

UNIVERSITY OF WARWICK

FACULTY OF SCIENCE, ENGINEERING AND MEDICINE

Faculty of Science, Engineering and Medicine Education Committee

There will be a meeting of the Faculty of Science, Engineering and Medicine Education Committee at 2.00pm on Thursday 16 May 2019 in Senate House Council Chamber.

Any enquiries or apologies from members of SEMEC should be directed to the Assistant Secretary, Amy Collins (SEMEducationCommittee@warwick.ac.uk).

R Sandby-Thomas
Registrar

AGENDA

1. Conflicts of Interest

TO REPORT:

That, should any members or attendees of the Committee have any conflicts of interest relating to agenda items for the meeting, they should be declared in accordance with the CUC Guide for Members of Higher Education Governing Bodies in the UK, available from <http://www.universitychairs.ac.uk/wp-content/uploads/2015/02/Code-Final.pdf>

2. Equality, Diversity and Inclusion

TO REPORT:

That members are asked to engage with agenda items in light of the University's policies that support equality, diversity and inclusion.

3. Minutes

TO CONSIDER:

The minutes of the meeting of SEMEC held on 24 January 2019 (SEMEC.26/18-19, attached).

4. Matters Arising

a. Strategic Item: Undergraduate Research Scholarship Scheme (minute 27/18-19 refers)

- (i) That the Secretary had analysed an Institutional review of Opportunities for Undergraduate Research at the University of Warwick (currently 18 months old and therefore not shared) that set out the opportunities for research provided at the level of departments; from which she concluded that there was not any obvious correlation between those departments whose students were in a relative

minority of students in receipt of URSS awards, but substantial opportunities for research did exist in some of those departments, e.g. students in Statistics undertake a large research project in year 4 and in Engineering, students spend time solving real industrial problems.

- (ii) That the discussions on URSS at the last meeting had been reported to the meeting of the Board of the Faculty of Science, Engineering and Medicine held on 12 February, and it had been resolved to consider how the Faculty might offer financial support to the scheme, for instance via funding students whose supervisors were new to the scheme, or students from under-represented groups.
- (iii) That following discussion at the Board of the Faculty of Science, Engineering and Medicine meeting on 12 February 2019, the Faculty allocated £7500 for up to five additional URSS projects for students in the Faculty. Additional funding was subsequently allocated by the University to allow more projects to go ahead (c200 bursaries cf 162 in 2018) and a cut-off for receiving central URSS funding was set at a score of 22 (out of a possible 30). As there were four Faculty of Science, Engineering and Medicine applicants to URSS who scored 21, the decision was made to use the Faculty funding to provide bursaries of £1000 (standard level) these four students (2 Chemistry, 1 Mathematics and 1 Life Sciences). A summary of awards and success rates is attached (SEMEC.27/18-19, attached).

b. Progress Against ITLR Recommendations (minute 27/18-19 refers)

That the minutes from the Strategic Success Programme Board at which progress against the ITLR recommendations for professional services departments had been reviewed had been made available (SEMEC.28/18-19, attached).

5. Strategic Item: Prioritising Student Engagement

TO CONSIDER:

A report from the Student Engagement Coordinators (SEMEC.29/18-19, attached) to inform the Committee of the roles of the Faculty Student Engagement Coordinator and Undergraduate Student Representative and to update the Committee on the ongoing work in the Faculty related to student voice and student engagement.

6. Graduate Outcomes Data

TO REPORT:

That charts showing graduate outcomes for individual departments by type of study and protected characteristics (gender, ethnicity and disability), provided by the Strategic Planning and Analytics Office had been sent to departments in March 2019, followed by the data in Excel format to assist with interpretation, with a request to respond with findings in time for the next meeting.

TO CONSIDER:

The departmental responses to the data; what further action departments might reasonably be expected to take; and what future changes to the presentation of the data might be required (SEMEC.30/18-19, attached).

7. Credit and Module Framework

TO CONSIDER:

A report on the review of the University's credit and module framework (SEMEC.31/18-19, attached), presented by the Acting Director of Teaching Quality, Katharine Gray.

8. Widening Participation

TO RECEIVE:

An update from the Faculty's new Widening Participation Coordinator, Amanda Bishop, on Faculty level activity in respect of widening participation, together with a report from the Faculty's Widening Participation and Outreach Forum (SEMEC.32/18-19 attached).

TO CONSIDER

The University's draft Widening Participation Strategy (SEMEC.33/18-19 attached).

9. Report from the Faculty Employability Forum

TO RECEIVE:

A report from the Faculty's Employability Forum (SEMEC.34/18-19 attached).

10. Postgraduate Business

TO RECEIVE:

An oral report from the Deputy Chair (Chemistry), including information on the status quo with respect to WCPRS applications for the Faculty; information on PhD and EngD submission rates (SEMEC.35/18-19, attached).

TO REPORT:

That the Graduate School is reviewing its remit; that the terms of reference of the Board of Graduate Studies will be revisited; and that a possible outcome will be for the Graduate School to focus exclusively on matters pertaining to research postgraduate students; and that a discussion paper was considered at the Board of Graduate Studies on 30 April 2019 (SEMEC.36/18-19, attached).

11. Work Based Learning Framework

TO CONSIDER

A framework developed to provide tools and resources for the guidance and support of those within the University who offer work based learning (SEMEC.37/18-19 attached).

12. Maximum Periods of Study

TO CONSIDER:

The preliminary paper on Initial Recommendations on implementing Maximum Periods of Study (SEMEC.38/18-19, attached), which has been developed with the eventual aim of

publishing a clear list of absolute maximum periods of registration to help ensure the currency of knowledge, competency and the quality of students' degrees.

13. Timeliness of Feedback Turnaround Times

TO CONSIDER:

A report summarising Feedback Turnaround Times for the Faculty (SEMEC.39/18-19, attached). Individual departments' responses are available online (SEMEC.47/18-19, online)

14. First Year Board of Examiners in Science, Engineering and Medicine 2018/19

TO REPORT:

- (a) That due to the re-configuration of the examination timetable with first year examinations scheduled later than usual, all meetings of First Year Boards of Examiners have been deferred in order to allow departments sufficient time to mark;
- (b) That the main subjects and departmental conventions described in Exam 3 (SEMEC.40/18-19, attached) and Exam 5 (SEMEC.41/18-19, attached) will be the documents used at the Board of Examiners meetings in July and September and no further changes can be made to these documents for this academic year;
- (c) That the finalised membership list (SEMEC.42/18-19, attached) will be approved by the Board of the Faculty of Science, Engineering and Medicine and Senate prior to the meeting of the First Year Board of Examiners on 2 July 2019;
- (d) That all academic departments are required to advise their students in writing of any specific resit requirements, including where progression requirements on resit differ from those at first attempt, and to ensure that departmental Student Handbooks are updated accordingly, noting that the requirement applies to undergraduate and postgraduate students.

15. Any Other Business

ITEMS TO REPORT AND APPROVE WITHOUT FURTHER DISCUSSION

The Chair and Secretary consider that the following items are non-controversial and/or can be accepted with a minimum of explanation. Members of the Committee may, however, ask for any of the following items to be transferred to the agenda for discussion, by contacting the Secretary in advance of the meeting, or by raising the item at the commencement of the meeting. Papers are available online only.

16. Chair's Action

TO REPORT:

That the following actions have been undertaken by the Chair on behalf of the committee since its previous meeting:

- Approval of the delegation of approval to admission to PhD by publication to the Deputy Chairs of SEMEC, operating across the same portfolios as the examiners' report approvals, delegation of which was reported in the term 1 18/19 meeting (minute 6a/18-19 refers).

17. Module Evaluation

TO RECEIVE:

A report considered by the SLEEC regarding Module Evaluation (SEMEC.43/18-19, attached).

18. Modules Approved by Departments

TO RECEIVE:

A summary of the new modules and revisions to modules made by departments within the Faculty (SEMEC.44/18-19, online only), noting that module approval is being developed as a further phase of the course approval on-line workflow system, and that as part of this the locus and timing of approvals of changes to modules is being reviewed

TO REPORT:

That as part of the new module 'work flow' approval project, deadlines and the locus of approval for modules will be reviewed in consultation with Chair of Faculty Education Committees. . As this project involves departments collating MA1 forms over the summer period to ensure accurate population of the system, these forms are not being requested this year.

19. Summary of Approved/Discontinued Courses

TO RECEIVE:

A summary of the new courses approved and the courses discontinued institutionally (SEMEC.45/18-19, online only), noting that the new course approval workflow system is currently being piloted.

20. Peer Observation Consultation

TO RECEIVE:

A paper considered by SLEEC (SEMEC.46/18-19, online only) at its April 2019 meeting regarding Peer Observation, noting that at a Faculty level, departments either currently run schemes that are aligned with the proposals, or welcomed the recommendations in principle.

One department asked for the resource impact of augmented peer-observation to be noted, and another for more examples of good practice on which to draw.

21. Date of Next Meeting

TO REPORT:

That meetings of the Faculty of Science, Engineering and Medicine Education Committee 2019-20 have been published by Governance Services in the [Committee Timetable](#) for the 2019-20 academic year. Diary invitations will be created over the summer vacation, once committee membership for the forthcoming academic year has been confirmed. Meetings are as follows:

Term 1: Thursday 24 October 2019 11.00 – 1.00pm in Senate House Council Chamber

Term 2: Thursday 16 January 2020 11.00 – 1.00pm in Senate House Council Chamber

Term 3: Thursday 30 April 2020 11.00 – 1.00pm in Senate House Council Chamber

UNIVERSITY OF WARWICK

FACULTY OF SCIENCE, ENGINEERING AND MEDICINE

Faculty of Science, Engineering and Medicine Education Committee

Minutes of the meeting held on Thursday, 24 January 2019

- Present:** Dr Dave Britnell (Chair), Dr Stuart Allen (Life Sciences), Alex Baker (Postgraduate Student from the Faculty), Professor Gavin Brown (Mathematics), Dr Adam Chester (Computer Science), Dr Nikola Chmel (Chemistry), Professor Robin Clark (WMG), Professor Gill Cooke (Engineering), Dr David Davies (WMS), Dr Miriam Gifford (Life Sciences), Dr Russ Kitson (Chemistry), Professor Jason Madan (WMS), Professor Kevin Neailey (WMG), Dr Gioia Panzarella (Faculty of Arts), Dr Michael Pounds (Physics), Professor Lesley Roberts (Deputy Chair), Dr Jane Sinclair (Computer Science), Dr Elke Thonnes (Statistics), Dr Helen Toner (Faculty Senior Tutor), Dr Ian Tuersley (Student Engagement Coordinator), Dr Adrian von Muhlenen (Psychology), Professor Martin Wills (Deputy Chair), Dr Dave Wood (Mathematics), Dr Philip Young (Life Sciences).
- In attendance:** Professor Andy Clark (Academic Director (Undergraduate Studies)), Amy Collins (Assistant Secretary), Claudia Gray (Teaching Quality), Louise Hasler (Secretary), Jonathan Heron (IATL), Helen Hotten (Teaching Quality), Jenny Hughes (Careers & Skills), Wendy Hunt (Careers & Skills), Professor David Lamburn (Deputy Pro-Vice-Chancellor (Education)), Professor Pat Tissington (Academic Director (Employability and Skills)), Joanne Wale (IATL).
- Apologies:** Professor David Hobson (Statistics), Dr Jessica Savage (Faculty of Arts), Professor Matthew Turner (Physics), Dr Jennifer Smith (Faculty of Social Sciences).

23/18-19 Conflicts of Interest

REPORTED:

- (a) That, should any members or attendees of the Committee have any conflicts of interest relating to agenda items for the meeting, they should be declared in accordance with the CUC Guide for Members of Higher Education Governing Bodies in the UK, available from <http://www.universitychairs.ac.uk/wp-content/uploads/2015/02/Code-Final.pdf>
- (b) That no conflicts of interest were declared.

24/18-19 Equality, Diversity and Inclusion

REPORTED:

That members were asked to engage with agenda items in light of the University's policies that support equality, diversity and inclusion.

25/18-19 Minutes

CONSIDERED:

The minutes of the meeting of SEMEC held on 15 October 2018 (SEMEC.10/18-19).

RESOLVED:

That the minutes were held to be a true and accurate record.

26/18-19 Matters Arising

a. Annual Course Review Reports (minute 46/17-18 refers)

REPORTED:

- (i) That, on its meeting of 16 May 2018, the Faculty of Science Education Committee (dis-established) had resolved that the Secretariat would propose the amendment of the templates for postgraduate research course reviews to require departments to identify their own key successes and needs.
- (ii) That the response from Rhiannon Martyn, Senior Assistant Registrar of the Graduate School, had been that the annual course review process was due for review, and that in meantime it would be acceptable to amend the form to meet the Faculty's needs. An updated version of the form was therefore circulated.

b. SLEEC reporting lines and Module Review Feedback form development (minute 45/17-18 refers)

REPORTED:

- (i) That, on its meeting of 16 May 2018, the Faculty of Science Education Committee (dis-established) had resolved that the Secretary would seek clarity over the accountability and reporting lines of the Student Learning Experience and Engagement Committee, with a view to addressing the concerns raised and to suggesting that the Student Learning Experience and Engagement Committee might report into Education Committees going forward.
- (ii) That the Secretary had consulted with colleagues and established that Faculty Education Committees would usually have been involved in policy developments at an earlier stage but that scheduling of meetings had made this difficult in the 2017-18 academic year, noting that the Student Module Feedback proposals had been developed by a WIHEA Learning Circle drawing upon academic membership from across departments and that SLEEC had subsequently consulted on a draft proposal with Heads and

Directors of Studies in each academic department before revising and finalising the proposals.

c. Equality and Diversity (minute 7/18-19 refers)

REPORTED:

- (i) That, on its meeting of 15 October 2018, SEMEC had resolved that the Secretary would consult with the Senior Assistant Registrar and the Strategic Planning and Analytics Office in order to ascertain what support might be available to departments in returning Equality and Diversity completion and progression data to SEMEC on an annual basis, and that further consideration to the proposal for consideration of such data would be given at the term 2 18/19 meeting of SEMEC in light of feedback from the Secretary.
- (ii) That colleagues in the Strategic Planning & Analytics Office had reported that they were able to provide degree outcomes by gender, and by ethnicity, noting that details of the outcome of vivas (passed viva with no corrections/ minor corrections/ major corrections) may not be 100% accurate, but representatives of academic departments had indicated that they were satisfied with the level of accuracy given what these data would be used for.
- (iii) That on 13 December 2018 the Office for Students had published a [report](#) describing its new approach to access and participation, in which it had indicated that it wished to eliminate:
 - 1. The gap in entry rates at higher tariff providers between the most and least represented groups;
 - 2. The gap in non-continuation between the most and least represented groups;
 - 3. The gap in degree outcomes between white and black students;
 - 4. The gap in degree outcomes between disabled and non-disabled students.

In light of this, outcomes for students both with and without disabilities will also be sought.

- (iv) That data on graduate outcomes should be provided to members sufficiently far in advance of the summer term meeting of SEMEC to facilitate discussion at the next meeting.

d. Education Strategy (minute 8/18-19 refers)

REPORTED:

That further to the development of the University's Education Strategy, the Pro-Vice-Chancellor (Education) had now shared a list of ten priorities from within the Strategy for the academic year 2018-19 (SEMEC.15/18-19).

CONSIDERED:

Award of URSS places across the constituent departments of the Faculty, noting that promoting student research opportunities was one of the top priorities within the Education Strategy for 2018/19 identified by the Pro-Vice-Chancellor (Education) (SEMEC.11/18-19); that applications for URSS awards across the Faculty was very variable; that there was currently insufficient funding to be able to fund all creditable applications; and that funding in addition to the URSS budget would enable more students to benefit from this experience.

REPORTED: (by the URSS Coordinator from Careers and Skills)

- a. That Careers and Skills had been working with departments with lower rates of applications, noting that those with higher rates of applications and successes appeared to be those that made the most efforts to publicise this scheme.

REPORTED: (by the representative from WMS)

- b. That it would be pragmatic to target departments that do not already offer many research opportunities to students.
- c. That it might be beneficial to propose to the Board of the Faculty of Science, Engineering and Medicine that it provide a top-up bursary for SEM students with URSS places.

REPORTED: (by the representative from WMG)

- d. That departments such as Engineering and WMG offer a number of schemes particularly attractive to students in their discipline, such as internships, which might be part of the reason for their own lower application/success rates in URSS.
- e. That ring-fencing for new supervisors (be they new to the University or new to the scheme) might be a way forward.

REPORTED: (by the postgraduate student representative)

- f. That it was often the same academics that came forward to supervise these projects which was also a challenge.

REPORTED: (by the representative from Chemistry)

- g. That WIHEA had been gathering data relevant to this item which the Secretary may wish to review for a further discussion.

REPORTED: (by the representative from Mathematics)

- h. That the scheme could be felt to bring a burden on academic staff in terms of the time required to support students on this scheme at a busy time of year, and that, although changes had been made to require less face-to-face interaction, academics would still prefer to have the face-to-face element hence this was not felt to be sufficiently helpful.
- i. That while seeking a more detailed report based on WIHEA data would be useful to the committee, it might still recommend an increase in budget to the Faculty Board meanwhile.

RESOLVED:

That the Secretary would seek further information available from WIHEA and revise the proposal to provide more detail to a future SEMEC meeting, including an analysis of the reasons for some departments' comparative success in this scheme, beyond the anecdotal suggestions made by members at the meeting.

RECOMMENDED: (to the Board of the Faculty of SEM)

That an increase in budget for URSS places would be beneficial to the faculty.

28/18-19 Draft Employability Strategy

RECEIVED:

The University's draft employability strategy (SEMEC.13/18-19) setting out proposed strategic directions and how these would be facilitated, and an oral report from Pat Tissington, Academic Director of Employability and Skills.

REPORTED: (by the Academic Director of Employability and Skills)

- a. That the employability strategy was designed to address the shortfalls of recent data analysis, noting that Warwick had been ranked 26th in the DLHE where it was generally ranked amongst the top ten universities in other areas
- b. That a newly introduced question in the enrolment form had revealed that about 50% of final year Warwick students had not considered their career at all on commencement of their final year of study, noting that the results of this survey would be shared with departments in due course.

REPORTED: (by the representative from Engineering)

- c. That there was a need for a cultural shift amongst colleagues too, as (anecdotally) staff were known to advise students not to worry about their careers during their studies, with a response from the Academic Director of Employability and Skills that more was being done to address this now through guidance provided to personal tutors.

REPORTED: (by the representative from WMS)

- d. That alumni could be a good resource for providing advice to current students, noting that it could be felt that academic staff were not always best placed to provide students with advice on non-academic career choices.

REPORTED: (by the postgraduate student representative)

- e. That it would be beneficial if extracurricular activities referenced in the strategy could be taken for credit by students, with a response from the Academic Director of Employability and Skills that this was possible and was already practiced in some departments.
- f. That the major companies which visit campus were largely banks and law firms and not Small to Medium Enterprises that might be of more interest to students of this particular faculty, with a response from the Academic Director of Employability

and Skills that the Students Union was beginning to engage better with SMEs for precisely this reason, noting that an SME-focussed fair was being planned for 29 January 2019.

29/18-19 Development of Interdisciplinary Modules

RECEIVED:

A report (SEMEC.14/18-19) and an oral report from members of the Institute of Advanced Teaching and Learning providing an update on the development of interdisciplinary modules, including recommendations to departments on how interdisciplinarity can best be supported.

REPORTED: (by the members of IATL)

- a. That all SEM faculty departments were engaging with IATL but a few specific modules had especial popularity due to relevance to the faculty's disciplines, although some SEM students appeared to take interest even in Social Science or Arts focussed modules.
- b. That module registration appeared to be encountering similar issues this year to last, noting that the provision of guidance on the processes for registration and departmental approval was of particular concern, since some departments seemed to have varying approaches and may not have been familiar with the standard procedures.
- c. That although departments raised concerns that some students can apply earlier than others due to in-department constraints, it was in fact practice to ring-fence places by department as a means of ensuring later-applying students were not disadvantaged by their departmental processes.
- d. That IATL had recently surveyed departments to seek clarification of their departmental procedures with respect to IATL module registration, in order to improve their own guidance.
- e. That the SPI project around timetabling might allow for improved streamlining of IATL module scheduling in the future, but that in the short term departments were encouraged to engage with IATL to arrange particular focussed timings of modules to suit their own students.

REPORTED: (by the representative from Life Sciences)

- f. That the School of Life Sciences would be better enabled to encourage its students, who generally showed a positive level of interest in IATL modules, if the processes were more streamlined.

REPORTED: (by the representative from Engineering)

- g. That the School of Engineering was constrained by its Professional Statutory and Regulatory Bodies with respect to space available in restricted curricula for offering engagement with interdisciplinary modules, noting that some space for the 'soft skills' was made within the department in its modules but that engagement with IATL was unfortunately challenging.

RECEIVED:

A paper, and an oral report from Professor David Lamburn (Deputy Pro-Vice-Chancellor (Education) and Claudia Gray (Assistant Registrar (Assessment)) summarising the proposed recommendations arising from the various sub-groups convened to consider aspects of assessment (SEMEC.12/18-19).

REPORTED: (by the Deputy Pro-Vice-Chancellor (Education))

That the Review of Assessment had been ongoing with four streams of work for some time, with a fifth to be commenced imminently with a remit to consider approaches to cheating, and that members of the SEM Faculty Education Committee were invited to comment on any aspects of the papers which had been submitted for review.

a. Mitigating Circumstances

REPORTED: (by the postgraduate student representative)

- (i) A minor syntactical correction of which the Academic Director (Undergraduate Studies), who led the mitigating circumstances stream, made a note.

REPORTED: (by the Deputy Chair, WMS)

- (ii) That the mitigation stream of the review of assessment ought to consider compiling guidance for doctors, since doctors' evidence could be wide-ranging in usefulness to the process and since wealthier students often had access to doctors more able to spend time producing sufficiently useful evidence, this being a concern in terms of Widening Participation.

