

Name of course:

Person completing:

Date:

Task/Event/Activity required as part of the student learning experience	Total Hours required to be spent by a successful 'average' learner
Attendance at formal class lectures with tutor	
Other formal attendance required - tutorials/workshops etc. (please specify)	
Assessments (time taken for formal exam, writing essays or reports)	
Preparing for assessments (time taken for exam preparation, researching essays, reports, include formal/informal exam revision in class or own time)	
Research Activities (please specify)	
Informal Learning in learners own time (estimate the notional time required)	
Any other learning, formal or informal likely to be undertaken (please specify)	

Total number of learning hours:	
Credit points: 10 hours = 1 SCQF credit point (a minimum of 50 hours/ 5 credits is need for UWS to provide accreditation)	

Name: (print name)

Name: (signature)

ACCREDITATION ANNUAL REPORT

This form is to be completed by the Course Leader on an annual basis and returned to QuEST@uws.ac.uk. This report will be considered by the Academic Quality Committee on behalf of the University of the West of Scotland.

Name of Course:

Name of Course Leader:

Date of Completion:

ANNUAL REPORTING INFORMATION	COMMENT FROM EXTERNAL PROVIDER
Name of Organisation:	
Date of review:	
No. of students taking course in last 12 months:	
No. of students passing course in last 12 months (include breakdown of marks):	
Data/information on progression of students:	
Tutor comments:	
Information on Student Feedback	
Course Amendments Proposed For The Next 12 Months and Rationale for Change	
External Assessors comments (If there is an External Assessors report this can be submitted on a separate sheet)	
Any other comments	

For Internal UWS Processing:	Date/Comment
Date Received in QuEST:	
Date Reviewed by AQC:	
Feedback from AQC	
Date form returned to partner with feedback from AQC for information	

Any queries please contact quest@uws.ac.uk

GUIDANCE ON EXTERNAL SUBJECT SPECIALIST REPORT

The University of the West of Scotland ensures that it complies with the guidance produced by the SCQF in terms of the Accreditation of External Provision. In the SCQF Handbook it clearly states the importance of consider the standing and credibility of the Third Party as well as the nature and type of learning programme being submitted for credit rating.

Any external provider seeking accreditation for course from UWS should identify an External Subject Expert who will be able to provide a report which addresses the following:

1. An evaluation of the course in terms of:
 - Its currency and relevance;
 - Its role in enhancing the employability/skills/knowledge of potential learners;
 - The reputation/stability of the provider;
 - Appropriateness of the staff to deliver the content and assess learners;
 - The facilities and support for learners.
2. An evaluation of the general objectives/learning outcomes of the course including:
 - How clearly these are communicated;
 - Appropriateness of the level of study required (see [SCQF level descriptors](#));
3. An evaluation of the course assessment activities including:
 - Evidence that the assessment criteria and processes are explicit, reliable and valid, and appropriate to the defined learning outcomes;
 - Evidence of the involvement of appropriate elements of external quality assurance procedures beyond the submitting body's delivery staff;
 - Evidence that the assessment arrangements are as secure as they can practically be against plagiarism, cheating and other forms of fraud;
 - Effective procedures for approving and reviewing assessment decisions,
 - Clear criteria for marking assessments, particularly for distinguishing between a pass/fail;
 - The capacity for independence in appeals and marking decisions;
 - The arrangements for re-examination/assessment;
4. An evaluation of the administrative processes in place to support the learner journey, including:
 - Documented Quality Assurances Processes;
 - Evidence of Annual Monitoring and Review – i.e. quality reports or audits by appropriate Quality Assurance Bodies;
 - Methods of proper and secure recording of learner achievement including the issuing of formal records;
 - Approaches to staff development.
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 10 hours of student effort would be anticipated for the award of 1 credit at the appropriate level).

Support is available from quest@uws.ac.uk

CHAPTER 10 SCOTTISH QUALIFICATIONS AUTHORITY ACCREDITATION

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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 Scottish Qualifications Authority (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 can be found in the Committee Handbook section of the UWS Regulatory Framework.

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 Candidate 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. 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 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 2.

3 MALPRACTICE, APPEALS AND COMPLAINTS

Suspected Student Malpractice

Chapter 3 (Plagiarism) and Chapter 5 (Code of Discipline for Students) of the University Regulatory Framework 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 chapters 3 and 5 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 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 in 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 compliant 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 1. 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, as well as reference, learning and assessment materials. The UWS procedures for institution-led review are detailed in Chapter 2, and the Annual Monitoring process is explained in Chapter 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 Chapter 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 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 [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 Code of Practice](#).

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

Induction Checklist for Assessors and Internal Verifiers

	<p><i>This checklist is to be completed in addition to UWS and School induction procedures for new staff.</i></p> <p>Assessors and Internal Verifiers must ensure they understand the following areas prior to embarking on the delivery of an SQA programme:</p>	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 2

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 3

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](#)