

---

Quality Enhancement  
Support Team  
(QuEST)  
Accreditation of  
External Provision  
Session 2019/20

---

## **CHAPTER 8 ACCREDITATION OF EXTERNAL PROVISION**

<b>1</b>	<b>ACCREDITATION OF EXTERNAL PROVISION PROCESS FLOW</b>	<b>2</b>
<b>2</b>	<b>INTRODUCTION</b>	<b>3</b>
<b>3</b>	<b>ALLOCATION SCQF LEVEL AND VOLUME OF CREDIT LEVEL</b>	<b>3</b>
<b>4</b>	<b>CRITERIA FOR CREDIT RATING</b>	<b>4</b>
<b>5</b>	<b>SUBMISSION FOR THE AWARD OF GENERAL CREDIT</b>	<b>5</b>
<b>6</b>	<b>PROCESS FOR CREDIT RATING DECISIONS</b>	<b>7</b>
<b>7</b>	<b>OUTCOMES OF CREDIT RATING DECISIONS</b>	<b>8</b>
<b>8</b>	<b>ACTIONS REQUIRED OF THE UNIVERSITY</b>	<b>8</b>
<b>9</b>	<b>ANNUAL REVIEW PROCESS</b>	<b>8</b>
<b>10</b>	<b>COST</b>	<b>9</b>
<b>11</b>	<b>UWS ACCREDITATION STATUS</b>	<b>9</b>

### **APPENDICES**

APPENDIX 1	APPLICATION FOR AWARD OF GENERAL CREDIT	10
APPENDIX 2	CREDIT LEVELLING	13
APPENDIX 3	ACCREDITATION ANNUAL MONITORING REPORT	21
APPENDIX 4	SUBJECT SPECIALIST REPORT ON PROPOSAL	22

**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) [quest@uws.ac.uk](mailto: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 QuEST in completing these forms - please email [quest@uws.ac.uk](mailto:quest@uws.ac.uk)

## 6 PROCESS FOR CREDIT RATING

The external organisation will contact the Head of 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](mailto:quest@uws.ac.uk) who will facilitate approval via the UWS Marketing and Communications team.

# APPENDIX 1

## APPLICATION FOR THE AWARD OF GENERAL CREDIT

<b>External Organisation Contact Details (name, address, website)</b>	
<b>Course Leader</b>	
<b>Course Title</b>	
<b>Proposed Tutors (qualifications as appropriate)</b>	
<b>Location at which course will be delivered</b>	
<b>Details of teaching facilities</b>	
<b>Level and Number of Credit points proposed</b>	

### 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

<b>Learning Methods</b>	<b>Hours in Course</b>
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):**

<b>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):</b>			
<b>Arrangements for Record Keeping:</b>			
<b>Proposed SCQF Credit Points:</b>		<b>Proposed SCQF Level:</b>	
<b>Application Completed by:</b>			
<b>Date of Completion:</b>			

## **APPENDIX 2**

### **EXTERNAL ORGANISATION CREDIT LEVELLING DOCUMENT**

**Name of Course:** \_\_\_\_\_

**Name of Respondent:** \_\_\_\_\_

The Scottish Credit and Qualifications Framework comprises the following 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