REPORTED: (by the Academic Director (Undergraduate Studies))

- (iii) In response to a query from the postgraduate student representative, that the recommendations around panel composition had included the department senior tutor role in order to secure the involvement of a person with appropriate links to welfare and support services.
- (iv) In response to a concern raised by the Student Engagement Coordinator that students were increasingly submitting mitigation with the expectation it could change marks, that student-targeted guidance had only been developed for the academic year 18/19 and thus that the effects of this in improving student understanding of process were yet to be felt.

REPORTED: (by the representative from Life Sciences)

- (v) That the School of Life Sciences had trialled the provision of much more explicit mitigation guidance to its students and, contrary to popular fears, had discovered this actually reduced the number of submissions found not to contain actual mitigation or sufficient evidence.

b. Assessment Methods

REPORTED: (by the postgraduate student representative)

- (i) That it should be noted that the recommendation around use of more innovative assessment methods would necessitate improved training for PGR students who supervise undergraduates.

REPORTED: (by the representative from WMG)

- (ii) That it should be noted by departments that there would be a need to provide more detail than at present about hours of study required in preparations for coursework or examinations, noting that the compilation of such information would take time, with the response that this was to be captured in the new MA1 form and that 1 credit should equate to 10 hours of study.

REPORTED: (by the Deputy Pro-Vice-Chancellor (Education))

- (iii) That staff were still welcome to provide feedback and recommendations to the Review of Assessment if there were issues of concern to be raised.
- (iv) In response to a query from WMS, that the purpose of the abolition of student choice was more to avoid situations where a student might navigate an entire course choosing only one type of assessment, noting that it was intended that departments would be able to make special cases for the inclusion of some student-choice assessments within a course.

31/18-19 Review of Warwick's Credit Framework

REPORTED: (by the Deputy Pro-Vice-Chancellor (Education))

- a. That Warwick's credit and module framework was undergoing a review during the current academic year, to include harmonisation of credit tariffs, noting that this would involve wide consultation and engagement with departments to understand the implications of changes to curricula (SEMEC.19/18-19).
- b. That some departments had more consistent use of 15 credit modules (or multiples thereof) than others, meaning that the impact on departments would vary.

REPORTED: (by the representative from Life Sciences)

- c. That in reviewing the school's approach to credits, they had found a number of unexpected benefits in moving to multiples of 15, for instance a review of how aspects of the curriculum might better be divided across modules, although there were still concerns around optionality.

REPORTED: (by the representative from Statistics)

- d. That the department had concerns about their joint degrees and how the split of teaching would be impacted by a move to 15 credit modules (or multiples thereof).

REPORTED: (by the Deputy Chair, WMS)

- e. That it seemed likely that a universal move to 15 credit modules (or multiples thereof) would have a great operational impact on departmental committees, with

which the Deputy Pro-Vice-Chancellor (Education) agreed, noting that departments would need to plan and prepare for this eventuality.

32/18-19 Postgraduate Business

a. Results of PTES

CONSIDERED:

A paper summarising the results of the Postgraduate Taught Experience Survey across the Faculty (SEMEC.16/18-19).

RESOLVED:

That there were no particular issues to highlight.

b. Graduate School Priorities

RECEIVED:

A paper considered at the meeting of the Board of Graduate Studies held on 6 November 2018 (BGS.09/18-19; SEMEC.17/18-19).

REPORTED: (by the Deputy Chair, Chemistry)

- (i) That the Graduate School would welcome comments on these priorities.
- (ii) In response to a query from the postgraduate student representative, that it was not thought to be the case that the desire for increase in PGR student numbers was related to a need for more PGR students to supervise increasing UG numbers.

c. Annual Course Review (PGR)

CONSIDERED:

A composite report of postgraduate research annual course review reports from across the Faculty (SEMEC.18/18-19).

RESOLVED:

That the Secretary would ascertain whether SPA could provide data with which each department could populate their PGR course review forms, in order to improve consistency of detail in future.

d. Chancellor's International Scholarships and WCPRS Awards

REPORTED:

- (i) That due to scholarships for WMS being ring fenced this year, WMS would be shortlisting applications separately from the rest of the Faculty. That the following colleagues had agreed to rank and moderate applications for Chancellor's International Scholarships, noting that these colleagues will also be asked to rank applications for WCPRS Awards, should the number of applications exceed allocated scholarships:

For the Faculty, except WMS:

- Professor Martin Wills, Chemistry
- Dr Florin Ciucu, Computer Science
- Professor James Lloyd-Hughes, Physics
- Dr Nicole Tang, Psychology
- Dr Georgia Kremyda, Engineering

For WMS:

- Professor Charles Hutchinson
- Professor Max Birchwood
- Professor Stavros Petrou
- Dr Andrew Blanks
- Dr Nick Waterfield

- (ii) The Faculty deadline for WCPRS awards is 4 February 2018, noting that only one had been received at the time of meeting.
- (iii) That other schemes including China Scholarships, EU Chancellor's, and others were recently opened for applications, details being available through GS website.

33/18-19 Progress against departmental ITLR recommendations

REPORTED:

That progress of academic departments towards ITLR recommendations were considered at TEG meetings held in the first term of 2018-19; and that progress of professional service departments against ITLR recommendations was considered at meetings of the Student Success Programme Board, which had oversight of follow-up to the ITLR for professional services departments, held on 23 October 2018.

CONSIDERED:

A report on progress towards ITLR recommendations (SEMEC.20/18-19).

RESOLVED:

- a. That the Secretary would seek relevant SSPB minutes.
- b. That members would share good practice tips for other departments through the Secretary if they so desired.

34/18-19 Report on Teaching Excellence Group Meetings

CONSIDERED:

A report from Dan Derricott (SEMEC.21/18-19), Assistant Registrar (Monitoring and Review) on the TEG meetings held in the autumn term and whether there were any themes arising which could inform future agenda items.

RESOLVED:

In the absence of any comments or suggestions for future items during the meeting, that members could submit any suggestions to the Secretariat if they so desired.

35/18-19 Review of Welcome Week 2018

RECEIVED:

A reflective report on Welcome Week 2018 (SEMEC.22/18-19), noting in particular the third section on academic induction, including recommendations for Welcome Week 2019.

REPORTED:

That an academic induction conference (to share good practice in the aspects of student induction provided by academic departments) was planned for March 2019, for which booking was open:

<https://warwick.ac.uk/students/welcome/staff/welcomeweek/academicinduction/welcomeconference>

36/18-19 Timeliness of Feedback Turnaround Times

CONSIDERED:

- (a) A report summarising Feedback Turnaround Times for the Faculty (SEMEC.23/18-19).
- (b) In light of compliance with feedback turnaround times being strongly differentiated within the Faculty, the Committee is invited to consider how to formalise consideration of the turnaround reports within departments.

REPORTED:

That three departments had dropped from a previous 100% mark which should be discouraged.

37/18-19 Update on Review of Personal Tutoring

RECEIVED:

A report from the Dean of Students describing progress against the recommendations of the review of Personal Tutoring, together with an oral report from the Faculty Senior Tutor, Dr Helen Toner. (SEMEC.24/18-19).

REPORTED: (by the Faculty Senior Tutor)

That resources were under development and termly meetings were resulting in the building of good relationships, noting the recent introduction of awards for personal tutoring excellence and ongoing training initiatives.

REPORTED: (by the representative from Mathematics)

That a personal tutor training session had been held recently in the department and that the turnout had been extremely positive.

38/18-19 Change in Membership of First Year Board of Examiners

CONSIDERED:

It was proposed that a representative of WBS would not be asked to attend meetings of the Faculty of Science, Engineering and Medicine's First Year Board of Examiners, noting that:

- (a) It had been custom and practice for a representative of Warwick Business School to attend meetings of the Faculty of Science's First Year Board of Examiners, but that attendees had been very limited with respect to contributions they had been able to make to meetings.
- (b) Regulation 9.1 Governing the Constitution of Boards of Examiners for First Degrees set out the quorum as being at least one member from each of the Departments within the Faculty.

RESOLVED:

That the representative of WBS would not be asked to attend meetings of the Faculty of Science, Engineering and Medicine's First Year Board of Examiners, effective from 2018/19.

39/18-19 MSci in Integrated Science

REPORTED:

That approval had been given to a new course (commonly called the Hooke Science Programme), designed to teach students how to pose and answer scientific questions by drawing methods and concepts from biology, chemistry, physics, mathematics and computing (SEMEC.25/18-19).

CONSIDERED:

A concern raised by the PGR student that the name of the course seemed inappropriate given the lack of chemistry and physics, noting that the marketing section of the form had highlighted this issue yet the course had still been approved, and that colleagues in Chemistry were not teaching on the course and did not understand some Chemistry-based aspects in the course paperwork.

REPORTED: (by the Deputy Chair, WMS)

That the same issues had been raised through the formal course approval process but that the question was one relating to definition of interdisciplinarity, noting that departments were not discipline silos and that for WMS in particular it was acknowledged that medicine is an umbrella discipline encompassing traditional disciplines from both arts and science. As such the course as defined was deliverable across WMS and SLS expertise although wider expansion would be desirable.

RESOLVED:

That the Deputy Chair, WMS, would facilitate a conversation between the postgraduate student representative and the course leader of the MSci if they wished, in order to address the concerns raised more appropriately, bearing in mind that the course leader

was better placed to do this.

ITEMS REPORTED AND APPROVED WITHOUT FURTHER DISCUSSION

40/18-19 Chair's Action

REPORTED:

That the following actions had been undertaken by the Chair on behalf of the committee since its previous meeting:

- a. Approval of an extension request made by WMG for the marking deadline for the module Communications for Connected Car.
- b. Approval of a change to the assessment methods for two Mathematics modules (MA3B6 Complex Analysis and MA4G6 Calculus of Variations) – both from 100% exam to 85% exam and 15% assessed coursework.
- c. An amendment to the FYBoE decision regarding one WMG student, resulting in a change of outcome from withdrawal to resit without residence, based on the department receiving late information about reasonable adjustments that had not been implemented for the student's original resit.
- d. A variation to the regulations for two WMG students on the Applied Engineering Programme, in order to allow resits for failed fourth year modules, noting that the existing degree regulations for the AEP did not allow this and that this was to be amended for future years; this was subsequently approved by the Vice-Chancellor, who is empowered as Chair of Senate to vary regulation.
- e. Approval of ten minutes' reading time for a time-constrained laboratory assessment used to assess the module WM216 (Applied Programming 2), as part of the Dyson Engineering Degree.
- f. Approval of the addition of fifteen minutes' reading time to the examination for ES262 Electromechanical System Design.
- g. Approval of a new module, Mindful Project Management, to be taught as part of the IATL interdisciplinary MSc in Humanitarian Engineering.

41/18-19 Date of Next Meeting

REPORTED:

Term 3: Thursday 16 May 2019, 2.00pm – 4.00pm, Senate House Council Chamber

University of Warwick
Report to the Faculty of Science Engineering and Medicine Education Committee
16 May 2019

Following discussion at the Board of the Faculty of Science, Engineering and Medicine meeting on 12 February 2019, the Faculty allocated £7500 for up to five additional URSS projects for students in the Faculty. Additional funding was subsequently allocated by the University to allow more projects to go ahead (c200 bursaries cf 162 in 2018) and a cut-off for receiving central URSS funding was set at a score of 22 (out of a possible 30). As there were four Faculty of Science, Engineering and Medicine applicants to URSS who scored 21, the decision was made to use the Faculty funding to provide bursaries of £1000 (standard level) these four students (2 Chemistry, 1 Mathematics and 1 Life Sciences).

A summary of awards, and success rates, is below (noting that these figures are based on outcomes provided before the full URSS meeting held on 14 March and final figures may have been adjusted slightly due other factors):

Department – noting that figures in some cases relate to the Department providing the project so may not map to student's home department	Total Applications	URSS core funding	Faculty Funding	Total funded projects	% Apps Funded
Chemistry (including one project offered by WMG which will be undertaken by a MChem student)	37	34	2	36	97%
Computer Science	7	5		5	71%
Engineering	0	0		0	N/A
Life Sciences (including Crop Centre, WISB, WIDER)	34	32	1	33	97%
Mathematics (including "MathSys")	21	15	1	16	76%
Physics	31	28		28	90%
Psychology	2	2		2	100%
Statistics	5	4		4	80%
WMG (see note above under Chemistry)	0	0		0	N/A
WMS	15	13		13	87%
TOTAL FoSEM	152	133	4	137	90%
Rest of University	117	72		72	62%
TOTAL UNIVERSITY	269	205	4	209	78%

Ruth Cooper
Director of Administration,
Faculty of Science, Engineering and Medicine

UNIVERSITY OF WARWICK

Student Success Programme Board (SSPB)

Minutes of the meeting of the Student Success Programme Board held on 23 October 2018

Present: Professor C Hughes (Chair), Professor Andy Clark (Academic Director (Undergraduate)), Robin Green (Librarian), Professor David Lamburn (Deputy Pro-Vice-Chancellor (Education)), Scott Lloyd (Senior Assistant Registrar, SMTT), Mike Roberts (Director of Campus Services and IT), Ros Roke (Director of Strategic Programme Delivery), Professor Colin Sparrow (Academic Director (Graduate School)), Dr Chris Twine (Academic Registrar), Professor Gwen van der Velden (Academic Director, WIHEA), Roberta Wooldridge Smith (Deputy Academic Registrar), Professor Pat Tissington (Academic Director (Employability))

Apologies: Delyth Chambers (Director, SROAS), Dr Letizia Gramaglia (Learning and Development Manager), Andrew Higgins (Director, Academic Office), Larissa Kennedy (Education Officer, Students' Union), Dr Emma Melia (Student Personalised Information Programme Manager),

In Attendance: Phil Griffiths (Administrative Officer, Academic Registrar's Office) (Minutes), Jordan Kirkwood, Samantha Tarren (Head of Counselling Services), Lisa Whiston, (Project Officer, Student Personalised Information Programme)

1/18-19 Minutes

SEMEC.26/18-19

RESOLVED:

That the minutes of the meeting of the SSPB held on 14 May 2018 were approved.

2/18-19 Revised Board membership

CONSIDERED:

Proposed revisions to the constitution and membership of the Board for the 2018/2019 academic year (SSPB.01/18-19).

REPORTED:

That the constitution had been revised to include Professor Louise Gracia and Dr Will Curtis.

RESOLVED:

That the revised membership was approved.

3/18-19 Education Strategy Governance and Reporting Structure

RECEIVED:

The governance and reporting structure for monitoring the implementation of the Education Strategy (SSPB.02/18-19).

REPORTED: (by J Shaw)

That the reporting structure demonstrated how the monitoring of the implementation of ITLR recommendations and the Education Strategy reporting could fit together, and that the SSPB would act as a sounding board for, and a place to feed in, key pieces of information into the implementation of the Education Strategy.

4/18-19 SSPB Terms of Reference

REPORTED: (by Dr C Twine)

- (a) That since the May 2018 SSPB meeting, the Education Executive had formally adopted some terms of reference which had been approved at Senate on 17 October 2018;
- (b) That part of the Education Executive terms of reference also related to directing resource to support Education activity and the Education Strategy, noting that paragraph (c) of the current for the SSPB terms of reference does also cover resolving operational matters relating to the delivery of the Education Strategy, and so a minor amendment to the SSPB terms of reference would be presented to the next SSPB meeting in January 2019.

5/18-19 Chair's Business: Teaching Excellence Group

REPORTED:

- (a) That the Teaching Excellence Group (TEG) process had commenced on 22 October 2018. TEG will run alongside Research Excellence Group (REG) , and there would be a TEG meeting held with nearly every academic department during the Autumn term of the 2018/2019 academic year;
- (b) That the TEG process would have two functions:
 - (i) Working with departments on metrics and how departments could be supported to improve their metrics for the TEF exercise, noting that this would feed through into general quality enhancement for UG, but also lessons learned and how this can feed into PGT;
 - (ii) A focus on quality assurance mechanisms and follow-up on areas such as PSRBs, external examiner reports, the EEM meetings.
- (c) That TEG would also report on ITLR recommendations as well, and there could be some recommendations arising from TEG meetings which may relate to professional support services, and so these would be fed back into the SSPB.

6/18-19 Education Strategy Operational Plan Update

REPORTED: (by J Shaw)

- (a) That the Education Strategy Operational Plan had been refined over Summer 2018, and that the Plan included a high level timeline of activity, responsibility, dependencies and potential measures for success;
- (b) That the Plan would be used from the start of the 2018/2019 academic year to monitor progress across the first 5 years of the implementation of the Education Strategy, with the intention that this will be reviewed and re-

freshed, noting that as initial projects come to completion, then new ones may be incorporated into the plan for monitoring;

- (c) That further consideration was being given to the potential measures for success of the strategy, which SSPB members had previously provided feedback on, and would include outputs (e.g. defined projects that had been delivered), and impact (e.g. survey results over the longer term),;
- (d) That the Education Strategy Operational Plan prioritised 10 areas for 2018/19, had been shared with the HoDs forum, Council, WIHEA fellows and Directors of UG study;

REPORTED: (by Prof C Hughes)

- (e) That further information on the KPIs, timings, and scheduling would be shared once available;
- (f) That the 10 priorities could be shared more widely with teams.

7/18-19 Senate House Student Hub Project

REPORTED: (by Dr C Twine)

- (a) That phase 1 of the Senate House refurbishment was underway and at the start of the Spring term of the 2018/2019 academic year a number of student facing services would be co-located, or relocated, and rearticulated within Senate House;
- (b) That an accessibility audit of Senate House had been completed prior to this work to enable improvements for students with disabilities;
- (c) That whilst not all of the work had been funded in this stage, the majority of work would be completed;
- (d) That in conducting phase 1, the Steering Group for the Senate House Student Hub project had given consideration to how we communicate and present our student facing services, and also how students interface with them;
- (e) That an expanded "Integrated Student Services" programme had now been initiated, to look at integrated student services more generally, and that this would also incorporate a substantial number of ITLR recommendations;
- (f) That the Student Hub Steering Group was scoping this activity, and identifying people to lead it, noting that it would be a multi-year programme;
- (g) That consideration would also be given to some form of a student hub in the later part of the campus masterplan and that the Steering Group was engaging with the student/staff community.

REPORTED: (by Prof C Hughes)

- (h) That the creation of the Student Hub was a timely investment and that further work was needed to disseminate the importance of this work across the

University community, noting that Council also wanted to be assured about student well-being.

8/18-19 Student Personalised Information (SPI) Programme Update

CONSIDERED:

The progress report for the SPI Programme (SSPB.03/18-19).

REPORTED: (by L Whiston)

- (a) That the SPI programme was into its second year of delivery, with a stronger structure in place in terms of governance, noting that prioritisation criteria had been set and this had been used to ensure that the work of the SPI programme was aligned with Education Strategy Implementation.
- (b) That a substantial amount of the work covered in the SPI programme report meshed with several other reports submitted to the meeting.
- (c) That a number of workstreams had been highlighted as priorities for the coming academic year, alongside work that was on-going with well-being support services.
- (d) That workshops had been held over the Summer, looking at the vision for SPI and how do we promote it with stakeholders
- (e) That the SPI programme had been working with internal comms regarding messaging to students, academic staff, professional services staff, noting that many of the SPI Programme projects and workstreams involved engagement with professional services staff;

REPORTED: (by L Whiston and M Roberts):

- (f) In response to a query from Prof A Clark regarding how resource from projects completed in January and February 2019 would be re-allocated, that there were are a number of projects currently at the scoping and analysis stage, and that a decision would be made by the SPI Steering Group to determine the next steps for those projects and how resources would be allocated to them;

REPORTED: (Prof C Hughes)

- (g) That the SPI Programme was a broader programme of change and investment by the University and the SPI Programme team should continue to communicate their activity to the University community.

9/18-19 Departmental ITLR Update Report: Academic Office (AO)

CONSIDERED:

The ITLR 2017 Progress report for the Academic Office (SSPB.04/18-19).

REPORTED (by Dr C Twine):

- (a) That the Academic Office had expanded the SITS team through the 5 year planning process and had been renamed the “Student Information Systems” team;
- (b) The Student Information Systems team would focus on user support, training and communications with academic departments, noting that a service model had been developed with IT services around triaging queries;
- (c) That the Student Records Workflow SPI project had been completed, and had resulted in a significant number of manual processes and forms being replaced with a straightforward workflow. This work has had a significant positive impact on the student records team, noting that it had freed them up to do much more higher value work.;
- (d) That there had been concerns around safe and compliant exam spaces going forward from next Summer onwards, noting that options would be proposed to UEB to address these;

REPORTED: (by S Lloyd and Prof A Clark)

- (e) That Prof Clark wished to be more involved in addressing the concerns around exam space, noting that there was a need to coordinate more generally as a task and finish workgroup was being formed to consider the absolute need for space through to 2030.

10/18-19 Departmental ITLR Update Report: Learning and Development Centre (LDC)

CONSIDERED:

The ITLR 2017 Progress report for the LDC (SSPB.05/18-19).

RESOLVED:

That the report be noted and that the Board had no comment to add at this time.

11/18-19 Departmental ITLR Update Report: Library

CONSIDERED:

The ITLR 2017 Progress report for the Library (SSPB.06/18-19).

REPORTED (by R Green):

- (a) That progress made on the number of Reading Lists produced in 2017/2018 had slipped back in 2018/2019. A contributing factor was that lists were not being published as early, though the Library would be working with Simply, Collaborate, Deliver in due course to help improve the efficiency of associated processes;
- (b) That, linked with SPI Programme work, there was also a need to have an accurate module catalogue so that the Library knew which modules were running each year;

- (c) In response to a query from Prof A Clark regarding whether there was an assumption that all reading lists had to be updated each year, that the Library did require confirmation from academic staff that the reading list would remain the same;
- (d) That the Library was planning a refresh of the first two floors of the building, and possibly also the ground floor, and this may allow additional study spaces to be created. Work should start Summer 2019 pending funding approval;
- (e) That the Library had implemented at the start of the Autumn term 2018/2019 a 'book a desk' pilot. Approximately 100 desks could be booked 15 minutes in advance and if the pilot proved a success then it would be continued.

