University Regulatory Frameworks, Quality and Learning and Teaching Policies as at March 2018

REGULATORY FRAMEWORKS	Date of Approval	Date for Review	Implementation	Implications for course design
Taught Courses Regulatory Framework	July 2015	Sept 2019	Reflecting the decision to bring together the URF and the PRF into a single regulatory framework, the TCRF replaced the URF from September 2015 and replaces the PRF from September 2016. All courses will be designed to operate within this framework.	There are a number of specific guidance documents relating to the design of undergraduate programmes, Foundation Degrees and Integrated Masters awards, available on the AQU webpages at http://www.worc.ac.uk/aqu/658.htm

UNIVERSITY STRATEGIES	Date of Approval	Date for Review	Implementation	Implications for course design
Learning and Teaching Strategy 2015-2018	July 2016	Spring 2019	Defines the key goals and objectives for strategic development of learning and teaching over the next period.	
Technology Enhanced Strategy 2015-2019	July 2015	Autumn 2016	Defines key goals and objectives for TEL aligning closely with the University's Learning and Teaching Strategy.	

ACADEMIC POLICIES	Date of approval	Date for Review	Implementation	Implications for course design
Admissions Policy	July 2010, Updated annually	annual (FF)	Sets principles for admissions and minimum entry requirements for undergraduate courses.	Important point of reference in establishing course admissions policies.
Assessment Policy	April 2010, and reviewed, updated annually	annual (MS)	Requires all Institutes/courses to have own formal statement of processes/ procedures for moderation of assessments and marking; sets out principles for design of assessment at level 4.	Essential point of reference for design of course and module assessment strategies, and also for establishing arrangements for moderation.
Grade Descriptors – Level 4-6 (UG)	June 2007, revised July 2011	2016/17	Important reference point for establishing module/assignment specific marking criteria.	
Grade Descriptors - Level 7 (Masters)	June 2008, revised July 2011	2018/19	Important reference point for establishing module/assignment specific marking criteria.	

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Grade Descriptors – Level 8 (PGR)	January 2014, reviewed August 2016	2016/17	Important reference point for establishing module/assignment specific marking criteria.	
Collaborative Academic Arrangements Policy	Approved October 2012, revised September 2014	2015/16 (MS)	This Policy covers typology of collaborative provision, criteria for selection of partners and principles governing partnerships.	Important reference point in early stages of consideration of potential new partnerships.
Course Closure, Suspension and Substantial Change Policy and Procedures See range of relevant documents listed	January 2017	2019/20 (Head of Academic Quality)	These procedures are to be used where UW awards are being considered for course closure, suspension or substantial change and apply to an undergraduate or taught postgraduate course delivered through partner organisations as well as University based provision.	
Course Management Committees and Role of Course Representatives and Academic Representatives - Role Description for Course Reps and Institute Representatives	July 2010 and revised July 2014 and November 2017	2016/17 (Head of Academic Quality)		Integral to management of course.
Curriculum Design Policy	Approved April 2007; reviewed and updates 2012, 2015	Annual (MS)	Sets out the principles that underpin curriculum design for all courses at the University. [Note – the document has electronic links to all associated policies and guidance]	Essential point of reference for those responsible for developing new courses or reviewing existing courses; Guidance on writing learning outcomes and developing assessment criteria also available.
Diversity and Equality policies, schemes and action plans (for race, disability, gender)	Various	n/a	Legal obligation for HEIs to promote equality and to monitor; all statements include specific actions relating to learning and teaching/student experience.	All courses expected to take account of equality and diversity and inclusion as principles in course design.
Ethics Policy	Revised version June 2017	2016/17	Sets out the principles and procedures for ethical approval of research.	Should feed into the design of all modules with a research component.

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Flexible and Distributed Learning (including distance, e-learning and blended learning): Quality Standards	Approved September 2006, reviewed July 2014	2016/17	Sets out expectations relating to courses/ modules delivered in non-standard and/or mainly by distance/learning technologies.	Point of reference for design/ development of courses/modules that involve significant delivery in distance/on-line modes of learning. Involvement of e-learning team in design and development considered essential.
HND/FD Awards and BA/BSc (Hons) Programmes policy statement	Approved June 2007	2011/12	Sets out principles for relationship between awards, particularly where modules are shared.	Important reference for design of related courses.
Inclusive Assessment, making reasonable adjustments and providing for alternative assessment arrangements - policy and procedures	July 2016	Spring 2019	To be considered in conjunction with the University's Assessment Policy.	
Policy and Procedures for Approving Public Information and Marketing Materials for UW Collaborative Partnerships	Approved January 2011, amended July 2013. Reviewed January 2018	January 2019	Provides a comprehensive statement of the principles, processes and relative responsibilities that govern the approval of core public information and marketing materials (including print, electronic and web-based material) and their use in promotional activities for collaborative provision and associated partnerships approved by UW.	Ensure all parties aware of and implement policy from outset, to first advertising of a programme.
Module Evaluation Policy Guidance for Use and Dissemination of Module Evaluation Results Module Evaluation Questionnaire	May 2016	2018/19 (MS)	Sets policy for all modules to be formally evaluated each time they are run by means of anonymous standardised questionnaire.	

