CHAPTER 8  CREDIT RATING OF EXTERNAL PROVISION

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ANY QUERIES CONCERNING THIS CHAPTER OF THE UWS HANDBOOK SHOULD BE RAISED IN THE FIRST INSTANCE WITH QUEST.

THIS CHAPTER CAN BE PROVIDED IN OTHER FORMATS ON REQUEST.

THE PROCEDURES DESCRIBED WITHIN THIS CHAPTER HAVE BEEN ASSESSED FOR EQUALITY IMPACT AND CONFIRMED AS BEING AT LOW RISK OF HAVING ANY NEGATIVE IMPACT ON DIFFERENT GROUPS OF PEOPLE.
Four Main Stages of UWS Credit Rating Application

1. Application Form Submitted (including your External Expert's Report)
2. UWS Reviews Application (Panel meets 3 times per academic year)
3. Application Decision Reported (with any Conditions set by Review Panel)
4. Annual Review (Where Application has been Approved)
Credit Rating of External Provision Process Flow Chart

1 INITIAL CONTACT
The External Provider (EP) contacts UWS via the Head of QuEST (quest@uws.ac.uk)

2 PROCESS OVERVIEW
QuEST outlines the process and shares guidance and appropriate forms for completion

3 SCHOOL ENGAGEMENT
QuEST liaises with the relevant Dean of School (subject area dependent) and an Internal Subject Expert is identified

4 LINK PERSON
Credit Rating of External Provision Group (CREPG) identifies a UWS Link Person to support the EP through the application process

5 RECEIPT OF APPLICATION
Completed application paperwork is received from the EP. At this point 50% of overall fees are due

6 EXTERNAL EXPERT REPORT
Completed application form includes a report from an External Subject Expert who has participated in overseeing the course and provided quality assurance based comment

7 INTERNAL EXPERT REPORT
The application and supporting documentation is passed to the UWS Internal Subject Expert for consideration who produces a report

8 CREPG MEET
CREPG meet to review application and supporting documentation to determine whether proposed course has been appropriately levelled and assigned correct volume of credit.

9 CREPG RECOMMENDATION
CREPG makes a recommendation on the application to the Academic Quality Committee via a report.

10 CONFIRMATION
QuEST provides formal letter to the EP confirming the outcome of accreditation application. Approval is for a maximum of 5 years.

11 MARKETING & SCQF
On receipt of the remaining 50% fee, UWS issues its Credit Rating logo to the EP and QuEST formally enters details of the course into the SCQF database

12 ANNUAL REVIEW
EP produces an annual report for scrutiny by UWS. Significant changes to the course may result in the removal of Credit Rating approval.

Credit Rating of External Provision Group
CREPG will consider: Application for Award of General Credit form; Credit Levelling Questionnaire, Internal and External Experts' Reports
Typical CREPG Recommendations: // To credit rate unconditionally // To credit rate conditionally // To decline to credit rate // To defer a decision on credit rating (subject to completed amendments)
**1c Credit Rating of External Provision Steps (from Flow Chart)**

There are a number of different stages within the UWS Credit Rating application process. The graphic shown on page 3 identifies these, but to ensure accessibility for those using text-reading software, the stages are as noted below:

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Initial Contact</td>
<td>The External Provider contacts UWS via the Head of QuEST (<a href="mailto:quest@uws.ac.uk">quest@uws.ac.uk</a>)</td>
</tr>
<tr>
<td><strong>2</strong> Process Overview</td>
<td>QuEST outlines the process and shares the guidance and appropriate forms for completion</td>
</tr>
<tr>
<td><strong>3</strong> School Engagement</td>
<td>QuEST liaises with the relevant Dean of School (subject area dependent and an internal Subject Expert is identified)</td>
</tr>
<tr>
<td><strong>4</strong> Link Person</td>
<td>Credit Rating of External Provision Group (CREPG) identifies a UWS Link Person who will support the External Provider through the application process</td>
</tr>
<tr>
<td><strong>5</strong> Receipt of Application</td>
<td>Completed application paperwork is received from the External Provider. At this point 50% of the overall fee is due</td>
</tr>
<tr>
<td><strong>6</strong> External Expert Report</td>
<td>The completed application form must include a report from an External Subject Expert who has participated in overseeing the course and provided Quality Assurance based on comment.</td>
</tr>
<tr>
<td><strong>7</strong> UWS Internal Expert Report</td>
<td>The application and supporting documentation is passed to the UWS Internal Subject Expert for consideration, who produces a report</td>
</tr>
<tr>
<td><strong>8</strong> CREPG Meet</td>
<td>CREPG meet to review application and supporting documentation to determine whether proposed course has been appropriately levelled and assigned correct volume of credit. CREPG will consider: Application for Award of General Credit form; Credit Levelling Questionnaire, Internal and External Experts’ Reports</td>
</tr>
</tbody>
</table>
| **9** CREPG Recommendation | CREPG makes a recommendation on the application to the Academic Quality Committee via a report  
**Typical CREPG Recommendations:**  
// To credit rate unconditionally  // To credit rate conditionally  // To decline to credit rate  
// To defer a decision on credit rating (subject to completed amendments) |
| **10** Confirmation | QuEST provides a formal letter to the External Provider confirming the outcome of the accreditation application. Approval is for a maximum of 5 years. The External Provider will be required to submit a re-approval application after this 5 year period, or if there are significant changes to the course during the period of approval. There will be a fee for the reapplication of Credit Approval. |
| **11** Marketing & SCQF | On receipt of the remaining 50% fee, UWS issues its Credit Rating logo to the External Provider. Details of approved credit rating applications are formally entered into the SCQF Database by QuEST. |
| **12** Annual Review | The External Provider will be required to produce an annual report for scrutiny by UWS. Any significant changes to the course may result in the removal of Credit Rating approval. |
CHAPTER 8  CREDIT RATING OF EXTERNAL PROVISION