12/18-19 Departmental ITLR Update Report: IT Services

CONSIDERED:

The ITLR 2017 Progress report for IT Services (SSPB.07/18-19).

REPORTED (by M Roberts):

- (a) That IT Services wish to have a presence in the Student Hub as a drop-in type desk service remains popular with many students;
- (b) In response to a query from Prof A Clark regarding ITLR recommendation 28 relating to lecture capture data, that the use of lecture capture (both uploading and downloading) was available in real time and it could be arranged for members of the Education Executive to have access to the data, however lecture attendance was much more difficult to monitor and ITS were not working on any coordinated programme to carry out attendance monitoring at lectures.

13/18-19 Departmental ITLR Update Report: Teaching Quality (TQ)

CONSIDERED:

The ITLR Progress report for Teaching Quality (SSPB.08/18-19).

REPORTED: (by R Wooldridge Smith)

- (a) That the Teaching Quality ITLR process took place in April 2018, so the recommendations were relatively new and at a much earlier stage of working through them than other Professional Services departments;
- (b) That a certain number of the recommendations related to a re-focussing of the role and remit of TQ, which had been addressed through an away day and subsequent team meetings;
- (c) That TQ had now elaborated a new remit and a number of areas of work that have sat in TQ but which are no longer aligned with the core purposes of the department had been identified, and so TQ had started a series of engagements with other areas of the University where they may be more appropriately situated;

- (d) That regulatory review and academic governance was an area that the ITLR panel indicated that TQ need not lead on but that where expertise needed to be appropriately captured, and that this was part of a dialogue with institutional governance;
- (e) The regulation work for CMA was now very necessary and urgent, and there was some pressure to complete this by August 2019, which was likely to be the effective date of the implementation of the University's revised Charter, Statutes and Ordinances, and this was likely to need to be a staged project, rather than one that can be wrapped up by August 2019;
- (f) That a number of recommendations were not made to TQ but to 'the University' and clarification on what 'the University' means would be useful.

14/18-19 Departmental ITLR Update Report: Space Management and Timetabling (SMTT)

CONSIDERED:

The ITLR 2017 Progress report for SMTT (SSPB.09/18-19).

REPORTED (by Scott Lloyd):

- (a) That there is a desire for a new module selection process that allow earlier selection by returning students; this would mean that SMTT would be able to timetable with improved choices in the timetable and minimise the number of clashes. Implementation of this was linked with the course approval and module approval activities which needed to happen first. Target date for implementation was for the 2021/2022 academic year as the academic timetable had to be planned a year in advance;
- (b) That SMTT were making sure that departments had the information that they needed to self-assess their own space use in order to better inform future bids for new offices, or teaching spaces, noting that departments were working with SMTT and ARC to ensure they had the resources they needed to deliver their strategy;
- (c) That the teaching and learning spaces development group was responsible for the budget for development and enhancement of teaching rooms, noting that SMMT now had support from Professor G van der Velden and colleagues in IATL to run workshops to better describe how our teaching spaces could support different pedagogic practice, including providing more flexible arrangements that were needed.

15/18-19 Departmental ITLR Update Report: Student Careers and Skills (SCS)

CONSIDERED:

The ITLR 2017 Progress report for SCS (SSPB.10/18-19).

REPORTED (by Dr C Twine):

- (a) In response to a query from Prof P Tissington on the problems in extracting student enrolment data which related to students' progress towards understanding their career, that the enrolment data set would be cleaned for the academic year on 31 October 2018 and that the data required would then be available;

REPORTED: (by Prof P Tissington)

- (b) In response to a query from Prof D Lamburn relating to ITLR recommendation Em9 in connection with the annual meetings to agree employability plans, that the list of meetings would be checked to see which ones needed relevant reports where Prof Tissington was not able to attend those meetings in person, noting that these meetings would that those meetings would feed into the TEG meetings.

16/18-19 Departmental ITLR Update Report: Student Recruitment, Outreach and Admissions (SROAS)

CONSIDERED:

The ITLR 2017 Progress report for SROAS (SSPB.11/18-19).

REPORTED: (by Dr C Twine)

That a new Widening Participation strategy and a new Student Recruitment Strategy were under development, and the implementation plans for those strategies will also incorporate the ITLR recommendations.

17/18-19 Departmental ITLR Update Report: Wellbeing Support Services (WSS)

CONSIDERED:

The ITLR 2017 Progress report for Wellbeing Support Services (SSPB.12/18-19).

REPORTED (by Samantha Tarren):

- (a) That Dr Hannah Friend came into post in mid-June 2018 and consequently many of the remaining ITLR recommendations were still under review, but progress had been made against them;
- (b) That changes had been made to the of Wellbeing Support Services' staff structure: Wellbeing Advisors were now located within the Wellbeing Support Team rather than the Student Support Team.
- (c) That much of the initial needs assessment/triaging work was dependent upon WSS teams being co-located and integrated with each other, noting that whilst the majority of Wellbeing Support Services staff were expected to be located in Senate House by Spring 2019, there was uncertainty over whether the next phase of the Senate House Student Hub project would include relocating the Counselling Service to Senate House;

REPORTED: (by R Roke)

- (d) That phase 2 of the Senate House Student Hub project had not yet been fully scoped;

REPORTED: (by S Lloyd)

- (e) That the relocation of the Counselling Service to Senate House would need to be incorporated into the capital plan and would require other departments to be relocated out of Senate House;
- (f) That the case for locating the Counselling Service in Senate House had not yet been fully articulated in terms of the student experience, and so presenting that case may help to progress this.

18/18-19 Dates of Future Meetings

REPORTED:

That meetings of the Student Success Programme Board for the 2018/2019 academic year will be held on the following dates/times:

24 January 2019 1pm-2.30pm at CMR 1.0

16 May 2019 9am-10.30am, at CMR 1.0

UNIVERSITY OF WARWICK

For the meeting of the Science, Engineering and Medical Education Committee

16th May 2019

Subject	Student Voice and Student Engagement
Paper prepared by	Dr Elke Thönnies (Statistics) and Dr Ian Tuersley (WMG), Faculty of SEM Student Engagement Coordinators Alex Baker (Chemistry), Faculty of SEM PGR Student Representative In consultation with: Jonathon Mellor (Computer Science), Faculty of SEM PGT Student Representative Nobeen Islam (Engineering), Faculty of SEM UG Student Representative Adeel Baig (Statistics), Faculty of SEM UG Student Representative
Purpose of the Paper	To inform the Committee of the roles of the Faculty Student Engagement Coordinator and Faculty Student Representatives and to update the Committee on the ongoing work in the Faculty related to student voice and student engagement.
Recommendation	The Committee is invited to comment on any aspects of the work ongoing and to make further suggestions for enhancing the role of the student voice in the Faculty.
Circulation Status	This paper is unrestricted and members are encouraged to share the information with their constituencies, especially SSLCs.

Our Roles**A. Student Engagement Coordinator (SEC)**

We work with the University and the Students' Union (SU) to embed the student voice into processes and decision making about the student learning experience, working towards a true partnership between staff and students. In 2018/19 our focus is on establishing a comprehensive list of SSLC Academic Convenors, developing the role and consistency of SSLCs and supporting SSLC Academic Convenors and Student Representatives.

Dr Kate Owen (WMS) was also appointed as an SEC to the Medical Faculty as-was and consequently now also serves the merged SEM Faculty.

There are equivalent SEC roles in both the Arts and Social Science Faculties;

- Dr Lydia Plath (History) is the SEC for the Arts Faculty.
- Dr Jane Bryan (Law) is the SEC for the Social Science Faculty.

B. Student Representatives (UG and PG)

Elected annually, Faculty Representatives are the touchpoint between the Faculty and the SU. We support the Faculty's UG and PG SSLCs and launch or help support SU initiatives based around representing student interests and tackling problems in education. We are working with the SU to increase the visibility of student representation at a Faculty level, which may include reshaping this role into a committee arrangement in the future.

Changes to the Faculty Representative elections for the 19/20 academic year were recently approved by the SU Student Council. These changes restructure the current faculty representative system, the current SEM Faculty system has the following positions;

Undergraduate (Physics and Formal Science)
 Undergraduate (Engineering and Experimental)
 Postgraduate Taught (non-Medicine)
 Postgraduate Research (non-Medicine)
 Postgraduate Taught (Medicine)
 Postgraduate Research (Medicine)
 MBChB

The new 19/20 system is as follows;

Undergraduate representative position
 Postgraduate Taught representative position
 Postgraduate Research representative position
 Open position × 3

It is hoped that the new system will better integrate the work of WMS students into the faculty and leave no unfilled positions. This will enable workload to be better shared among the Faculty Representatives.

2018/19 Activities and Priorities

1. To represent the student voice in the Faculty of SEM on relevant University and SU Committees:

- *University Student Learning Experience and Engagement Committee (SLEEC)* (SECs and Student Reps)
- *Students' Union Education Executive* (Student Reps)
 The Education Exec is a vital part of the SU. The UG and PG Faculty Student Representatives work with the Education Officer (Larissa Kennedy) and four directly elected members to create positive change through collaborating on campaigns that will affect students locally and nationally, as well as supporting over 700 Course Reps.
- *Steering Group of the Academic Representation Transformation (ART) Project* (SECs)
 This project represents a strategic collaborative approach between the SU and the University to deliver the following vision: 'empower our students to have an informed and impartial

voice in their learning experience, building an academic community which seeks to enhance learning and teaching at Warwick through reciprocal engagement and representation’.

The key objectives are to:

- Develop an enhanced network of well-informed, strong, accountable and empowered student representatives;
- Create a mutually beneficial partnership between student representatives, students, and university colleagues;
- Establish inclusive structures of representation;
- Empower students to be able to co-create a liberated and sustainable curriculum;
- To ensure that the recommendations from the University of Warwick’s Institutional Teaching and Learning Review are implemented;
- Establish effective systems for monitoring and evaluation;
- Celebrate the achievements of effective student representatives.

The first meeting of the Steering Group took place on 16/11/18, setting out initial priorities including the creation of updated training for student representatives and a Peer-Led Engagement Project to collect examples of good practice and better understand barriers to representation. A subsequent meeting on 14/3/19 considered reforms to the SSLC Course Rep election process and received updates on the SU work on: the Faculty Rep restructure; Academic Rep project; Decolonisation of the University Advocates; and feedback on STEPfest. The next meeting is scheduled for 16/5/19.

- *Board of the Faculty of SEM (UG / PG Rep)*
- *Faculty of SEM Education Committee (UG / PG Reps; SECs)*
- *Board of Graduate Studies (PGR Rep)*
- *Research Governance and Ethics (PGR Rep)*
- *Research Committee (PGR Rep)*
- *SLEEC (PGT Rep; SECs)*

2. To provide support and guidance for SSLCs in the Faculty

- *To understand student perspectives at departmental level; to help the SU maintain accurate lists of Student Representatives and Academic Convenors; to facilitate communication between departments and the SU; to ensure a better transition for SSLCs and Faculty Representatives.*
- *The UG and PG Reps may be invited to attend any departmental SSLC over the course of the year. However, the practicalities of their availability due to the wide diversity of timetabling makes this an issue that could be improved upon.*
- *The SECs, under the lead of Dr Lydia Plath (SEC for ARTS), have developed SSLC Strategy Sessions. These are a new initiative designed to support Academic Convenors and Student Representatives and thus to enhance the role and consistency of SSLCs.*
- *The sessions aim to enable both Student Representatives and Academic Convenors of SSLCs to:*

- *understand the importance and strategic role of SSLCs to both the University and the SU;*
- *understand the expectations regarding academic representation (democracy, processes, structures);*
- *share good practice;*
- *discuss how to develop SSLCs from a focus on complaints and/or consultation to a focus on solutions and strategy.*
- *The first Strategy Session for the SEM Faculty (held on 30/1/19 and well attended by staff convenors as well as student reps) focused on discussion of the question “How can we embed a meaningful student voice into departmental decisions and strategy around the Student Learning Experience?”. The second session is to be held 12.00-14.00 on 7/5/19 in the Library’s Experimental Teaching Space (ETS), will be held jointly with the other faculties and will focus on SSLC handover, elections and training.*

3. Development of a web - space for information and sharing good practice regarding Student Voice.

- Discussion has taken place regarding the most appropriate host for such a web space with current thinking being that a dedicated space embedded in the MyWarwick webpage might be suitable. It is anticipated that this will contain such facilities as a bulletin board, a web forum, links to associated web pages as well as information about the ART Project, Strategy Sessions, SU events, Faculty Forums, student-led events etc..
- The possibility of using Moodle to create discussion forums for Student Representatives and Academic Convenors to share good practice is being explored.

4. To facilitate Faculty-wide discussions about Education and to provide feedback on Faculty of SEM students’ priorities.

We propose the formation of a co-chaired committee (student and staff), to advise on student-relevant issues, to better inform SEMEC discussions of student perspectives. The committee would be formed of the SECs, Faculty Student Representatives, SSLC Chairs and secretaries (or relevant proxies). Agendas would be set by the Faculty Representatives in discussion with the SECs and will cover student reporting from all SEM departments and discussion of all SEMEC student-relevant papers as deemed by the SECs and Faculty representatives. It is hoped the Faculty would provide administrative support to organise meeting times, room booking and minute taking – as this is beyond the best efforts of the Faculty representatives and SECs.

Faculty-wide student meetings already occur between the PGSSLC Chairs and the PGR Faculty representative and inform the position of the PGR rep. on SEMEC and the Board. Furthermore, the SU runs faculty forums for students but these meetings are hampered by a lack of administrative resource and faculty support.

- *Empowering female and under-represented student groups - specifically the underlying reasons for attainment gaps and increasing awareness of role-models in SEM from under-represented groups*
- *Personal Tutoring*
- *Hidden Course Costs*
- *PGR Teaching*

Graduate Outcomes Analysis Response- Department of Chemistry

Report prepared by Russ Kitson, Nikola Chmel, Martin Wills, Lucy Johnson and Naomi Grew

We have reanalysed the data in-house and presented it in a format that we found easier to interpret. There were also some issues with the data that we found e.g. the degree classifications were often formatted as time in the spreadsheet i.e. 2:1 became 02:01 and 2:2 became 02:02, so that will have affected the initial numbers analysed. All the interpretation below comes with the caveat that the numbers are often extremely small and so this may not be a true reflection should 1-2 students' outcomes make a large % difference. None of the data has been subjected to significance tests either, so the response below should be read bearing that in mind. We have responded to the trends identified across UG, PGT and PGR and then finally looking at any common themes or patterns and what we are looking to do to address them.

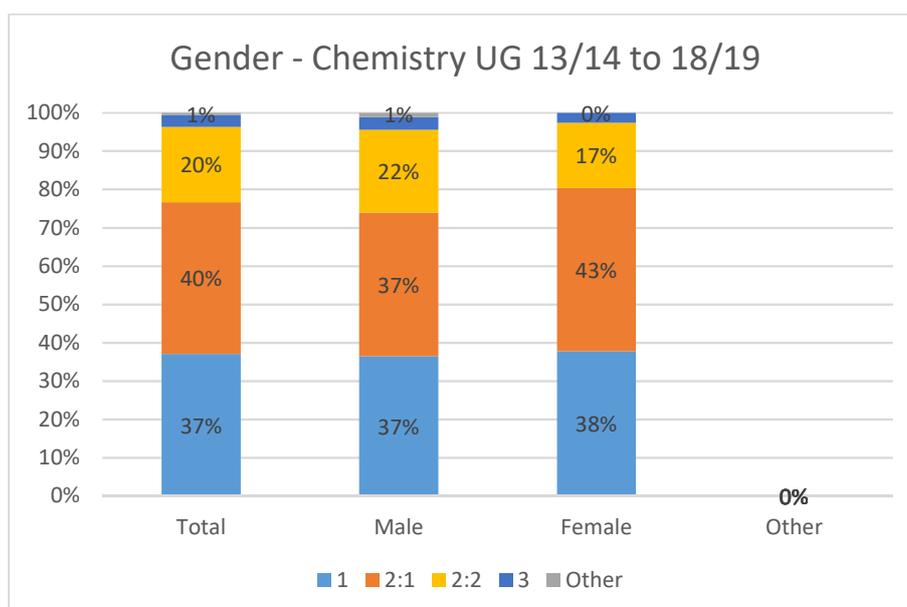
Chemistry UG 2013/14-2018/19

Some numbers were particularly low and so grouping e.g. disabilities together and BAME students together has been done for more robust analyses. The number of students for 18/19 is only 2.

Gender

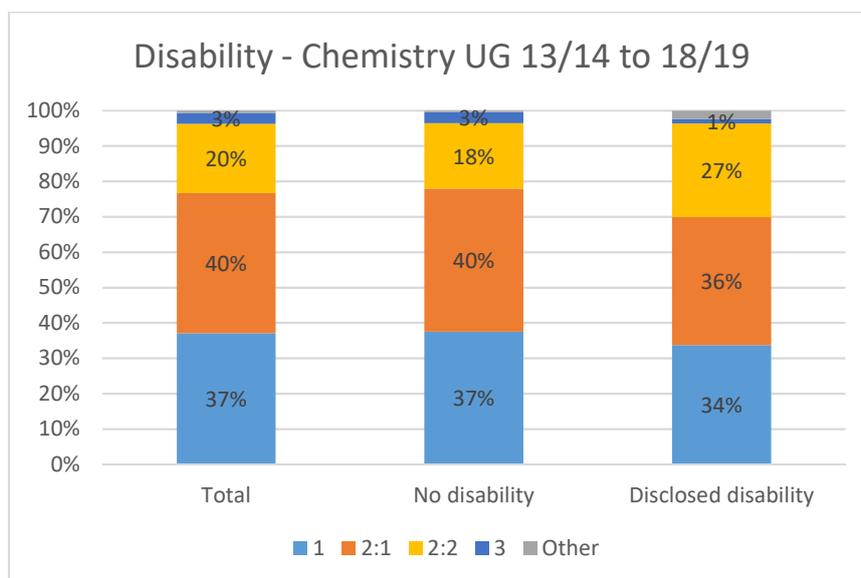
The split of students identifying as male vs female has consistently levelled in recent years, going from ca. 2:1 in 13/14 to almost 1:1 in 17/18, so we feel we have an excellent gender balance.

In terms of graduate outcomes, we see the picture as largely flat across the years for which data is available, with those identifying as female appearing to slightly outperform those identifying as males for 'good degrees', but this would require testing for significance.

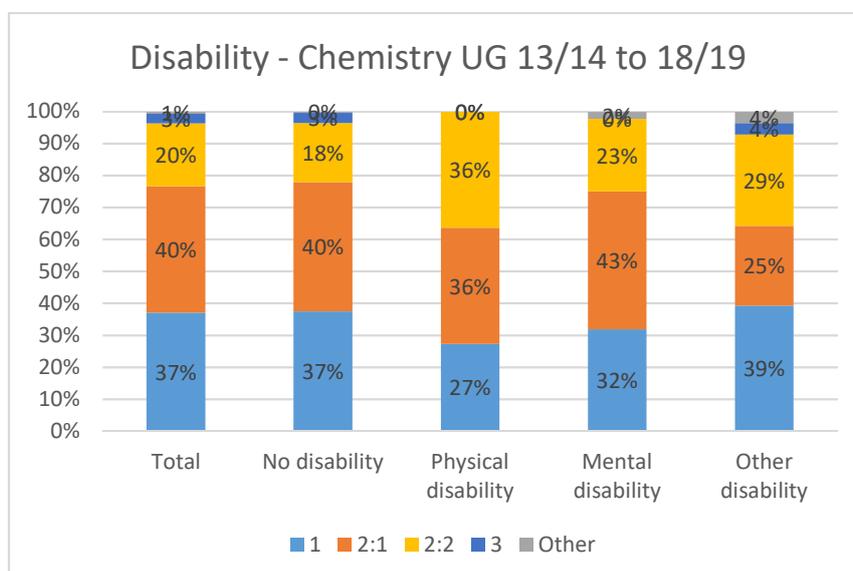


Disability

There doesn't appear to be a significant difference in the outcomes of those students with a disclosed disability vs those students with no disability between 13/14-18/19 on grouping all disclosed disabilities together to up the numbers (n = 83). The % of 'good degrees' is relatively flat, with the % of 2:1 degrees slightly down for those with a disclosed disability, whilst the % of 2:2 degrees is up for the same demographic. This would require testing to see if the difference is significant.

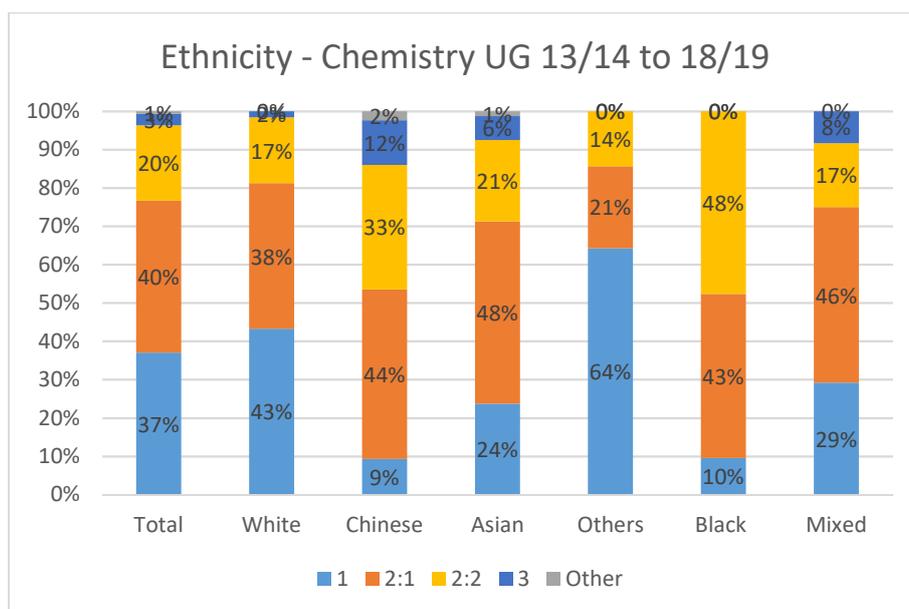


On splitting the disclosed disability group, we see a decreased % of 1st class degrees for those with a physical disability and an increased % of 2:1 degrees. However, the number of students identifying as having a physical disability across the years for which data is available is very small (n = 11) and so we don't believe this is a very reliable finding. Similarly, although the % of 'good degrees' is down for those students identifying as having an 'other disability' across the years for which data is available (% 1st class is in-line with those with no disability), the numbers are too small (n = 28) for this to be considered reliable. Not wishing to brush over any potential problems with this though, consideration across UG to PGT to PGR will be presented at the end, with details of the measures we take within the department to support disabled students.