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Module Evaluation Response Form				
Peer Supported Review of Teaching (PSRT)	July 2015	July 2018 (Head EDU)	For 2015/16 this replaces the Peer Learning through Observation Policy. All Institutes are required to implement a scheme which engages all staff in professional dialogue about aspects of teaching and learning practice.	
Personal Academic Tutoring Policy	July 2015, updated April 2017	July 2020 (MS)	Institutes are responsible for implementation and evaluation. Reaffirms UW's commitment to providing a system of personal academic support embedded in courses which is 'front-loaded' and pro-active. The revisions give some flexibility to Institutes and courses in delivering the student entitlements. Replaces the Academic Tutor Policy.	Should be an integral part of the design of course and provision of academic support for students.
Personal Development Planning (PDP) - Policy and Quality Standards on Supporting Students	June 2009	2011/12	Sets expectations regarding PDP.	Point of reference for design/development of strategy and policy for PDP. NB This document replaces Quality standards for provision of opportunities to engage in PDP in support of Progress Files.
See entries for Placement and Work-based Learning	Approved July 2012	July 2019 (SC)	Sets out expectations and requirements relating to course/modules that provide work-based learning and/or placement opportunities.	All courses that include work-based learning and/or student placements are required to carry out a risk assessment, provide student and employer/mentor handbooks for validation and complete the audit record.
Progression arrangements from FD to Top-Up/Honours Degrees	Approved July 2012, amended July 2016	2016/17 (SC)	Sets out expectations and requirements for the progression arrangements from all UW approved Foundation Degrees to identified linked Honours/Top-Up degrees.	Essential point of reference in the planning, approval, review and operational management of Foundation Degrees to ensure alignment with the FD Qualifications Benchmark (QAA, 2010).

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Provision of Information for Prospective Students Policy Provision of Information for Prospective Students Template	31st January 2018	January 2021	Sets out the principles for providing and approving good quality course information for prospective students to enable them to make informed decisions about what and where to study. It takes account of the guidance provided by the CMA (2015) and the UK Quality Code Part C (Information about Higher Education Provision) as well as the good practice guidance developed by HEFCE and QAA.	Implications for course design are at the pre-CSG approval stage. Template is available for course teams to provide the requisite details.
Referencing Policy	Approved July 2016	2018/19 (SP)	Provides clear guidance for staff and students on the permissible approaches to academic referencing used by the University and the principles on which assessment of academic referencing is based. Is considered part of University's Assessment Policy.	
Registered Lecturers for UW Collaborative Academic Provision - Policy for the Approval of	Approved January 2011, reviewed November 2014	2018/19 (SC)	Sets out the criteria used to approve Registered Lecturers for collaborative academic provision during course approval or for staff joining the course team for new or existing courses following approval.	Important reference point for University Institutes, Partner Course Leaders and Course Teams and HE Managers/those responsible for staffing UW courses in partner organisations.
Student international mobility - Policy for the management of	October 2016	2019/20 Head of International Experience	Sets out the key principles and processes for managing international mobility at UW in relation to: • developing new partnerships for student international mobility • outgoing student mobility • incoming student mobility.	
Turnitin® Policy Statement	July 2014	July 2017 (MS)	It has been agreed to continue with this policy statement. The University continues to regard that the primary use of Turnitin is to support students in understanding academic integrity and in the development and	

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			execution of the academic skills associated with referencing required in higher education. Turnitin will also be used to assist academic staff in the detection of plagiarism.	

GUIDANCE	Date of approval	Date for Review	Implementation	Implications for course design
Careers Education, Information, Advice and Guidance - positional statement	July 2012	2014/15 (RW)	Sets out the shared responsibilities for provision of CEIAG for students; course teams are responsible for ensuring this is embedded in the curriculum.	Should be an integral consideration of how a course addresses employability – a statement is required for the programme specification.
Course Handbook Guidance	Updated July 2015	Annual (AQU)	All courses, including collaborative, to use guidance.	

Dr Marie Stowell, Director of Quality and Educational Development, March 2018