<b>Characteristic 1 - Knowledge and Understanding</b>		<b>Tick relevant box</b>
<b>The Successful Candidate will be able to demonstrate and/or work with:</b>		
<b>A</b>	<ul style="list-style-type: none"> <li>-An overall appreciation of the body of knowledge that constitutes a subject/discipline/sector</li> <li>-Knowledge that is embedded in the main theories, concepts and principles of the subject/discipline/sector</li> <li>-An awareness of the dynamic nature of knowledge and understanding</li> <li>-An understanding of the difference between explanations based in evidence and/or research and other sources, and of the importance of this difference</li> </ul>	
<b>B</b>	<ul style="list-style-type: none"> <li>-A knowledge of the scope, defining features, and main areas of a subject/discipline/sector</li> <li>-Specialist knowledge in some areas</li> <li>-A discerning understanding of a defined range of core theories, concepts, principles and terminology</li> <li>-Awareness and understanding of some major current issues and specialisms</li> <li>-Awareness and understanding of research and equivalent scholarly/academic processes</li> </ul>	
<b>C</b>	<ul style="list-style-type: none"> <li>-An understanding of the scope and defining features of a subject/discipline/sector, and an integrated knowledge of its main areas and boundaries</li> <li>-A critical understanding of a range of the principles, principal theories, concepts and terminology of the subject/discipline/sector</li> <li>-Knowledge of one or more specialisms that is informed by forefront developments</li> </ul>	
<b>D</b>	<ul style="list-style-type: none"> <li>-Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of a subject/discipline/sector</li> <li>-A critical understanding of the principal theories, concepts and principles</li> <li>-Detailed knowledge and understanding in one or more specialisms, some of which is informed by or at the forefront of a subject/discipline/sector</li> <li>-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</li> </ul>	
<b>E</b>	<ul style="list-style-type: none"> <li>-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</li> <li>-A critical understanding of the principal theories, concepts and principles</li> <li>-A critical understanding of a range of specialised theories, concepts and principles</li> <li>-Extensive, detailed and critical knowledge and understanding in one or more specialisms, much of which is at, or informed by, developments at the forefront</li> <li>-A critical awareness of current issues in a subject/discipline/sector and one or more specialisms</li> </ul>	
<b>F</b>	<ul style="list-style-type: none"> <li>-A critical overview of a subject/discipline/sector, including critical understanding of the principal theories, concepts and principles</li> <li>-A critical, detailed and often leading knowledge and understanding at the forefront of one or more specialisms</li> <li>-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</li> </ul>	

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



## Characteristic 3 – Generic Cognitive Skills

Tick relevant box

The Successful Candidate will be able to:

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

## 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"> <li>-Convey complex ideas in well-structured and coherent form</li> <li>-Use a range of forms of communication effectively in both familiar and unfamiliar contexts</li> <li>-Select and use standard ICT applications to process and obtain a variety of information and data</li> <li>-Use a range of numerical and graphical skills in combination</li> <li>-Use numerical and graphical data to measure progress and achieve goals/ targets</li> </ul>	
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"> <li>-Convey complex information to a range of audiences and for a range of purposes</li> <li>-Use a range of standard ICT applications to process and obtain data</li> <li>-Use and evaluate numerical and graphical data to measure progress and achieve goals/targets</li> </ul>	
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"> <li>-Present or convey, formally and informally, information on standard/mainstream topics in the subject/discipline/sector to a range of audiences</li> <li>-Use a range of ICT applications to support and enhance work</li> <li>-Interpret, use and evaluate numerical and graphical data to achieve goals/targets</li> </ul>	
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"> <li>-Present or convey, formally or informally, information about specialised topics to informed audiences</li> <li>-Communicate with peers, senior colleagues and specialists on a professional level</li> <li>-Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpose</li> <li>-Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets</li> </ul>	
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"> <li>-Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise</li> <li>-Communicate with peers, more senior colleagues and specialists</li> <li>-Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose</li> <li>-Undertake critical evaluations of a wide range of numerical and graphical data</li> </ul>	
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"> <li>-Communicate at an appropriate level to a range of audiences and adapt communication to the context and purpose</li> <li>-Communicate at the standard of published academic work and/or critical dialogue and review with peers and experts in other specialisms/sectors</li> <li>-Use a range of ICT applications to support and enhance work at this level and specify software requirements to enhance work</li> <li>-Critically evaluate numerical and graphical data</li> </ul>	

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

- 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 needed for UWS to provide accreditation)	

Name: (print name)

Name: (signature)

## APPENDIX 3

### ACCREDITATION ANNUAL REPORT

This form is to be completed by the Course Leader on an annual basis and returned to [QuEST@uws.ac.uk](mailto: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](mailto:quest@uws.ac.uk)**

## **APPENDIX 4**

### **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](mailto:quest@uws.ac.uk)