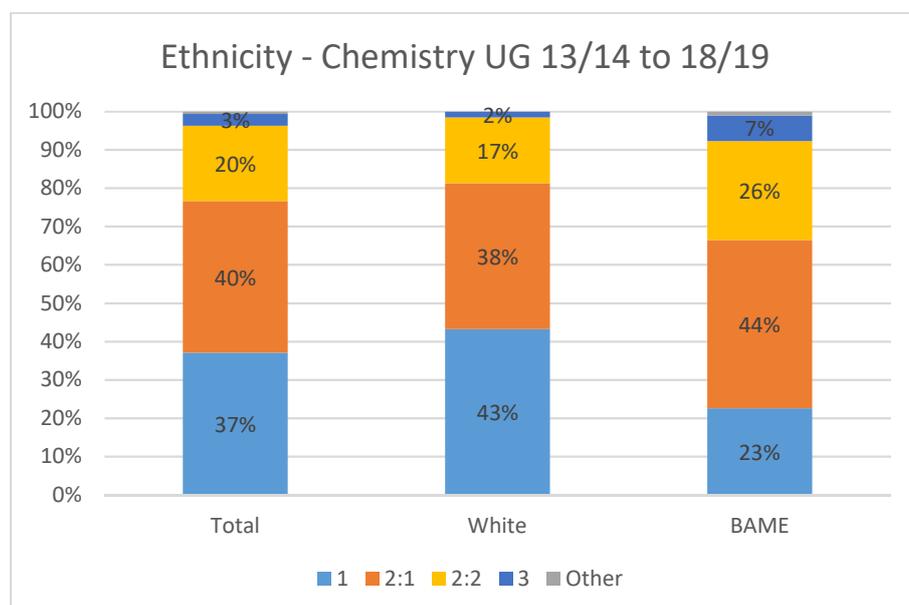


Ethnicity

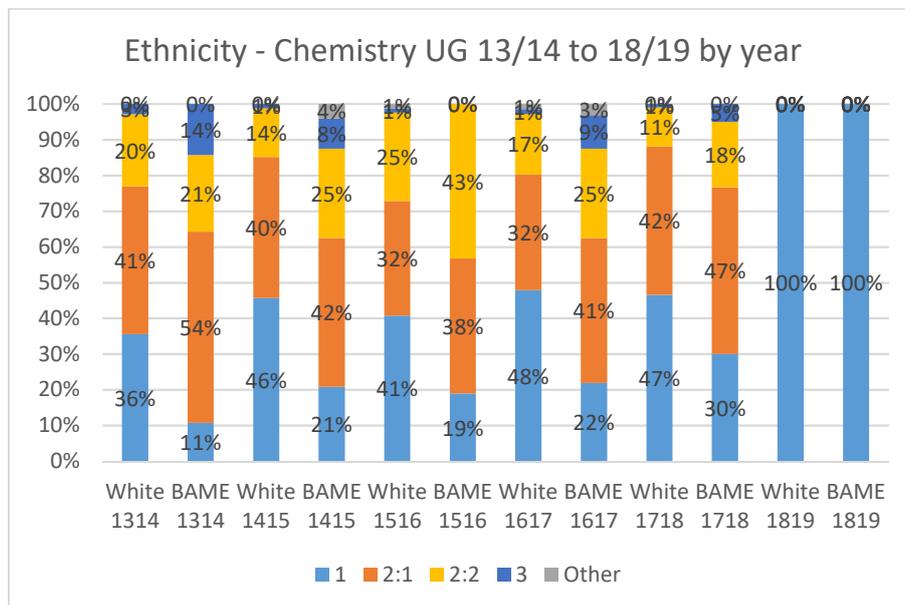
On looking at the graduate outcomes with regard to ethnicity, we see a possible attainment gap, albeit with small numbers involved (n Chinese = 43, Asian = 80, Black = 21, Mixed = 24, Other = 14). Particular differences observed in comparison with white students are a marked decrease in the % 1st class degrees for non-white students (with the exception of 'others', although numbers are small) along with a marked increase in the 3rd class degrees of Chinese and Black students. This is discussed more once the UK vs non-UK demographics is presented below. The % of 2:1 degrees is relatively flat other than for those students identifying as having 'other' ethnicity, although the very low number of students leads to questionable significance here. The overall % of good degrees is relatively flat other than for Chinese and Black students.



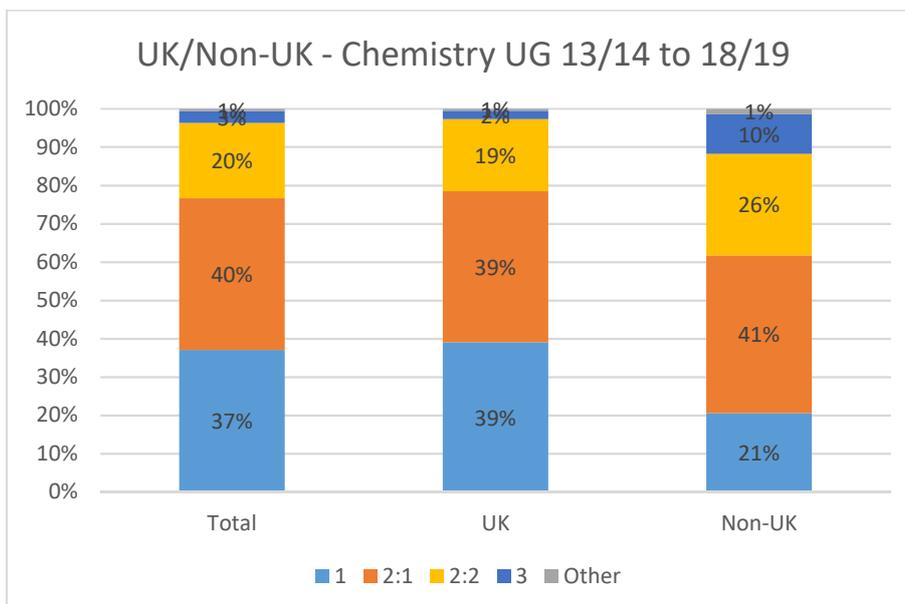
On grouping BAME students together to increase the numbers for a more reliable interpretation of the data, we observe that the % of white students gaining a 1st class degree is much higher than BAME students and the % of BAME students getting a 2:1, 2:2 and 3rd class degree is higher than for white students.



This picture is fairly consistent across the years for which data is available, although the most recent substantial data set (17/18) shows a more even profile, which we hope is a sign of the things to come now that people are aware of the literature around the attainment gap and unconscious bias.

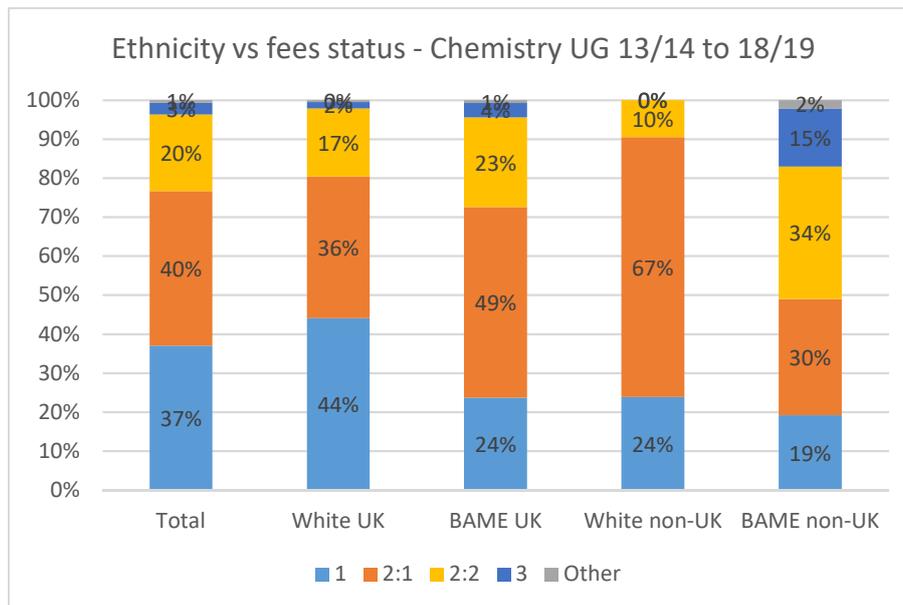


When looking at the UK/non-UK split, non-UK students are much less likely to get a 1st class degree and much more likely to get a 2:2 or 3rd class degree, although the % of 2:1 outcomes is relatively flat. We believe this could be largely down to issues around language barriers and the lack of integration of non-UK and UK students throughout their degree, both within and outside their department (i.e. also societies).



On splitting further by ethnicity vs UK/non-UK, the picture shows that in addition to a potential issue with the language barrier, there is a further possible attainment gap where white UK students are more likely to achieve a 1st class degree than the other demographics, BAME UK students and white

non-UK students are more likely to achieve a 2:1 degree and BAME non-UK students are much more likely to get a 2:2 or a 3rd class degree.



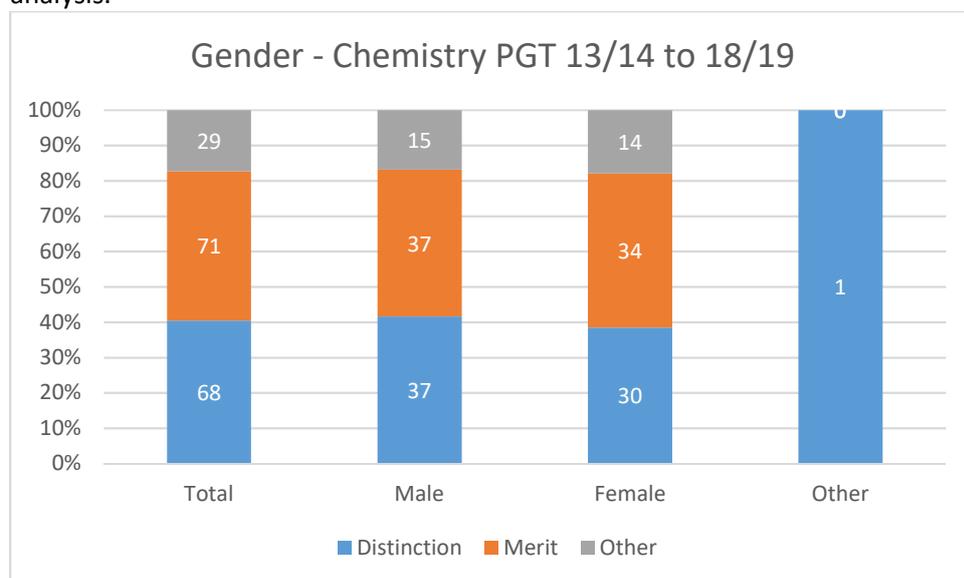
SEM attainment data for Chemistry PGT courses 2013/14 to 2018/19.

For the purpose of the analysis of PGT data, numbers for MOAC MSc and Chemistry MSc courses were pooled together, as those courses were historically taught together, MOAC courses were transferred over to Chemistry after 2014/15.

Data for the Postgraduate Certificate in Transferable Skills in Science, which is only formally assessed in Chemistry, was removed from the analysis altogether.

Gender

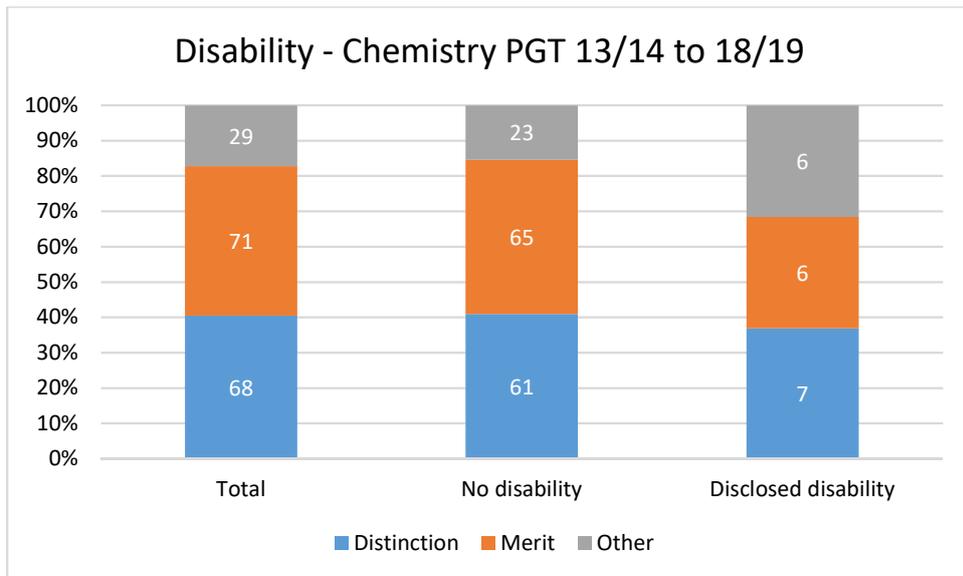
Data shows a very good gender balance overall and no attainment was gap was identified during the analysis.



Disability

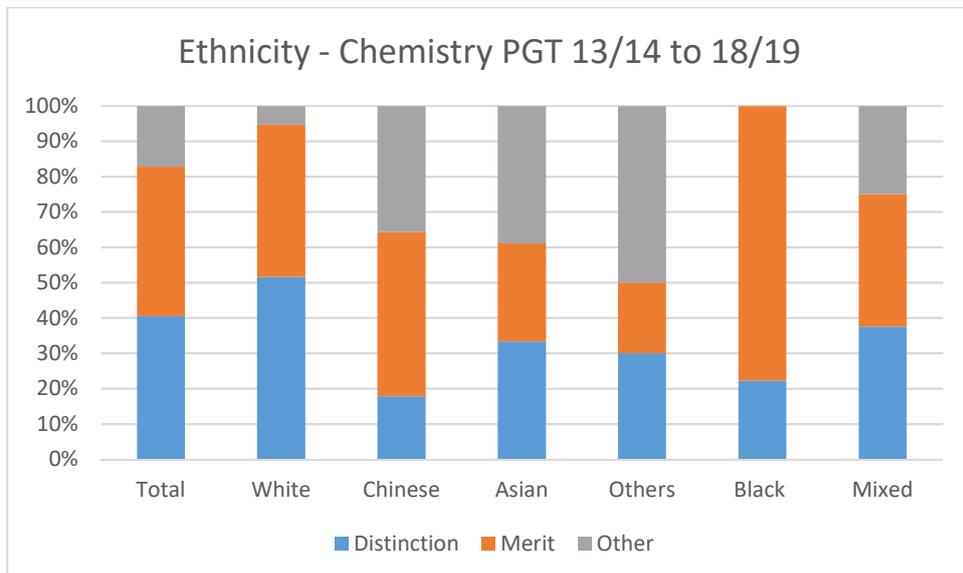
Due to small numbers, data for different disclosed disabilities were pooled together. A possible small attainment gap between pass/merit levels was noted, however the numbers are very low, making further analysis difficult.

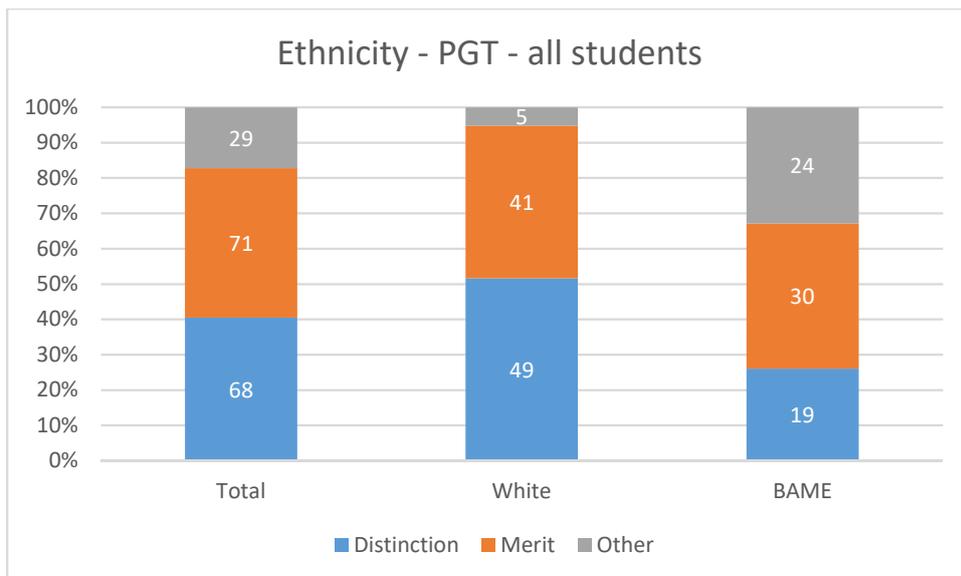
Due to small overall numbers, each disclosed disability case is considered on case-by-case basis. Reasonable adjustments are discussed and agreed upon with the student; these can include e.g. additional time in exams/assignments (as recommended by the Wellbeing Services), flexibility with deadlines (where possible), special exam, assessment and laboratory practical arrangements.



Ethnicity

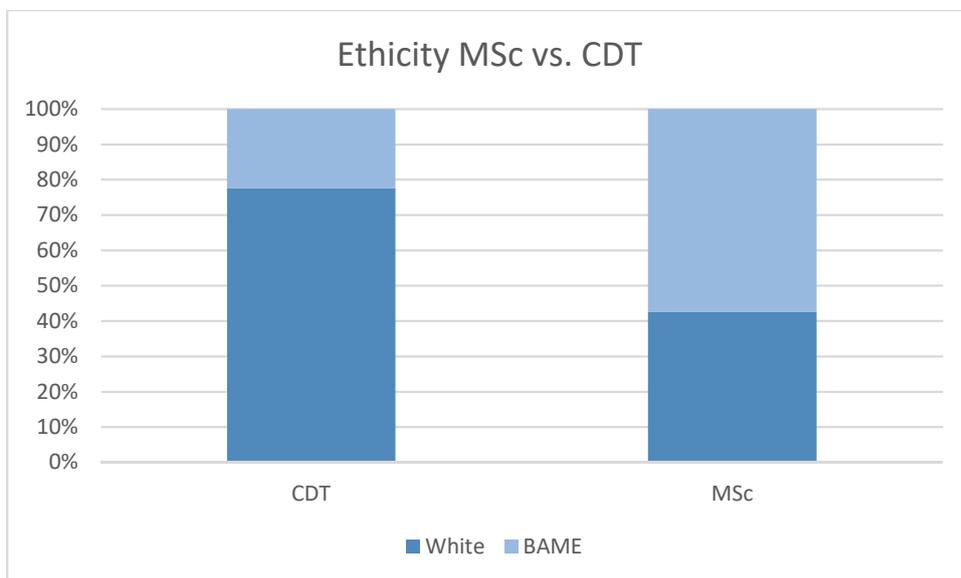
A possible attainment gap identified when analysing the ethnicity data. In order to allow for further analysis of causes of the discrepancies, and due to small overall numbers, data for BAME ethnic backgrounds were pooled together.

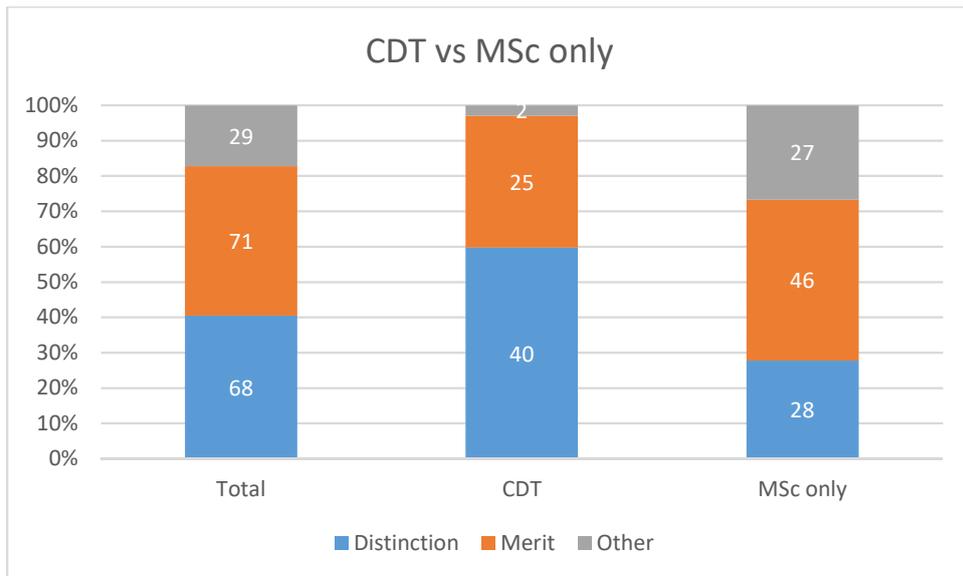




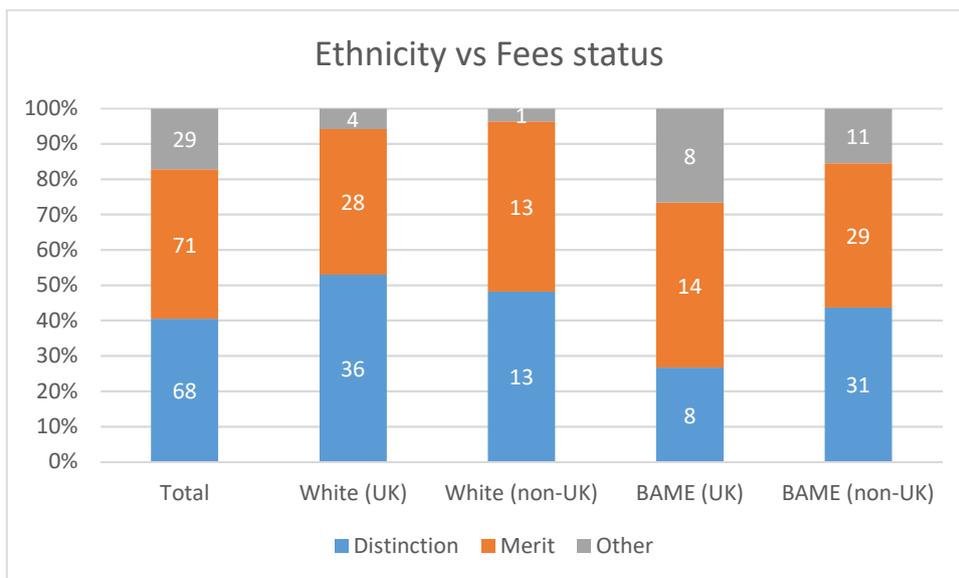
Contributing/confounding factors

A significant confounding factor here is preselection of certain student backgrounds due to funding rules. 40% of Chemistry MSc students enter *via* RCUK-funded CDT route, those students have higher entry requirements compared to the other MSc students and undergo a much more rigorous recruitment process. As a result, CDT students are nearly twice as likely to achieve distinction compared to the other MSc courses. However, this also means, that due to the RCUK funding restrictions, majority of the CDT students are from the UK (with up to 10% from the EU), resulting in those students coming predominantly from white backgrounds (80%).