2  INTRODUCTION

The University of the West of Scotland (UWS) awards general credit for academic learning which can be assessed. Credit rating 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.

The primary purpose of any credit rating application to UWS is to seek a specific credit value at a specific level of general credit to learning undertaken in the workplace, for CPD, or learning that is work related. UWS is keen to support applications received from businesses and training providers particularly located around the footprint of any of our five campuses. At this time, UWS is not seeking to undertake credit rating provision with any businesses or training providers who are based internationally, and would refer queries of this nature to our information on collaborative approvals and partnerships.

Through the process of external credit rating, UWS awards credit to external courses which are not part of an award bearing programme including 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 Credit Rating 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 credit rating at level 7 of the SCQF or above. It is important to note that those courses which are approved for credit rating are owned and awarded by the external organisation and that no certification is issued in the name of UWS. The minimum number of credits the University will approve is 5, up to 120 credits. Those external providers who wish to apply for credit rating higher than 120 credits should contact quest@uws.ac.uk to discuss.

It should be noted here that UWS will not credit rate the provision of any external organisation where UWS does not have a member of staff with the relevant knowledge and experience to make the necessary judgments on the nature of the provision.

3  ALLOCATION OF SCQF LEVEL AND VOLUME OF CREDIT LEVEL

Any course submitted for credit rating 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 of this chapter (below) for additional guidance on each of the required headings in this form. Any course submitted for credit rating 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 Standards Team (QuEST) 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 credit rating. 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 Credit Rating of External Provision Group (CREPG) 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 participant effort hours. It is the number of notional effort hours it takes an average participant 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 participant 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 nor is it anticipated that all these examples should be provided within every application):

- 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 credit rating 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 participant 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 credit rating. 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 credit rating.

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.). Course providers are invited to 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 UWS 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 credit rating must identify key learning outcomes. The focus of a learning outcome is to identify clearly what a participant 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 Credit Rating Annual Monitoring Report (Appendix 5) outlining the following:

- Number of participant undertaking the course per year;
- Statement on the performance of participant;
- Arrangements for reassessment for those participants who have either failed or withdrawn from the course;
- Feedback from the participant on the course;
- Feedback from the teaching staff on the course;
- Any specific information which may have affected overall performance of the cohort of participants;
- 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

6 PROCESS FOR CREDIT RATING

Following an initial enquiry, the Head of QuEST 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 CREPG.

The Link Person will discuss the enquiry 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 review the application paperwork and prepare a report outlining the appropriateness of the content, learning outcomes, assessment approach, credit rating and level in line with the SCQF.

The external organisation will submit an application for credit rating to the Head of QuEST at UWS (via quest@uws.ac.uk or via the Link Person), formally commencing the process for credit rating of external provision. Applications for credit rating will be heard by the Credit Rating of External Provision Group (CREPG) which meets at specific times across academic year.
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 credit rating. (See Appendix 3).

A fee is due upon submission of a credit rating application. Further information on fees is available within section 10 of this chapter.

The Application Form and supporting documentation is then forwarded to the appointed internal subject expert for consideration. The internal subject expert will then produce a report.

A meeting of CREPG will be convened on several dates across the academic year to consider applications for credit rating of external provision upon receipt from the applicant of:

- the Application for the Award of General Credit form (Appendix 1);
- the Credit Levelling Questionnaire (Appendix 2);
- the External Subject Expert Report (Appendix 3);
- fees (50% of the overall fee), payable on application.

It is the role of CREPG 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 CREPG will be determined by the subject specific nature of the submission and will include:

- The Chair (to be the Chair of the University’s Academic Quality 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 Learning Transformation Innovation and Environments
- Secretarial Support (QuEST).