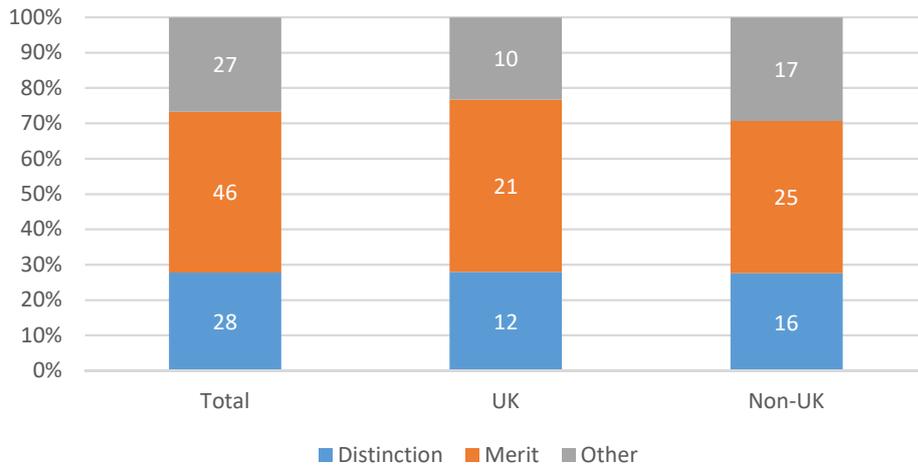


Despite this, we have still identified that UK students from BAME background are less likely to achieve distinction compared with white UK students or non-UK students from all ethnic backgrounds. Interestingly all the groups are equally likely to achieve merit. Additional action points resulting from this finding can be found at the end of the document.



Comparing UK student population with the overseas students, overseas students are equally likely to obtain distinction, but UK students are slightly more likely to obtain good degree altogether. (CDT students were omitted from this analysis, due to different recruitment criteria, as discussed before).

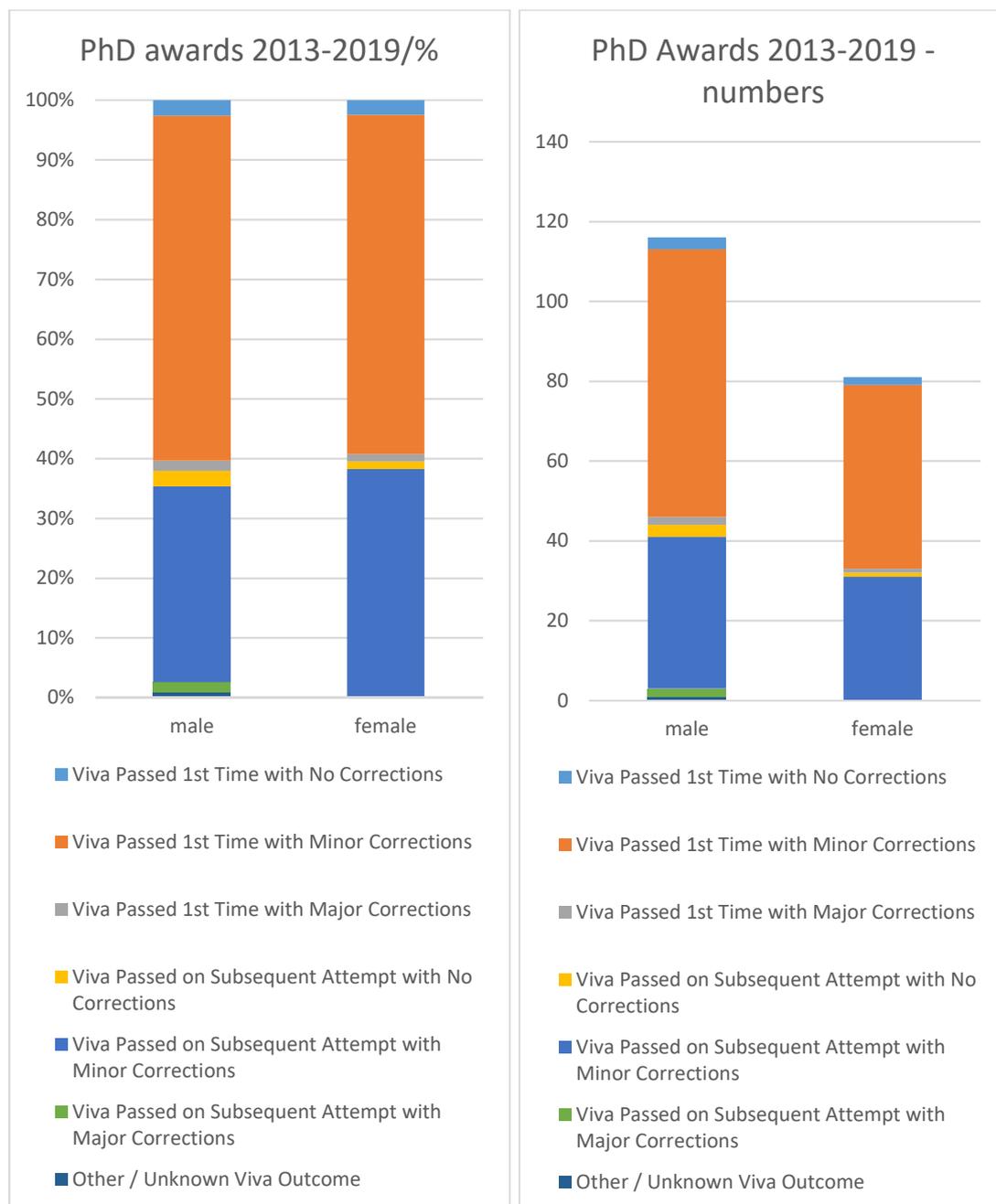
UK vs non-UK, MSc only students



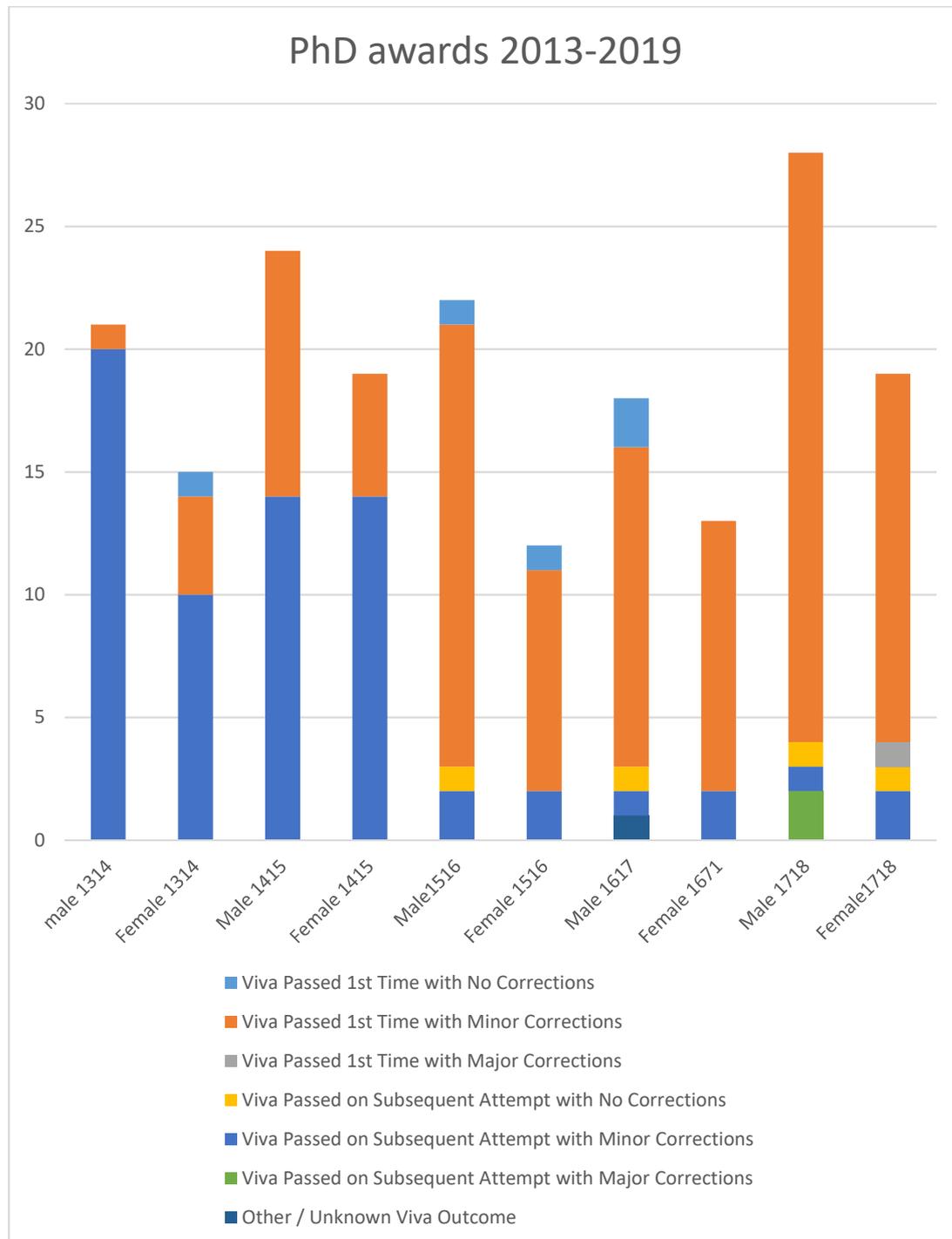
PhD award data 2013-2018 (Chemistry, PhD).

Analysis by M Wills 29th April 2019. Total of 198 students in data, not counting three who were awarded a lower qualification of MPhil (two in 2015/16 and one in 2016/17). Note there were only 8 students in 2017-2018 data set.

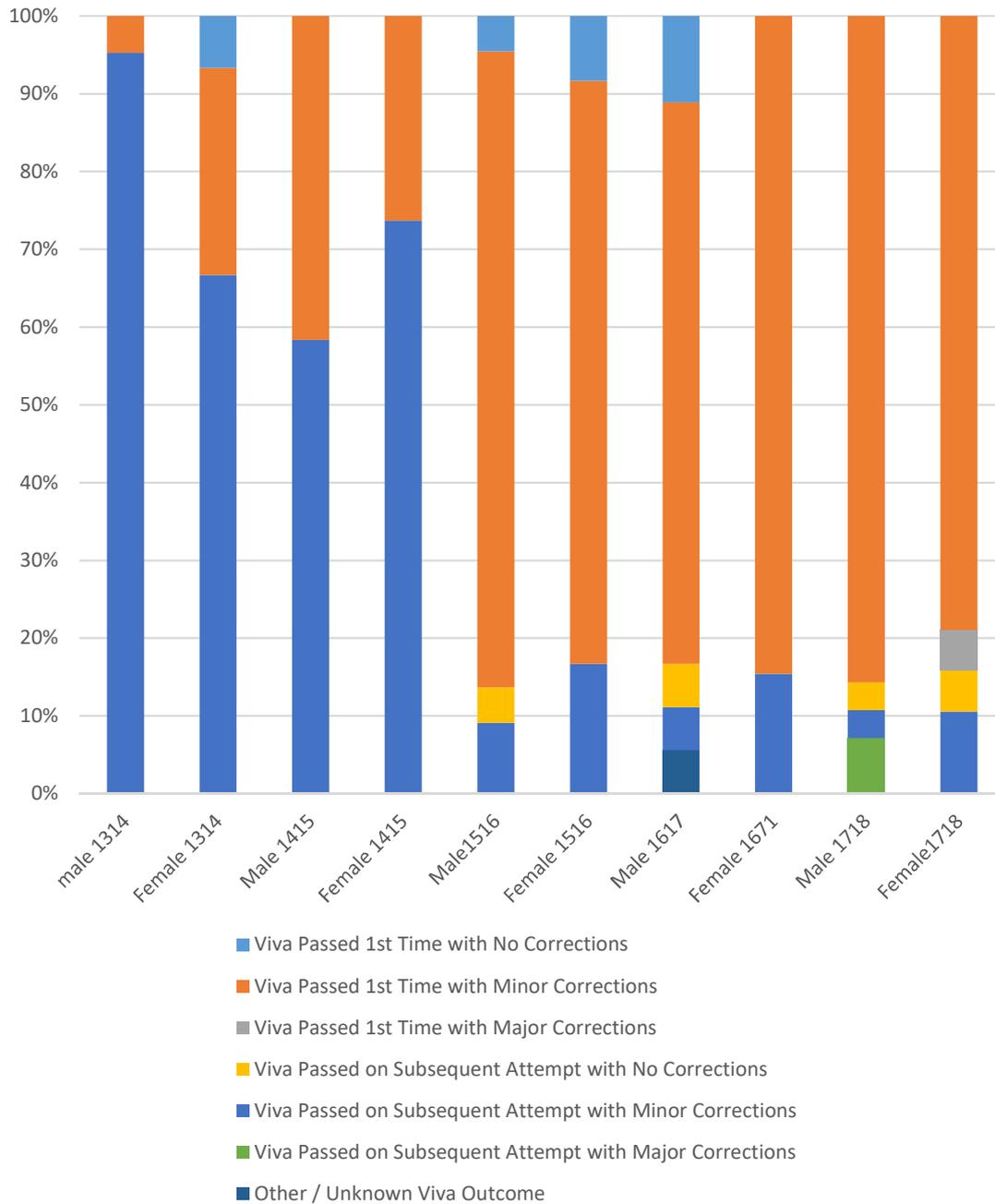
The split of awards by gender is fairly equal, although there were more male students than female:



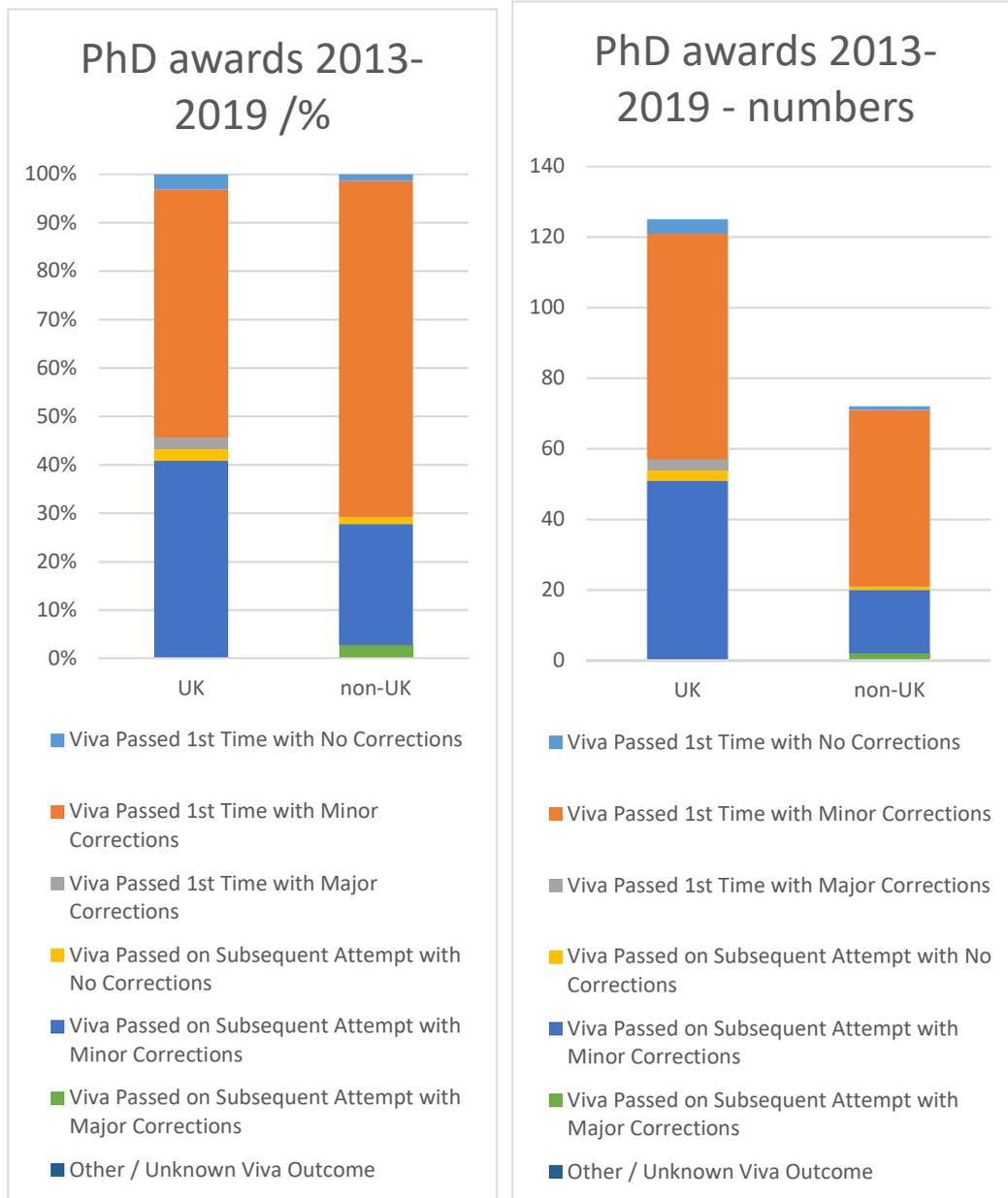
The split below is by year. In 2015-16 the 'passed first time with minor corrections' rate increased sharply and stayed high. This will be checked with the Graduate school. Note; there were just 8 students in the 2017-2018 dataset so it is likely to be an incomplete set. Major corrections only came in in 2016 or 2017 so 'major corrections' are only in the latter datasets.