Members of CREPG 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 will be clearly identified with a timeline for response;
- 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.
If the credit rating is approved the remaining 50% of the outstanding fee is payable at this point. This fee covers accreditation for a maximum of 5 years and does not include fees for subsequent annual reviews. See section 10 for more information in relation to fees.

Credit rating 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 CREPG 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 CREPG 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 find their credit rating approval is withdrawn (by UWS, following SCQF guidelines) and will be required to resubmit to maintain their credit rating. There will be a fee for this service.

8 ACTIONS REQUIRED FOLLOWING AN APPLICATION

8.1 CREPG REPORT TO UWS ACADEMIC QUALITY COMMITTEE

Once the CREPG has reviewed the application and received the reports of the internal subject expert, it will make a recommendation to the Academic Quality Committee (AQC). This will take the form of a report confirming that the University’s Credit Rating 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 Credit Rating 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.

8.2 SCQF DATABASE CONTENT

Following a successful application, the external provider will forward the completed SCQF Database Information Form to the Link Person enabling the SCQF database to be updated (Appendix 4). This is a key part of the process, providing a potential learner with the opportunity to discover the approved course. UWS is not responsible for drafting text to be included within the SCQF database.

9 ANNUAL REVIEW PROCESS

Once credit rating approval has been awarded, the external organisation will provide the following information on an annual basis for the duration of the credit rating approval (Appendix 5):
- An annual overview of the course;
- Data regarding the number of participants who have enrolled on the course and how many completed;
- A breakdown of the spread of marks on the course;
- Data regarding progression of participants;
- Information on participant 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 negates the credit rating decision and will result in action being taken to remove UWS credit rating from this course.

10 FEES

The fees for a successful credit rating application will be £2,000 for an individual up to 20 SCQF credit points. This increases to £2,500 for individual courses between 21 and 40 SCQF credit points, with fees rising incrementally to a maximum 120 credits. Courses that exceed 120 credits will be subject to individualised costings. This one off cost covers approval processes and covers the full period of the approval (normally 5 years). Annual reviews are not included in this application fee, and an additional fee of £50 per approved course is payable each year to UWS at the point of the annual review being due.

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, and would be subject to additional fees. The above costs would reapply and a revised approval period would be granted (normally 5 years).

11 UWS CREDIT RATING 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 University of the West of Scotland. Participants who undertake courses which have UWS credit rating approval are not UWS participants. 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. In addition to the UWS logo, external organisations who have been approved for UWS credit rating status must also include the SCQF logo on their certificates, which will be provided by UWS on approval of application and receipt of all fees.
APPENDIX 1
APPLICATION FOR THE AWARD OF GENERAL CREDIT

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

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 participant 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 participant activity):

Course Structure

<table>
<thead>
<tr>
<th>Learning Methods</th>
<th>Hours in Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td></td>
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<tr>
<td>Practicals</td>
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<tr>
<td>Seminars</td>
<td></td>
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<tr>
<td>Tutorials</td>
<td></td>
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<tr>
<td>Workshops</td>
<td></td>
</tr>
</tbody>
</table>
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 (%)

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Class Examinations</th>
<th>Labs / Practical</th>
<th>Oral Presentations</th>
<th>Oral Examination</th>
<th>Final Examination</th>
<th>Other</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

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):

<table>
<thead>
<tr>
<th>Proposed SCQF Credit Points:</th>
<th>Proposed SCQF Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Completed by:</td>
<td></td>
</tr>
<tr>
<td>Date of Completion:</td>
<td></td>
</tr>
</tbody>
</table>

**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:**

---
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 participant activities (classes/workshops/assessment/research etc.)

This document will be submitted to the Credit Rating of External Credit Group together with the submission of the Award of General Credit Application Form.
### Characteristic 1 - Knowledge and Understanding

**The Successful Candidate will be able to demonstrate and/or work with:**

**7**
- 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

**8**
- 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

**9**
- 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

**10**
- 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

**11**
- 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

**12**
- 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**

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

<p>| | | |</p>
<table>
<thead>
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</table>
| 7 | - 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. |   |
| 8 | - 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. |   |
| 9 | - 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. |   |
| 10 | - 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. |   |
| 11 | - 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. |   |
| 12 | - 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

**The Successful Candidate will be able to:**

<p>| | |</p>
<table>
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| **7** | - 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. |
| **8** | - 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. |
| **9** | - 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. |
| **10** | - 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. |
| **11** | - 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.  
- 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. |
| **12** | - 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. |
<table>
<thead>
<tr>
<th>Characteristic 4 – Communication, ICT and Numeracy Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Successful Candidate will be able to:</strong></td>
</tr>
</tbody>
</table>
| **7** | Use a wide range of routine skills and some advanced skills associated with the subject/discipline/sector – for example:  
- 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 |
| **8** | Use a wide range of routine skills and some advanced and specialised skills associated with a subject/discipline/sector - for example:  
- 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 |
| **9** | 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:  
- 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 |
| **10** | 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:  
- 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 |
| **11** | Use a wide range of routine skills and a range of advanced and specialised skills as appropriate to a subject/discipline/sector - for example:  
- 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 |
| **12** | 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:  
- 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

The Successful Candidate will be able to:

| 7 | 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 of 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 |

| 8 | 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 of 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 |

| 9 | 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 |

| 10 | 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 |

| 11 | 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 |

| 12 | 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

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Level rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge and Understanding</td>
<td></td>
</tr>
<tr>
<td>2. Practice: Applied Knowledge, Skills and Understanding</td>
<td></td>
</tr>
<tr>
<td>3. Generic Cognitive Skills</td>
<td></td>
</tr>
<tr>
<td>4. Communication, ICT and Numeracy Skills</td>
<td></td>
</tr>
<tr>
<td>5. Autonomy, Accountability and Working with Others</td>
<td></td>
</tr>
<tr>
<td>Overall Level</td>
<td></td>
</tr>
</tbody>
</table>

Name:                                                                                     
__________________________________________

Signature:                                                                              
__________________________________________

Date:                                                                                     
__________________________________________
Part 2 - Credit Volume and Participant Effort Hours

This form is to be completed by the Course Leader.

Name of course:

Person completing:

Date:

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

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 credit rating)

Name:  
Name: (print name)  
Name: (signature)
APPENDIX 3
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 Credit Rating of External Provision. In the SCQF Handbook it clearly states the importance of considering 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 credit rating 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 participant effort encompasses all activities associated with assessed learning, and it is generally accepted that this should be considered equivalent to 10 hours of participant effort would be anticipated for the award of 1 credit at the appropriate level).

Support is available from quest@uws.ac.uk
APPENDIX 4
SCQF Database Information Form

Congratulations on your UWS Credit Rating application approval! Thank you for choosing UWS to be your Credit Rating Centre. We will upload details of the approved course onto the SCQF database. If more than one course has been approved please use an individual form for each course. The information provided below will populate the programme entry on the SCQF Database – please ensure all details are accurate as it will help with search results.

Please note the limitations on the number of characters for some sections. This is advised by the SCQF. UWS is unable to include text beyond the characters limits indicated.

<table>
<thead>
<tr>
<th>Key contact at Organisation (full name and contact details):</th>
<th>Key contact at UWS Credit Rating Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>If there is a webpage specific to the approved course with all the relevant programme information included within it, and it is kept updated, please provide this link here. This link will be displayed on the SCQF database.</td>
<td></td>
</tr>
</tbody>
</table>

**Link URL:**

**Programme Title:**

*Note: this should be the official credit rated title of your programme.*

**Programme Aims:**

This section helps those searching the SCQF database for a relevant course to match their preferences to your course aims.

*Example 1:
The main aim of this programme is to allow candidates to build confidence, self-esteem, and develop self-awareness through self-evaluation of their own qualities, feelings, achievements, and areas of development, while undertaking a personal project, with support.*

*Example 2*
The aim of this programme is to provide the learner with the knowledge to carry out safe working practices in construction, in relation to sourcing relevant safety information and using the relevant safety procedures at work.

**Programme Aims (max 400 characters please):**

**Target Audience**
(where possible please include suggested entry/exit points for anyone selecting this course).

*Example 1*
Candidates should possess prior knowledge and experience of word processing software and be familiar with the main functions of contemporary document production software.

*Example 2*
Progression is on to a relevant HND course at SCQF Level 8 or onto a university course or employment

*Example 3*
This programme offers routes into the architecture profession and graduates typically continue their studies.
To qualify as architects working in private practice, local and national government or large commercial organisations both in the UK and overseas.

Your Target Audience Details (max 400 characters please):

Skills Gained (what will the learner be able to do by the end of the programme):

For example:
Use a computer system to perform complex tasks related to presentations.
Construct a presentation for a specific purpose and audience.
Deliver a presentation to a specific audience

Your Skills Gained (max 400 characters please)

Tags/Keywords (these can be added to make it easier for people to find this programme. If your programme is known in your sector by an abbreviation you could add this in here)
APPENDIX 5

CREDIT RATING ANNUAL MONITORING 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:

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

For Internal UWS Processing:  | Date/Comment
Date Received in QuEST:     |                                |
Date Reviewed by CREPG:      |                                |
Feedback from CREPG           |                                |
Annual Review Fee Paid by External Organisation |                                |
Forwarded to AQC for Noting  |                                |
Date form returned to External Provider (with feedback from CREPG, if applicable) |                                |