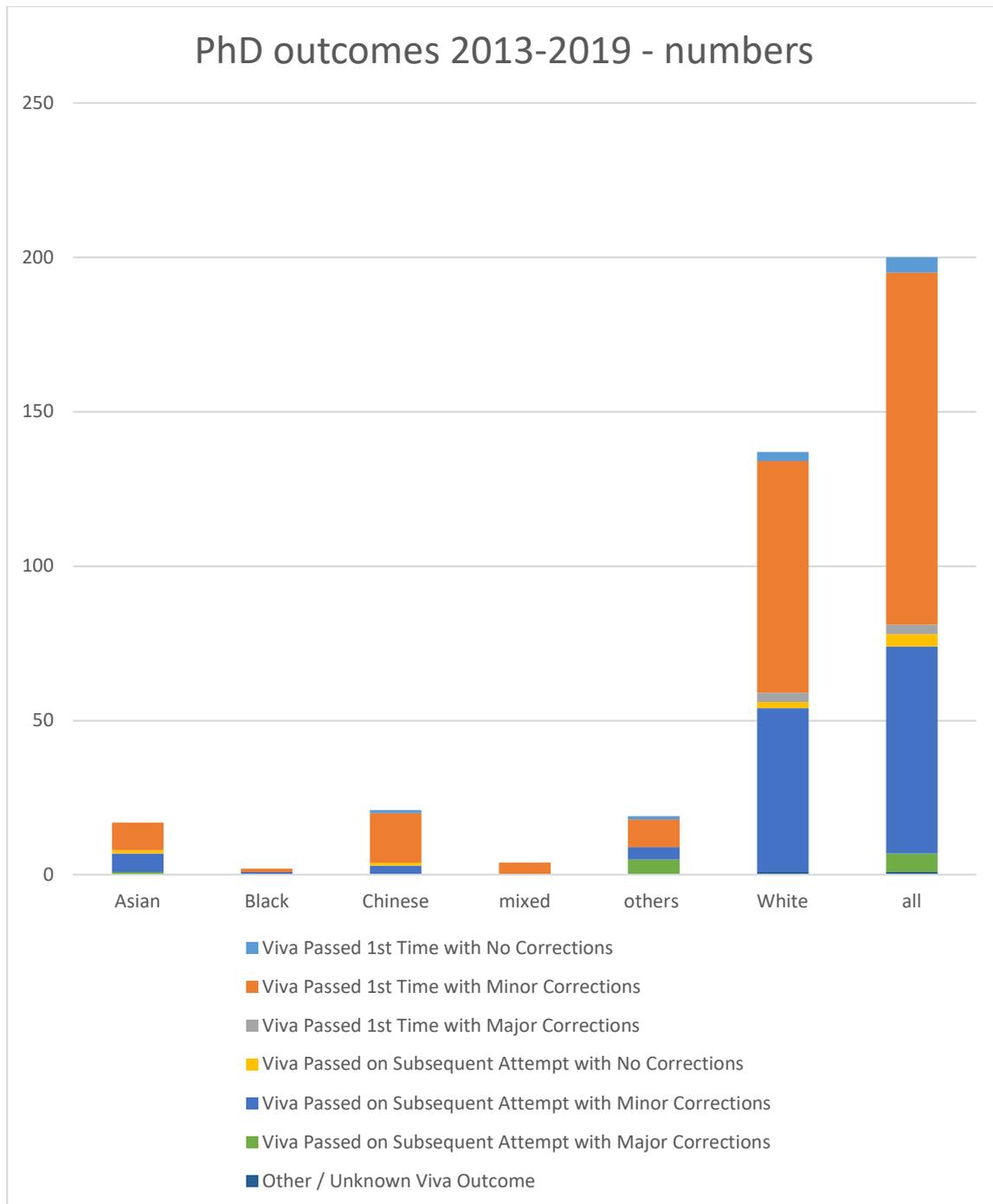
PhD awards 2013-2019 - as a percentage



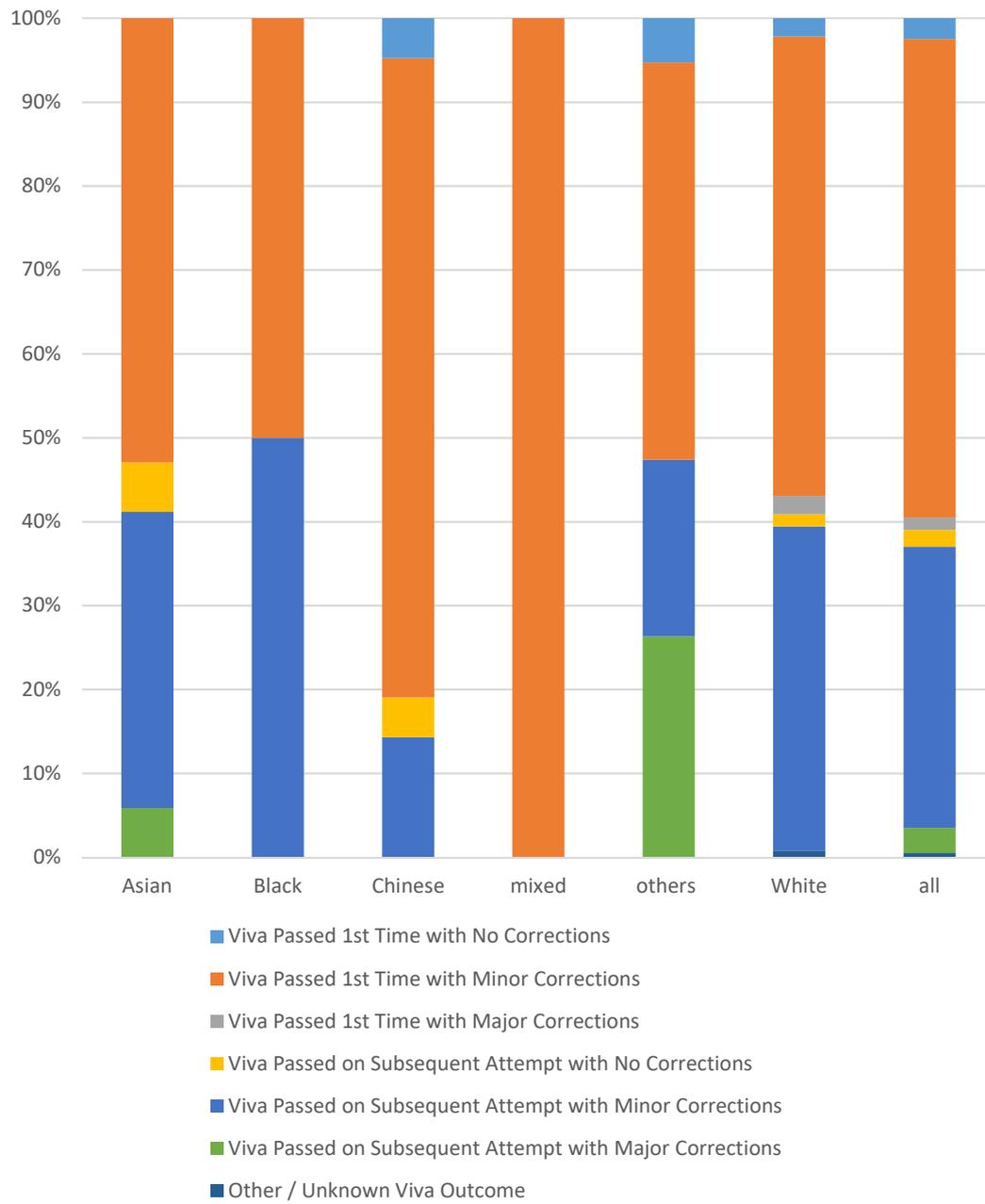
The split between UK and non-UK outcomes is given below.



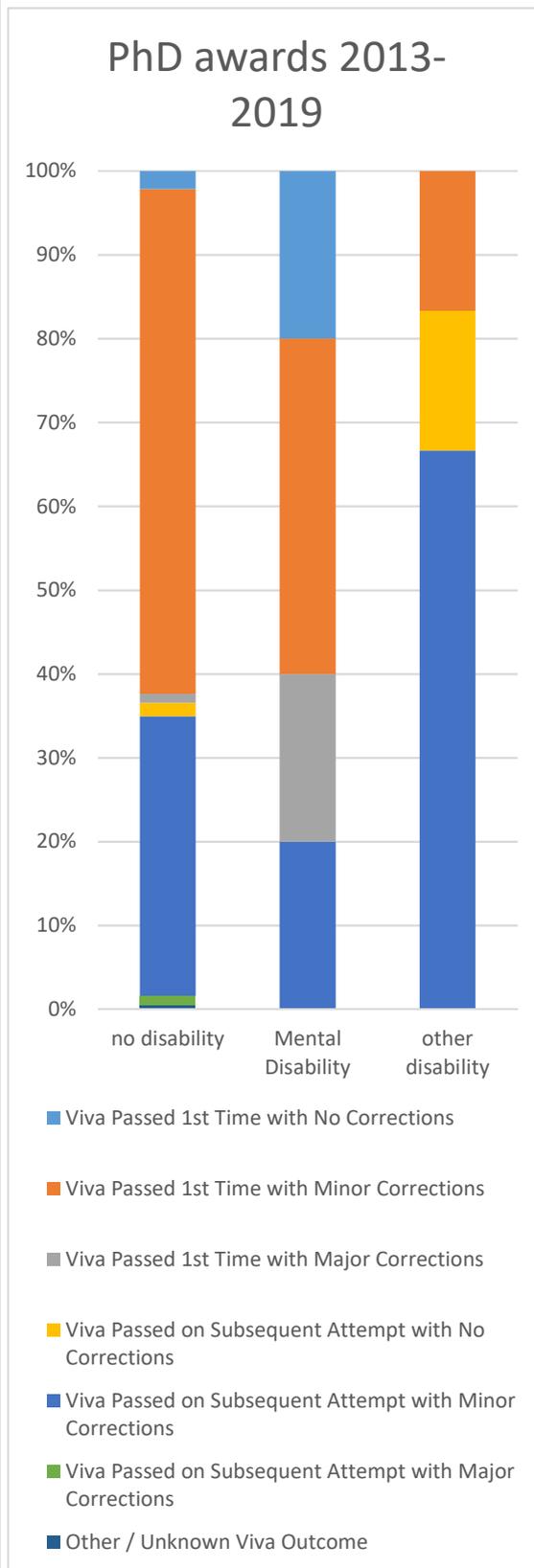
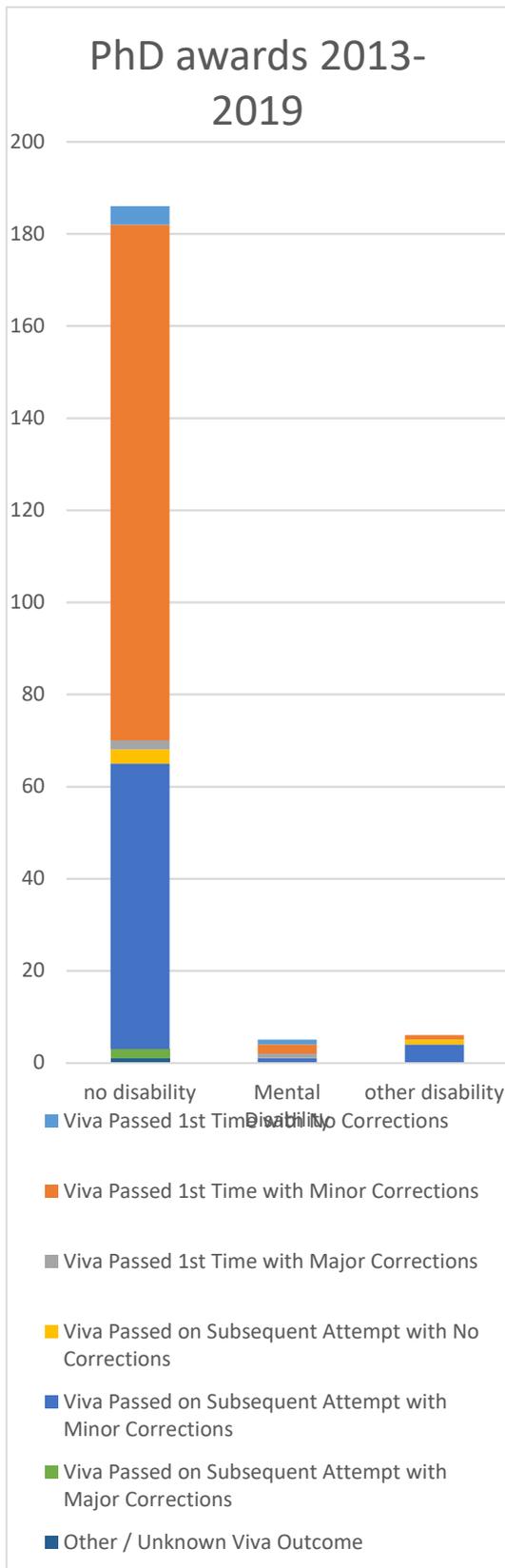
Outcomes by ethnic grouping – small numbers in some groupings make the data less reliable:



PhD outcomes 2013-2019 - %age



Outcomes by disability are given below:



Combined Analysis of Commonalities

Gender

Across UG to PGT to PGR, we believe the department has an excellent gender split and no attainment gap.

Disability

No significant attainment gap with regard to disabilities, although there could be a small attainment gaps when splitting the disabilities. However, the numbers are too small to draw firm conclusions on this. We will continue with our action plan outlined below and monitor the possible attainment gap.

Ethnicity

Attainment gaps were identified across UG-PGT-PGR, particularly where BAME students (UK and non-UK) are less likely to achieve the top classification (1st class or distinction) and more likely to achieve a lower classification than white students. This is also true for non-UK white students. Some of this will be down to the language barrier and lack of integration of certain student demographics (largely non-UK students for which there is good evidence, but potentially ethnic demographics too; this would require some investigation). The picture is slightly better in PGT than UG. We attribute this generally better attainment for non-UK students, as compared with UG, due to significant work put into cohort integration and group work during the MSc course.

Departmental Actions on Possible/Likely Attainment Gaps in Underrepresented Groups

Gender

We believe we are in a good place at present but will continue to monitor the gender split and any attainment gap in the future.

Disability

Due to small overall numbers, each disclosed disability case is considered on case-by-case basis. Reasonable adjustments are discussed and agreed upon with the student, in conjunction with Wellbeing Support; these can include e.g. additional time in exams/assignments (as recommended by the Wellbeing Support), flexibility with deadlines (where possible), special exam, assessment and laboratory practical arrangements such as personal assistant demonstrators. We will continually monitor the outcomes to check on and look to ameliorate any significant attainment gap found with a larger dataset.

Ethnicity

The introduction of Student Ambassadors/Champions for under-represented groups (ethnicity, sexual orientation, religion) was recently discussed in the department. If implemented, the department will work with the champions to make sure that voices and specific needs of the

underrepresented groups are heard when decisions regarding the student teaching/learning and well-being in the department are considered.

We hope that the new Welcome week format will help with integration of UK and non-UK students now that the start weeks coincide.

We do acknowledge that international students require a language qualification to study at Warwick. However, given our experience with the language ability of some of our students, we would question the quality/integrity of some of the qualifications available or whether the routes to obtain them are prone to corruption. We would hope that the language would improve over the course of a degree and that this wouldn't affect students in the years that contribute more to their degree. However, we find that the lack of integration inside and outside the course scuppers many student's progress on this front. This has been somewhat ameliorated in PGT, which we believe is due to the greater emphasis on group work helping with the language barrier in non-UK students. We have recently increased the emphasis on group work in the undergraduate programme and so we hope to see the data reflect this in the near future.

We do recognise the low number of BAME students implies that our subject is not the most diverse and we have been looking to address this through schemes like improving the diversity of our staff, student body and prospective student-facing open day team. This is reflected in a steady but consistent increase in the % of BAME students between 2013-14 (21%) and 2017-18 (37%).

The lack of BAME students in the CDT cohorts is a more complex problem, stemming from:

1. RCUK funding caps for international/EU students
2. The general lower attainment across BAME students, resulting in fewer students from those backgrounds being admitted to the CDT.

There is undoubtedly more that we can do within the department, for example increasing overall awareness of unconscious bias and antiracist pedagogy (department members will attend the relevant workshops at the 2019 Warwick Education Conference), sharing best practice within the institution and sector and considering strategies to increase the diversity of our staff.

Graduate outcomes in Computer Science

Copied from email response provided by Jane Sinclair

Gender

The overall proportion of females on our degrees remains disappointingly small. However, we are pleased to note that graduate outcomes are strong for female students. Also, that this is increasing. We note that in 17/8 over 93% of female students obtained "Good Honours" level (79.8 for males) compared to 70.8% in 13/4.

The figures are a little more difficult to track for PGT because the criteria for awarding (different levels) of MSc have changed during the time period of the data. However, 62.5% of females gained a Distinction or Merit award last year compared to 69.6% of males.

Numbers of female PGR are very low. However, of the 11 students captured in this data only one is marked as "other/unknown outcome" with 10 successfully completing.

Ethnicity

Small numbers make it difficult to draw firm conclusions. However, the data may indicate that we need to look at UG attainment for Asian and Black students since it appears that 41% (7/17) received "Other Awards" last year. Initially, we will try to find more details of this group to see what awards were received and if there were any particular areas of weakness that were problematic. Similar comments apply to Asian students in taught PGT.

Disability

The groups in the data are unclear. What is "other disability"? It would be useful to know this as this is the only category which may appear to be disproportionately awarded "Other" for UG in 15/16 and 16/17. However, there were no students in this category in 17/18.

Graduate outcomes in Engineering

Copied from email response provided by Gill Cooke

The School reviewed the data at the TEC (Teaching Excellence Committee) on 11th April.

The conclusion was the numbers in the data were generally too small to form meaningful conclusions. If a robust statistical analysis could be provided then TEC would be happy to review the data again.

Graduate attainment data response for Life Sciences

We initially looked at the data provided by SEM Education Committee and requested the underpinning spreadsheets so that we could do some further analysis at undergraduate level. We found that it was difficult to understand the complexity of any attainment gaps without including WP characteristics so requested additional data in order to do further analysis.

Undergraduate:

1. We offer a comprehensive support structure in the School to ensure that all students are enabled to succeed. In 2018 we achieved 94% satisfaction with Q12 (*I have been able to contact staff when I needed to*). The taught tutorial programme ensures that students are supported through key induction and transition points and are able to discuss their academic progress with an academic they know well. All personal tutors are trained and have access to detailed information about support at the University and Careers provision to ensure effective signposting. Tutors also maintain contact with students on study abroad and placement programmes. Director of Wellbeing leads a team of Senior Tutors, one for each year group, who work closely with Wellbeing Services to ensure that students with specific needs receive the support that they need.

We also offer the Science 101 programme which focuses on those areas where students feel they lack the skills and confidence to achieve, such as data presentation, poster design and biological terminology. For students requiring support with quantitative skills we run a drop-in service, QuBiC and peer support on all aspects of student life is offered through student-led BioCafe sessions. This environment means that we are able to work with all students to ensure that they receive support they need to achieve. Data shows:

- a) improved attainment for our BEM students (Asian, Black and Chinese students) - this applies equally to both UK and international students.
- b) significantly improved attainment for our female students since 2013-14.
- c) no attainment gap between disabled v non-disabled students
- d) no attainment gap between UK v non-UK students
- e) no attainment gap in the different WP groups (1-9)
- f) White UK students from less affluent WP groups (3-9) perform better than our White students from more affluent groups (1-2) this is approaching significance ($p=0.09$).
- g) *Looking at combined data (2013-2017), we have an attainment gap for UK Asian students, with Asian students from WP groups 1-2 (High/Low managerial and professional backgrounds) performing significantly better than Asian students from lower WP backgrounds ($p=0.01$). We will monitor the data in this area and explore approaches to ensuring that this group is engaged with our existing support. We will also work with students to understand how we may be able to provide additional support where appropriate.*

Postgraduate Research:

From the graphical representations for PGR (attached), we are comfortable that there are no significant differences in PGR outcome (even considering whether pass was achieved on first or second attempt, with/without corrections) on the basis of either gender, ethnicity or disability.

Postgraduate Taught:

Although changes in attainment are evident year on year, the trends for the numbers of awards in each gender, ethnicity and disability group seem comparable. The notable difference is the change year on year between 2013/14 and 2017/18 where there is an increase in the numbers of students with disabilities receiving higher awards. Similarly there is a higher number of BAME students receiving higher awards in 2017/18 than in 2013/14. We will continue to monitor attainment across the cohort to identify changes that cause concern.

Attainment Gap Data - Mathematics

Disability

Postgraduate Research

Numbers of students declaring a disability are small, i.e. 11 individuals in total over the five year period analysed. The median percentage of postgraduate research students declaring a disability in the five years 13/14 – 17/18 is 9%. Looking at the five year period as a whole, 73% of students overall passed their PhD viva with no corrections or minor corrections, and the figure for students declaring a disability who achieved this outcome was also 73%.

Postgraduate Taught

The proportion of postgraduate taught students declaring a disability is approximately 8%, but as postgraduate taught numbers are relatively low this represents small numbers of students (3 – 6 students, annually, with the majority of students declaring a mental disability or 'other'* disability). Looking at the five year period as a whole, 69% of students achieved a merit or a distinction, and the figure for students declaring a disability who achieved this outcome was also 79%.

Undergraduate

The percentage of undergraduate students declaring a disability has risen from 7% in 13/14 to 10% in 17/18. Approximately 80% of undergraduate students in Maths achieve a good degree each year. Numbers of students who have declared a disability who achieve a good degree are lower than this and less consistent. The average percentage of students who have declared a mental health condition who achieved a good degree was 78%, **with students who declared an 'other'* disability achieving less well on average at 69%.**

Ethnicity

Postgraduate Research

The numbers of students declaring to have an ethnicity other than 'white' are relatively small, i.e. usually 1 – 3 students of any defined attribute per academic year; a comparison has therefore been drawn between the proportion students who identify themselves as 'white' and those students identifying themselves as 'being of another ethnicity', including 'others' who passed their viva first time with minor corrections. **The percentages of students achieving this standard is slighter lower in the case of 'none-white' students, and the small discrepancy is consistent.**

	13-14	14-15	15-16	16-17	17-18
Non-White students passing viva with no/minor corrections	33%	23%	30%	22%	15%
White students passing viva with no/minor corrections	38%	24%	31%	23%	16%

Postgraduate Taught

Due to relatively low numbers of students on taught postgraduate courses, numbers of non-white students have been taken as a whole, and the numbers of non-white students achieving distinctions and merits have been rolled together. **The proportion of non-white students achieving a merit/distinction is on average lower than the number of non-white students as a percentage of the whole cohort, but in two of the five years analysed the percentage was slightly higher.**

	13-14	14-15	15-16	16-17	17-18
Non-White students as a % of cohort	42%	42%	31%	30%	32%
% of Non-White students achieving Distinction/ Merit	43%	27%	27%	26%	35%

Undergraduate

The average percentage of non-white students achieving a 2:1 is 30% , higher than the average percentage of the cohort that they make up (28%). are taken together they are broadly in line with non-white students as a percentage of the cohort. **However, there is a discrepancy between the percentage of non-white students achieving a first class degree annually (22%) compared to the proportion of the cohort that they represent (30%).**

	13-14	14-15	15-16	16-17	17-18
Non-White students as a % of cohort	25%	30%	27%	29%	28%
% of Non-White students achieving First	12%	22%	23%	27%	24%
% of Non-White students achieving a 2:i	17%	33%	33%	35%	34%

Gender

Postgraduate Research

The total number of research postgraduate students over the relevant five year period is 172, and women constitute 20% of this, so for ease of analysis the proportion of women achieving different outcomes has been taken as a whole for the five year period. **18% of students who passed their viva first time without corrections, or with minor corrections were women, thus 2% fewer women have achieved this good outcome than the percentage of women who constitute the data set.**

Postgraduate Taught

The total numbers of taught postgraduate students over the relevant five year period is 255, and women constitute 20% of this, so for ease of analysis the proportion of women achieving different

outcomes has been taken as an average for the five year period. Women have constituted 20% of taught postgraduate students for this period; 19% have achieved a merit or distinction, 22% a distinction and 15% a merit; **thus 1% fewer women are achieving a merit or a distinction compared to the percentage of women who constitute the data set** and 2% more women have achieved a distinction than the percentage of women that constitute the data set.

Undergraduate

Female students are on average achieving a greater proportion of upper second class honours degrees than the percentage of women who constitute the data set (24% on average compared to 21% of women that constitute the data set), **but a smaller proportion of first class degrees than the percentage of women who constitute the data set (19% on average compared to 21%).**

	13-14	14-15	15-16	16-17	17-18
Female students as a % of cohort	22%	18%	19%	21%	23%
% Female students achieving First	16%	16%	19%	22%	21%
% Female students achieving a 2:i	29%	25%	21%	20%	27%

*'Other' conditions cover a long standing illness or condition, a social communications impairment, or 2+ impairments/conditions.

9 April 2019
Louise Hasler

To: Science, Engineering and Medicine Faculty Education Committee (SEMEC)

From: Department of Statistics

Subject: Graduate Outcomes

Date: 29 April 2019



This memo is in response to SEMEC's request to consider the graduate outcome data, identify cases of differential attainment by characteristics and consider plans for action. When considering the data we identified certain trends as outlined below but noted that a plan for action would need to be based on a more thorough examination of performance data by students across the various years. This is planned for the summer period.

- Undergraduate Degrees:

Good outcomes are defined as achieving an upper second classification or above. We noted that achievement was less successful on the Mathematics & Statistics degree, amongst students who identify as black and amongst students who identify as Chinese.

For MathStat students we plan to compare relative performance of MathStat students against MORSE students on modules which are core to both courses and identify whether the lower achievement is persistent across the various years.

We have very small numbers of students that identify as black. We are aware that the University is looking into issues around the black attainment gap and will consider any advice/initiatives that come out of these activities.

A more substantial cohort are students that identify as Chinese. Two possible explanations for the lower performance are language proficiency and different prior educational experiences. Possible strategies we will consider are providing language supported via CAL (this was previously offered but had little up-take) and including an assessment component in year 1 that would help identify students with language issues. We will also consider ways of communicating more clearly performance standards and assessment criteria to address potential mismatch of expectations due to different prior educational experiences.

There is mixed evidence about female attainment - at 2i level female students outperform male students, but this is reversed at first level. But, at present ethnic Chinese issue seems more striking/important.

More generally, we aim to consider this and other data in a more extensive statistical analysis over the summer.

- Postgraduate Taught degrees

A good outcome is defined as a Merit or above. There is evidence that female and Chinese students are performing less well, noting that the proportion of female students tends to be larger amongst Chinese students. We are planning a more detailed statistical analysis that will, for example, examine whether the same patterns exist in the taught and the dissertation component. This should include the (large) 18/19 cohort.

- Postgraduate Research degrees

A good outcome is passing first time, with or without minor corrections. There is evidence of lower attainment by female and Chinese students. The relative sizes of cohorts mean that the underperformance of females is unlikely to be explained by a different ethnic composition.

General:

Data like this should be considered on a regular basis and results and proposed action reported at the departmental Teaching Committee.

WMS Graduate outcomes data – May 2019

WMS has developed a reporting process to review all attainment data (including more granular performance data for MBChB). Through this process the following areas of potential concern, and requiring further consideration, have been identified.

1. **PGT** – A general overview of PGT attainment data suggests that there is a gender attainment gap. Further programme-level data were requested from SPA. These confirm that this observation is an artefact of our programme suite. WMS dental programmes have larger male student populations as compared with advanced clinical practice programmes, which see larger female student numbers. This within-programme data review and comparison removes the identified gap.
2. **PGR** — review of PGR attainment data has identified an attainment gap by ethnic group, with non-white students performing less well than white students. Further exploration, with reference to home or overseas student status, has been undertaken. While acknowledging that the student numbers here are small, this appears to show that overseas students are achieving similar (marginally better) outcomes and that the issue noted in ethnicity data is not related to home vs overseas student status. These observations will be discussed further at WMS Education Committee.

Home students		Overseas students	
Total at assessment	35	Total at assessment	31
No corrections	1	No corrections	2
Minor	21	Minor	24
Major	13	Major	6
Lower award	1	Lower award	0

3. **MBChB** – An attainment gap, in keeping with that recognised across the sector, has been identified here, with white students outperforming non-white students. This observation is being explored further by the MB ChB Attainment Gap working group.

This is a placeholder for SEMEC.31/18-19 (credit and module framework review) which we anticipate will be circulated late but in time for the meeting on 16 May 2019.

UNIVERSITY OF WARWICK

FACULTY OF SCIENCE, ENGINEERING AND MEDICINE

For the meeting of the Faculty of Science and Engineering Education Committee to be held on 16 May 2019

Subject	Faculty Widening Participation and Outreach Forum
Report presented by	Louise Hasler
Purpose of the Report	To update the Faculty of Science, Engineering and Medicine Education Committee on the recent activities of the Faculty Widening Participation and Outreach Forum

Aim of the Forum

The Faculty of Science Widening Participation and Outreach Forum was established in order to support widening participation and outreach activities in the Faculty. In practice it has been convened quite informally, used as a sounding board and to share good practice, as most widening participation activities occur at the level of the institution or departments. The membership is wide due to the spread of colleagues involved in supporting widening participation activities, from colleagues with outreach specific roles, to Directors of Student Experience & Progression and Directors of Studies.

Changes for 2018-19

In January 2019 three Faculty-specific Widening Participation Coordinators were appointed (Amanda Bishop being the Coordinator for the Faculty of SEM) in order to support the implementation of the University's widening participation strategy. Amanda's breadth of oversight and expertise will be helpful in shaping the agenda of the Forum.

It has been agreed that future agendas will create an expectation that colleagues feedback on activities occurring within their department; that further opportunities for departments to work collaboratively on Faculty initiatives such as larger STEM festivals will be sought; and that consideration will be given to how to target the less commonly involved 'WP' schools and remove barriers to their involvement.

Following many years of helpful input by Professor Kevin Moffatt of the School of Life Sciences, a new Chair of the Forum was being sought.

Substantive Projects

The Faculty coordinates, annually, an event for school children with a widening participation focus: 'Science and Survival', which draws upon the expertise of academic colleagues to create 5 – 6 themed scientific activities with which to engage

year 9 pupils from local schools. Feedback is reviewed by the Forum, and changes made as required. Science and Survival will be run again in June 2019, with a budget of £1,800 provided by the Faculty.

26 March 2019

Louise Hasler
Secretary to the Faculty Education Committee

Report to Faculty of Social Sciences Education Committee			
Reference:	EFSS.64.18/19	Report classification:	Open
Meeting Date	7 th May 2019		
Title	Draft Widening Participation Strategy and Access and Participation Plan		
Author / Presenter	Paul Blagburn, Head of Widening Participation		
Purpose of Report		Tick all that apply ✓	
To provide assurance		To obtain approval	
Regulatory requirement	<input checked="" type="checkbox"/>	To highlight an emerging risk or issue	
To canvas opinion	<input checked="" type="checkbox"/>	For information	
To provide advice	<input checked="" type="checkbox"/>	To highlight student or staff experience	
University Strategy <i>[which of the strategic priorities does your report relate to?]</i>			
Research		Education	<input checked="" type="checkbox"/>
Innovation		Inclusion	<input checked="" type="checkbox"/>
Regional Leadership		Internationalisation	
Summary of Report			
Draft Widening Participation Strategy			
<p>Following the commitments made in the Education Strategy, a draft Widening Participation (WP) Strategy has been developed to enhance our ambition and approach around this important priority. Aligned with other university strategies including Social Inclusion, Regional Leadership and Student Recruitment the strategy aims to achieve a step change in our policies and activities to ensure that background has no profound impact on the ability to access, succeed in, and progress from higher education and Warwick. The document provides details on how we position and accelerate our efforts in this area of work from an institutional perspective. There are references to the TEF, especially when providing equality of opportunity for all students, regardless of background.</p> <p>An early draft of the Strategy has been shared and discussed with the Widening Participation Committee, Education Committee and University Executive Board. Following a period of consultation the Strategy will proceed through the committee structure for approval, including the Faculty Boards.</p> <p>Our approach will be place-based, student-centred and evidence-led to ensure barriers are removed and outcomes are positive across all stages of the student lifecycle. Crucially, it is important we take a whole institution approach, where we challenge our current policies and practices, to ensure that our efforts are joined up and informed by evidence to promote positive outcomes and experiences for students.</p> <p>A copy of the draft WP strategy in the link below along with a consultation survey to provide colleagues with an opportunity to provide feedback and offer suggestions about implementation.</p> <p>https://warwick.ac.uk/about/strategy/education/detail/facilitators/wp/draftwideningparticipationstrategy/</p>			
Access and Participation Plan			

The University is also required to develop a new [access and participation plan](#) (APP) to submit to the Office for Students for 2020-21 onwards. The expectation is that we will set very ambitious targets to address the significant gaps in access, continuation, attainment, and progression outcomes that have been identified by the OfS for specific underrepresented groups.

The OfS has developed five Key Performance Measures (KPMs) addressing gaps in access, student success and progression and has set national targets for four of them. The KPMs have been set to address some of the most challenging gaps in access and participation that affect large numbers of students.

The KPMs are as follows:

1. eliminate the gap in participation at higher-tariff providers between the most and least represented groups (POLAR4 quintiles 5 and 1, respectively) by 2038-39 and reduce the gap in participation from a ratio of 5:1 to a ratio of 3:1 by 2024-25 for 18- and 19-year-olds
2. reduce the gap in non-continuation between the most and least represented groups (POLAR4 Q5 and Q1): eliminate the unexplained gap in non-continuation by 2024-25 and eliminate the absolute gap by 2030-31
3. reduce the gap in degree outcomes (1sts or 2:1s) between white students and black students: eliminate the unexplained gap by 2024-25 and eliminate the absolute gap by 2030-31
4. eliminate the gap in degree outcomes (1sts or 2:1s) between disabled students and non-disabled students by 2024-25.

The KPIs section in the draft WP Strategy is still work in progress at this stage to ensure alignment with new targets being developed for the APP. The deadline to submit this plan is 24th May and the document is still under development however based on an initial analysis of institutional performance some of the priorities will pertain to:

- Narrowing the gap in participation (at Warwick) between the most represented (POLAR4 Q5) and the least represented (POLAR4 Q1)
- Eliminate the attainment gap between white and black students
- Improve retention and continuation rates for mature students and students with a disability.

Recommendation	<p>The Committee is invited to:</p> <p>(a) Note and offer advice on the ambition, priorities and approach of the draft WP strategy in response to other areas of University strategy and Faculty Education priorities</p> <p>(b) Note the external expectations from the OfS for the development of access and participation plans</p>
-----------------------	--

Route Map for this Report			
Committee	Date	Reference	Action Requested/Taken
n/a			
n/a			

Widening Participation Strategy

2019-2024

Excellence with Purpose: unlocking talent and fulfilling potential

Mission

The University positions widening participation (WP) and social inclusion as core to its mission, embodied by our commitment to provide a transformative educational experience for all students, manifested in sector leading academic attainment and career outcomes.

Vision

By 2030, Warwick will be regarded as the UK research-intensive university with the greatest impact on social mobility, through its ability to recognise, inspire, and enrich talented students from socially and economically disadvantaged backgrounds.

To be regarded as a beacon of excellence for our approach to social mobility and WP evidence-based research and practice nationally and internationally.

Through this strategy we aspire to remove economic, social and cultural barriers that have prevented people from studying and succeeding at Warwick, and to be recognised as best in class in our approach to equality, diversity and inclusion, for staff and students by 2030.

We will:

- Be a regional leader in the pursuit of social and economic equality to ensure students fulfil their academic and personal potential
- Provide inspiring opportunities for learners to consider entering higher education in areas and communities where the challenges are greatest
- Remove barriers to access and participation to Warwick and in higher education (HE) in general
- Address and eliminate any profound gaps in access and attainment in our student communities.
- Foster an inclusive environment where regardless of background, students have the opportunity to excel across all stages of the student lifecycle.

The University is committed to ensure its ambition is reflected through a new strategy taking a whole student lifecycle view. We will move towards a holistic institutional approach where our core strategic priorities are reflected and embedded at all levels of the institution.

WP Strategic Priorities

The University has a strong foundation in its WP policy and practice and we will continue to build on the strengths of our successful widening participation programmes in recent years. To be truly sector-leading requires us to analyse, strengthen and accelerate our approach. We will deliver our vision through six core WP strategic priorities, all of which intersect and reinforce our approach to reducing economic and social barriers to inclusion.

Our WP strategic priorities consider all interlinked stages of the student lifecycle where we ensure background has no profound impact on the ability to access, succeed in, and progress from higher education.

These priorities start with supporting learners from primary age upwards, and includes pre-entry outreach, admissions, transition, learning and teaching, student engagement and support, and access to postgraduate study and/or employment. These priorities are all underpinned by institutional and sector-based evidence.

	WP Strategic Priority (SP)	
1	To widen <u>demand</u> and increase support to facilitate a talent <u>pipeline</u> for widening participation target groups to consider higher education	Underpinning research and evaluation nexus to enhance impact and strengthen the evidence base
2	To accelerate <u>access</u> of our undergraduate intake to Warwick from a range of WP target groups regionally and nationally	
3	To improve <u>student experience and success</u> outcomes for WP targeted groups at Warwick at undergraduate and postgraduate level	
4	To enhance <u>progression</u> outcomes to further study and graduate employment for Warwick students from WP groups	
5	To profile Warwick's <u>commitment</u> to widening participation and social inclusion- sector leading at the <u>policy</u> forefront shaping and influencing	
6	To provide <u>regional leadership</u> to ensure access and participation in higher education is championed and collaborative efforts are aligned with regional priorities	

Ambition and Approach

Our approach will be place-based, student-centred and evidence-led to ensure any barriers to access and participation are removed and student outcomes are positive across all stages of the student lifecycle. A Warwick education is distinct and transformational; hence, our ambition for a truly inclusive experience drives us to be more radical in our approach to promote access whilst ensuring our students are empowered to succeed and thrive during their Warwick journey.

Our ambition is by 2030, Warwick will have the highest proportion of entrants from areas where participation in HE is low and disadvantage is high in the Russell Group. Moreover, we will prioritise opportunities and enhance progression for more vulnerable groups, including care leavers. Our approach will be shaped by our institutional priorities which will contribute positively to the outcomes in the Teaching Excellence and Student Outcomes Framework (TEF) at institutional and subject level.

Our ambition will be realised through a more intensive and strategic approach underpinned by the following areas of focus.

Regional focus

In recognition of the University's Strategy, Warwick will focus its approach and ambition to where it can have the greatest impact, place and region will be central to this. We will continue to target our efforts nationally for specific groups and provision. However our WP ambitions will also be aligned to regional education and skills drivers where Warwick will play a leading anchor role in enhancing access and participation in HE. We will achieve this through effective partnership working and pioneering new approaches which respond to removing barriers to access and participation in HE.

Our targeting will be more geographically orientated by identifying regional hubs where we can make a difference to educational attainment and progression to HE and Warwick.

We will:

- Adopt a schools, colleges and communities targeting and engagement strategy that responds to need and furthers opportunity to fulfil our strategic priorities
- Develop our collaborative reach to ensure our WP efforts are connected to and engaged with local educational priorities
- Provide and support opportunities for our students to play a leading role in civic engagement through volunteering around WP activities and ensuring that our graduates can contribute to filling regional skills gaps

- Promote and champion our work with key stakeholders to demonstrate commitment, synergy in approach and alignment with regional education and skills priorities.

Partnerships and collaboration

A Warwick education can offer unparalleled opportunities and be a great enabler for upward social mobility. However we recognise that to truly make an impact we must work in partnership with schools, colleges, communities, universities, the charitable sector and industry to meet our ambitious vision.

Warwick already has many excellent national and international partnerships and collaborative approaches focusing on all stages of the student lifecycle. We must strike a balance where we feel as an institution we have the expertise and resources to deliver on priorities or where working collaboratively would add value to our approach.

We will:

- Review, extend and expand our range of partnerships to facilitate inclusive opportunities for WP target groups and ensure they demonstrate strategic fit and support our overarching WP vision
- Pioneer student-centred, evidence-based programmes and partnerships to enhance outcomes for students
- Work with our partners and collaborators to demonstrate impact and influence policy and practice
- Capitalise on our partnerships in the region, the UK and the world to facilitate exchange, mobility and other opportunities for students and staff
- Continue to strive to achieve geographical diversity in our students and our partnerships to provide an international experience.

Best evidence approach

Nationally and internationally we want to be recognised for our contribution to the field of WP research and practice. Core to our approach will be how we understand the effectiveness of our work and respond to institutional and sector-wide priorities on access and participation. Our evidence-led work will underpin our priorities, evaluate our practice and provide a platform to champion our positive impact and promote best practice. Through creating a new Centre for Social Mobility, our research excellence will contribute to the understanding of sector and societal issues that impact on inequality and inequity in higher education and will inform practice to respond positively.

We will:

- Harness evidence-led research and evaluation to improve practice and demonstrate positive impact
- Enhance the availability of appropriate data and evidence to better understand our access and participation performance, inform strategic and operational decision making, and evaluate process and impact.
- Empower our researchers, practitioners and students to work together to share knowledge, insight and expertise to ensure our work is strengthened by evidence and provide a platform to share this locally, nationally and on an international stage.

Collegiate approach

This strategy will empower staff and students to understand the University's commitment and approach towards WP, social mobility and inclusion, ensuring that there is a collective approach taken. We will ensure that our WP strategic priorities are recognised, understood and valued by taking a whole institutional approach to this agenda. All access and participation work should be underpinned by an evidence-informed approach with an expectation that evaluation and impact is at the forefront of efforts.

We will:

- Demonstrate clear and explicit leadership and institutional commitment to access, student success and progression

- Establish a collegiate approach to widening participation and social inclusion across the University community
- Promote best practice to harness innovation and enhance departmental approaches
- Develop a recognition and 'value' model for staff and students involved in leading and championing WP
- Build more effective approaches to engage with student voices from a diverse range of backgrounds, empowering student-led and co-created provision to enhance student opportunity.
- Promote and celebrate our positive impact within Warwick and with our wider communities and partners.

Our ability to deliver will be supported by embedding WP and social inclusion priorities in all our education and professional service plans.

WP Target Groups across the Student Lifecycle

Our strategy will respond to institutional and sector-wide challenges for underrepresented groups, ensuring equality of opportunity for all, regardless of background. To engender a truly diverse and vibrant student community we will be more progressive, embracing intersectionality within our target groups to ensure we respond to all types of underrepresentation.

We will instil a common institutional language for WP target groups that provides clarity of purpose and approach, with a greater emphasis on individual-level indicators of underrepresentation. We will continue to use a combination of WP area-based¹, individual² and educational³ indicators in our pre-entry targeting to reflect different forms of disadvantage and underrepresentation in HE.

WP Target Groups

These are our priority groups where there is the greatest evidence of need to unlock talent and fulfil potential across all stages of the lifecycle.

- Areas and communities where progression to HE is low or deprivation is high based on. Low Participation Neighbourhoods (LPN) and Indices of Multiple Deprivation (IMD)
- Students from low socio-economic backgrounds
- Students where educational disadvantage is greatest
- Care Leavers and estranged students

Further key groups where there is evidence of differential outcomes across certain stages of the student lifecycle and when they intersect with the core groups indicating multiple layers of disadvantage or underrepresentation will be prioritised, including white males from lower socio-economic backgrounds.

- Students of particular ethnicities (strategic priority 3)
- Students with specific disabilities (strategic priority 3)
- Mature students (strategic priority 3)
- Gender
- Refugees

¹ From a POLAR 4 Q1 area (least represented in HE)

² Be eligible or in receipt of Free School Meals (FSM), no family history of attending HE, is or has been in local authority care

³ Schools with a high proportions of students in receipt of FSM; schools or colleges where GCSE or A Level attainment is below the national average, schools and colleges with low progression rates to HE.

Key Performance Indicators

Our core performance indicators will provide a measure of progress for each strategic priority and inform our approach to be a beacon of excellence for WP in the sector. These indicators will link to national access and participation performance measures⁴ where the focus is on narrowing gaps. Where possible these indicators will be benchmarked externally against relevant competitor groups and TEF metrics. In addition to these KPIs, appropriate milestones will be developed linked to our practice.

Our impact will be measured beyond metrics and KPIs, with student voice, partnership recognition and opinion leadership used to demonstrate progress and drive improvement.

WP Strategic Priority	Performance Indicators
SP1. WP demand and pipeline	<ul style="list-style-type: none"> Enhance the awareness and understanding of HE for targeted groups on institutional sustained programmes Improve the attainment of students from targeted groups and schools in targeted areas. Support the narrowing the attainment gap in Coventry and Warwickshire schools for disadvantaged groups
SP2. Accelerating access	<ul style="list-style-type: none"> Reduce the access gap between entrants from POLAR Q5 (most represented) and Q1 (least represented) Increase the number of entrants from a care background Increase the proportion of entrants from the region to Warwick Increase the proportion of entrants of white males from lower socio-economic backgrounds Collaborative target- increase the proportion of Realising Opportunities students nationally progressing to research intensive universities
SP3. Improving student success and experience	<ul style="list-style-type: none"> Reduce gaps in degree outcomes (1st or 2:1) between white and black students Improve continuation rates for mature students Improve continuation rates for students with a disability Continuously improve our results for Teaching, Assessment and Feedback, Academic Support and Continuation to rank in the top quartile sectorally and above benchmark for 'disadvantage' ethnicity, age, and disability groups.
SP4. Enhancing progression	<ul style="list-style-type: none"> Seek attainment of Graduate Outcomes metrics consistently above benchmark for 'disadvantage' ethnicity, age, and disability groups. Increase the proportion of WP groups taking up and engaging with student mobility opportunities Increase the proportion of Warwick students from WP groups progressing to PGT and PGR study at Warwick Enhance the career readiness of our students
SP5. Reputation and commitment	<ul style="list-style-type: none"> Develop impactful case studies that are recognised as excellent nationally and internationally Academic-led and practitioner-informed research outputs which explore the deep-rooted issues on social mobility and promote a 'what-works' agenda
SP6. Regional engagement	<ul style="list-style-type: none"> Satisfaction and engagement measures to improve and deepen amongst our regional partners (i.e. schools and employers)

Oversight, Governance and Co-ordination

We recognise that to deliver transformational change requires a strategic vision with a range of complementary approaches, endorsed by university leadership through effective governance and embedded at all levels across the institution. University Council will have oversight of the vision and

⁴ <https://www.officeforstudents.org.uk/about/measures-of-our-success/participation-performance-measures/>

commitments in this strategy are met, with Senate and Education Committee empowered to ensure alignment with other institutional strategies.

The Widening Participation Committee will have responsibility for the delivery and evaluation of this strategy working closely with other committees and groups across the University to promote engagement.

Departments will be supported to work to institutional priorities and KPIs with some local approaches to enhance outcomes and opportunities for students. The new Teaching Excellence Group (TEG) process will support departmental TEF preparations and provide a supportive lens on WP performance indicators related to TEF outcomes. Greater co-ordination and support will be provided at a faculty level to co-ordinate the implementation of the strategy through fostering collaborative and joined up approaches.

A range of WP Working Groups⁵ have been created to support implementation and will inform and deliver the strategic priorities. These groups have cross-institutional representation and report in to the Widening Participation Committee.

Students will play a pivotal role in the shaping and development of widening participation policy and practice at the University. A new Student Advisory group will act as a forum where students from a range of backgrounds can support the University to enhance its practice to support specific groups across the student lifecycle.

Faculty Education Committees will also take a strategic approach to implement the widening participation strategy including considering faculty and departmental outcomes and working to ensure WP work is joined up and aligned to institutional priorities whilst commending discipline-specific provision.

We will:

- Develop and enhance cross-institutional approaches that respond to strategic priorities
- Ensure that the WP strategy is considered and monitored regularly across all nodes of institutional governance
- Ensure that students are engaged in formulating, supporting and evaluating access and participation work across the University
- Develop further local and institutional staff and student WP fora to promote a two-way communications dialogue for WP strategy and practice
- Demonstrate alignment with external regulatory processes including access and participation plans and TEF Strategy.

Dependent Strategies: Education, Social Inclusion, Student Recruitment, International, Regional, Employability, Communications, Development and Giving, Wellbeing, Departmental Strategies.

⁵ Outreach and Access, Student Success and Progression and Research and Evaluation

Strategy Facilitators

The following facilitators and enabling factors articulate how each strategic priority will be supported.

SP1. To widen demand and increase support to facilitate a talent pipeline for widening participation target groups to consider higher education.

Raising the aspirations and attainment of targeted groups from an early age through sustained and progressive intervention to enhance progression to HE

F1.1. Enhanced sustained provision to raise the awareness of HE with primary age groups in targeted schools and communities where disadvantage is high

F1.2. Highly targeted geographically-defined school partnerships that facilitate a high-value collegiate offer from Warwick and responds to school-based challenges for pupils, teachers, leaders and governors.

F1.3. Development and enhancement of our current WP provision focused on targeted individual indicators regionally and nationally

F1.4. Launch of the Warwick Attainment Academy to enhance attainment at KS4 and KS5 for targeted groups, including a scaled tutoring programme

F1.5. Develop and expand community based support raise aspirations and enhance educational outcomes for disadvantaged groups, i.e. IntoUniversity partnership

F1.6. Development of purposeful collaborative partnerships that demonstrate strategic fit with our WP priorities and offer added-value to our approach.

SP2. To accelerate access of undergraduate intake to Warwick from a range of WP target groups regionally and nationally

Removing barriers to a Warwick education for WP target groups to support a diverse and inclusive student body

F2.1. Launch a new Warwick Access Programme for regionally targeted WP learners at the latter stages of their post-16 study. The programme will spearhead recruitment to Warwick by removing educational, financial and social barriers to Warwick

F2.2. Ensure that admissions policies and procedures are fair and reflect quality but do not create barriers to entry, including the development of progressive policies which support admission of students from non-standard backgrounds (WP) and qualifications to ensure wider accessibility to Warwick courses

F2.3. Develop and enhance alternative inclusive pathways to a Warwick education by continuing to develop and invest in proven successes like Degree Apprenticeships, International Foundation Programme, 2+2 degrees, Gateway to HE and the WBS Foundation Year Programme

F2.4. Development and enhancement of our current WP provision focused on targeted individual indicators regionally and nationally

F2.5. Implement a national schools targeting and engagement framework aligned to our WP target groups and congruent with other strategies (i.e. Student Recruitment Strategy)

F2.6. Development of purposeful collaborative partnerships that demonstrate strategic fit with our WP priorities and offer added-value to our approach.

SP3. To improve student success outcomes for WP targeted groups

Providing a unique student experience through inclusive curricula and transformational opportunities which respond to social, educational and economic barriers to success

F3.1. Progressive and well defined bursary and scholarship awards for targeted groups

F3.2. Promote curriculum orientated, holistic and systematic approaches to address persistent attainment gaps for BAME students, students with disability and students from low socio-economic backgrounds

F3.3. Expand and refine Scholar-based programmes (MSP, WSP, Lloyds etc.) which provide a community for students to enhance their student experience and facilitate employability opportunities

F3.4. Expand and enhance international student mobility and study abroad experiences for targeted WP groups

F3.5. Explore the opportunity for peer to peer engagement supporting a positive transition to Warwick

F3.6. Facilitate more inclusive opportunities for students to engage with undergraduate research outside their course, i.e. URSS

F3.7. Provide enhanced wellbeing support for students to ensure they are equipped to reach their academic potential

F3.8. Respond to institutional barriers that effect student success for non-traditional students, including care leavers.

SP4. To enhance progression outcomes to further study and graduate employment for Warwick students from WP groups

Supporting students to make positive and informed choices about their future by providing effective opportunities for students to fulfill their potential regardless of background

F4.1. Enhance access to high-value opportunities to gain experience and industry insight, including embedded volunteering opportunities that link in to SP1 and SP2

F4.2. Develop an early insight programme promoting the value and routes to postgraduate study

F4.3. Provide students with access to alumni and other professionals through mentoring and constructive insights into current industry practice

F4.4. Collaborate and innovate with industry, employers and partners (e.g. upReach) on the social mobility agenda to enhance opportunities for students and promote inclusive practices

F4.5. Evidenced and well defined financial support for targeted WP groups to enhance progression to PGT study at Warwick.

SP5. To profile Warwick's commitment to widening participation and social inclusion- sector leading at the policy forefront shaping and influencing

Ensuring Warwick is recognised as a beacon of excellence for its approach to widening participation and social inclusion nationally and internationally

F5.1. Launch the Warwick Centre for Social Mobility, a research unit to explore, understand and respond to sector-wide and institutional social mobility issues.

F5.2. Develop an evaluation framework that evidences our approach and measures our impact

F5.3. Develop a communication plan to promote impact and best practice internally and externally

F5.4. Engage and empower Warwick alumni and donors to commit support to address core WP priorities

SP6. To provide regional leadership to ensure access and participation in higher education is championed and collaborative efforts are aligned with regional priorities

Supporting and informing work across the region to ensure there is an understanding of priorities, consistency in approach, and a desire to collaborate to improve outcomes.

F6.1. Take a highly targeted approach to regional engagement where we can support systemic change in areas and communities where the need is greatest

F6.2. Create flexible pathways for people to upskill in their own profession or industry, responding to regional skills driver, i.e. degree apprenticeships.

F6.3. Lead engagement with local and regional stakeholders (Local Authorities, LEP etc.) in response to barriers to access and participation in HE.

UNIVERSITY OF WARWICK

FACULTY OF SCIENCE, ENGINEERING AND MEDICINE

For the meeting of the Faculty of Science and Engineering Education Committee to be held on 16 May 2019

Subject	Faculty Employability Forum
Report presented by	Louise Hasler
Purpose of the Report	To update the Board of the Faculty of Science, Engineering and Medicine on the recent activities of the Faculty Employability Forum

Aim of the Forum

The Faculty of Science Employability Forum (now Faculty of Science, Engineering and Medicine Employability Forum) was established in order to share good practice with respect to strengthening employability following a recommendation that arose from the Institutional Teaching and Learning Review in 2011.

The terms of reference were more clearly articulated in 18-19, as follows:

1. Share good practice;
2. Identify collaborative opportunities for supporting employability;
3. Oversee the operationalisation of Faculty specific projects.

Changes for 2018-19

The Forum has begun sharing good practice more formally this year. In the spring term, James Archbold, Senior Teaching Fellow, Department of Computer Science, shared information on how employability is supported, most notably via a second year module sponsored by Deutsche Bank which simulates 'real world' conditions in respect of client consultation and pitching solutions to live problems; Emily Reid, a Senior Careers Consultant based in WMS described how she works with medical students and explained that a lot of effort was invested in keeping students in study.

The Academic Director for Employability has been attending meetings, which has improved communication in respect of what is happening in the area of employability at an institutional/ Faculty level.

Substantive Projects

The Alumni at Work project, which received Faculty funding in 2017-18, produced eight YouTube clips of Warwick alumni talking about their work, which have proved to be a very effective way to both inform and motivate the students. Faculty funding for a further ten clips has been secured this year (at a cost of £4,775.00).

Dr John Duffy, Chair of the Faculty Employability Forum and Charlie Cunningham, Senior Careers Consultant, have been working on a pilot student activity with an employability focus for term 3. That the Chair of Faculty has committed £3,737 from the Faculty budget to support the project: 'Physics Challenge' which will take place in week 9 of term three, which will involve students undertaking careers and skills based tasks with a science theme. Student will evaluate their peers and there will be input from employers.

26 March 2019

Louise Hasler
Secretary to the Employability Forum

UNIVERSITY OF WARWICK

For the meeting of the Board of Graduate Studies Committee to be held on 05 February 2019

PhD Submission Rates 2018**1. Background**

“Submission rate” is a technical term defined by an RCUK methodology. It measures the proportion of PGR students who submit within four year (full-time) or seven years (part-time). PhD is used here to cover all doctoral level programs.

In this methodology a student is classed as either a ‘submitter’ or as a ‘non-submitter’. Allowance is made for periods of TWD. Students who permanently withdraw (pwd) during the first year of registration (first two years if part-time) are excluded from the exercise. Any student who has not completed their full 4/7 year period of registration at the moment the calculation is performed is not considered. A student who does not submit within 4/7 years (after taking into account TWD) is classed as a non-submitter regardless of how late they are, or of the reasons for their late or non-submission. On the other hand, a student who submits in time is classed as a submitter, regardless of the outcome of the viva and examination.

In the past, submission rates have been published, by department, in the Academic Statistics (AS) by the time this report was prepared. There is some change in the design of the AS this year, and these numbers are not, at the time of writing, yet available.

2. Figures

The figures below are based on data from the Data Warehouse on 1st Nov 2018. The years refer to “academic cohorts”, so the 2014 cohort contains full-time students who started in 2014-15, and part-time students who started three years earlier (in 2011-12). Students starting late in their cohort or who have taken TWD may not have completed their registration by the date of the exercise and so are excluded. As far as I can determine, the historical data (for cohort years earlier than 2014) is the data that was reported at the time that it was first examined – it has not been adjusted for subsequent resolution of the outcomes for students excluded at the time.

Faculty	No students included					submit within 4 years					% submitted				
	10	11	12	13	14	10	11	12	13	14	10	11	12	13	14
Arts	45	54	53	59	40	31	42	45	46	27	69%	78%	85%	78%	68%
Soc Sci	135	165	147	135	121	65	107	104	101	92	48%	65%	71%	75%	76%
Science	238	252	274	240	227	182	207	227	209	200	76%	82%	83%	87%	88%
Medicine	32	18	26	34	25	27	16	23	34	19	84%	89%	88%	100	76%
TOTAL	450	489	500	468	413	305	372	399	390	338	68%	76%	80%	83%	82%

Submission rates according to this methodology and on the date selected for the data download have fallen in Arts and in Medicine (which are the smaller faculties and where more variation is to be expected), and to have risen slightly in Social Science and in Science.

3. Additional analysis

The submission data in this bald form hides aspects of the statistics that might be of interest to departments.

(a) 2014 cohort. For example, the 2014 cohort actually contains 569 students. Of these, 47 (8%) are excluded for withdrawing in their first year, leaving 522. 338 have already submitted within 4 years, and 75 have allowed the 4 years to expire without submitting. These are the two figures reported above which give the overall 82% submission rate for the year. However, there were another 109 students whose submission status was not resolved by the date of the data download and who are not therefore included in the 2014 figures.

(b) 2013 cohort. Looking at this year's download for the previous 2013 cohort, we see in more detail how a typical year pans out. There are 653 students listed, of whom 54 (8% again) were pwd by the end of their first year. Of the remaining 599, 118 were undetermined at the time last year's figures were calculated. But by the time of this year's download, approx 75 of these were determined to have submitted on time (were 'submitters'), approx 20 were determined to have failed to submit on time (were 'non-submitters') and approx 20 were still undetermined (having taken much TWD for example).

It is apparent that the following things are true, on the basis of these and some other calculations:

(a) The academic cohort 2013 was significantly the largest (total 653) of the last 5 years, and the 2014 cohort (569) is back to 2011 and 2012 levels (556, 580).

(b) There is a steady first year drop-out rate of around 8% (this varies very little from year to year).

(c) The submission snapshot leaves out a significant number of students (around a quarter) whose status has not yet been determined when it is done (thus explaining why the figures in this paper and in Academic Statistics are unrecognisable in many departments, and why the total number of students covered by the table above seems to be too small).

(d) However, the late starters or TWD students submit on time in about the same proportion as the others, so do not much affect the submission rate.

(e) The overall completion rate for those who survive the first year (i.e. who are awarded a PhD in the end, regardless of whether they submit on time or not) seems to be fairly steady in the mid-80's %.

(f) The total drop-out rate for PhDs is slightly over 20%, taking into account those who drop out in the first year, and those who for one reason or another fail to complete thereafter.

Recommendation

The BGS is invited to: Receive the contents of this report

Colin Sparrow
Academic Director Graduate School

30th January 2019

Proposal to refocus the Graduate School to enhance the Warwick PGR student experience: CONFIDENTIAL

1. Preamble

At the institutional level, PGR students are nearly invisible. They do not feature explicitly and/or substantially in our key strategies – Education, Research, Employability. There are several professional services teams providing bespoke support services in addition to departments. The Board of Graduate Studies (in recent years) hasn't considered the PGR student experience in a holistic sense. And the Graduate School is only one of the professional services teams mentioned above and it does not have a clearly defined and devolved remit.

2. Proposal

The Warwick Graduate School (GS) should be reshaped to be focussed towards supporting the PGR student experience holistically (releasing it from any responsibility for PGT matters). And there should be a corresponding change to the terms of reference for the Board of Graduate Studies. By doing so we can raise the profile of PGR research and education at Warwick, enhance the PGR student experience, bring rigour to quality assurance, and align us more closely with our Russell Group counterparts. To mark this evolution, we propose renaming the GS to the Warwick Doctoral College (DC).

3. Vision

Warwick is able to recruit and retain the best PGR students in the world. Warwick PGR students consistently say that the university meets (if not exceeds) their expectations. The Doctoral College is accessible and available when needed, and proactively intervening when appropriate. The University recognises the strategic importance of PGR students to both education and research.

4. Remit of the Doctoral College

- PGR skills (all assets - research & professional development, central & departmental)
This will be a leadership/oversight remit working with other providers to ensure a comprehensive, high quality, accessible offer to students. We will continue to take the lead on making opportunities available through SkillsForge and enabling students to record their professional development journey.
- PGR research culture
Increase the profile of PGR student research by providing greater opportunities for students to share experience and their research (e.g. the PGR showcase, 3MT competition, and a dedicated web presence).

- PGR supervision (training, support & best practice)
Continuing the partnership with LDC to ensure that supervisors are sufficiently equipped and supported to manage the demands of the role, particularly when facing the unexpected. And to ensure that students' expectations of supervision are realistic and that they are met appropriately.
- CDT management oversight
With a new post, fill a gap in CDT support and facilitation. To ensure that the student experience is appropriately consistent across CDTS, and that CDT structures and practices are fit for purpose and providing value for money.
- PGR policies and quality assurance
Continue to ensure that policies and procedures are fit for purpose and in line with sector norms. Enhancing methods for assuring the quality of the student experience and academic standards.
- PG scholarships
Continue to administer central scholarship competitions in partnership with Student Funding, RIS, SROAS and departments. Take a more strategic approach to funding and its dispersal in collaboration with SROAS, RIS and Student Funding.
- PhD collaborative agreements & mobility
Continue to advise on and/or manage processes related to Cotutelles, joint PhDs and other forms of collaboration. Enhance support for PGR student mobility under the guidance of the BGS.
- PGR student engagement
Through all of the above and through liaison with the PG Community Engagement Team, the SU PG Sabbatical Officer, SSLCs and specific Doctoral College activities.
- PGR recruitment strategy
In partnership with SROAS, ensure that recruitment is linked to the research aims of the university, facilitated by scholarship funding, and is appropriately resourced by departments.
- PGR exams
Continue to manage the thesis submission and examination process in conjunction with departments to ensure that students have a positive experience and achieve their final result within stated timescales.
- PGR non-academic support
This will be an oversight remit in liaison with other service providers to ensure that the specific needs of PGR students are understood and provided for.

5. Benefits

- Clearer identity for both students and staff (and external partners) aligned more closely to research, through communication and services.
- Enhanced offer to potential students.
- Greater ability to exploit the natural synergies of those devising policy and delivering activities in these areas.
- Greater resilience and efficiency from being able to take a team approach.
- General economies of scale and from being able to pool resources.
- Less risk that the offer to students is incomplete/conflicting/confused.
- Increased opportunity to enhance the PGR student experience.

6. Consequences for PGT

Several aspects of PGT business have moved out of the GS remit into Teaching Quality recently, including course approval; external examiners reports; and PGT survey action planning. Quality assurance overall is being addressed through the new TEG process. This has left the Graduate School covering PGT casework, administering the annual survey PTES, administering some PGT scholarship schemes, supporting welcome week, and maintaining information on the GS web pages.

- Casework is under review generally – preferably the GS will cease to support this activity due to lack of expertise.
- We propose that the PTES should be administered in TQ alongside the NSS.
- We propose that the library PG community engagement team should incorporate welcome week into their activities (potential transfer of some budget).
- Relevant web content will be moved to obvious alternative sources
- The scholarships will remain in the GS for the foreseeable future.

A group of students already routinely fall through the gap existing between PGT and PGR – those on the 1+3 (and equivalent) programmes and those taking the MRes. The need for any distinction is largely systems-driven. To all intents and purposes, they are research students. The simplest and most desirable solution (for all concerned), therefore, is to consider them formally as research students, ensuring that systems, policies and procedures reflect this.

The Deputy Academic Director currently handles all PGT authorisations and decisions (e.g. exceptional admissions waivers, course approvals, and scholarships awards). This role should continue.

Governance and strategic oversight of PGT is already addressed in various fora, including the Education Committee, AQSC, Course Approval, TEG, ARC and, ultimately, Senate. There appears to be no immediate obvious detriment to removing PGT from the BGS terms of reference, however it could also remain within the remit as BGS is separate from the routine management of the Doctoral College. It is widely acknowledged that there is a gap in terms of PGT strategic thinking, regardless of the proposal to refocus the Graduate School. To address this we propose that a working party (under BGS or the Education Committee) is commissioned to explore the requirements of such a strategy and recommend ways forward.

7. Student engagement

We need to be more connected to and informed by the PGR student experience. Currently our only formal means of student engagement is through representation on BGS which is systemically ineffective. We have the PRES results but that is a passive activity. Informally we engage through social and other events, and specific outreach activities linked to the promotion of SkillsForge. We need to enhance our activity significantly, for example:

- Focus groups to draw out the themes emerging from PRES
- PGR 'ambassadors' to work on projects and activities, e.g. organising the 3MT competition

8. A word on space

It is natural to think of a concept such as a Doctoral College as a physical entity existing in a clearly identifiable space. Realistically this won't be feasible at Warwick for several years (if at all) due to space constraints, and PGR students already have the benefit of the Wolfson Research Exchange in the Library (plus shared use of the PG Hub). Feedback from other HEIs suggests that, while desirable, usage of dedicated space is often minimal in comparison to the total PGR student population. However, the DC team would benefit from greater prominence and accessibility.

9. Discussion points for BGS

- a) Approve the proposal to move the Graduate School to a Doctoral College model;
- b) Discuss the options for PGT governance:
 - 1) That an academic director for PGT is retained and augmented;
 - 2) That BGS does/does not retain responsibility for PGT governance;
 - 3) That a working group is commissioned to make recommendations for a PGT strategy under BGS or the Education Committee.
- c) Discuss the current Terms of Reference for BGS (appendix A) to suggest any appropriate revisions.

Rhiannon Martyn, Head of the Graduate School

Colin Sparrow, Academic Director Graduate Study

Appendix A – BGS Terms of Reference

- (i) To regulate the admission of all graduate students, in accordance with our regulations governing Postgraduate degrees, the initial conditions of registration and any change to these conditions.
- (ii) To make recommendations to the Senate, after consultation with the Faculty Boards, Departments and Graduate Studies Committees, if appropriate, on all matters to do with graduate study in the University.
- (iii) To make recommendations on the appropriate provision of academic resources and social facilities for graduate students in the University.
- (iv) To make awards established from University funds to graduate students and to nominate graduate students for graduate awards made by external bodies.
- (v) To advise the Senate on any general or specific strategic considerations regarding graduate study.

Reporting Structure

BGS reports to the Senate, directly and via the Academic Quality and Standards Committee

Membership

- Chair
- Deputy Chair
- The Vice-Chancellor
- The Chairs or Deputy Chairs of the Faculty Education Committees of the Faculty Boards
- Four members of academic staff appointed by the Senate
- Seven members of academic staff, two appointed by each of the Boards of the Faculties of Arts and Social Sciences, and three appointed by the Board of the Faculty of Science, Engineering and Medicine
- One postgraduate student appointed by each of the Boards of the Faculties
- Up to four co-opted members of academic staff subject to the approval of the Senate
- One CDT Representative from the from the Sciences
- One CDT Representative from the from the Social Sciences and Arts
- Dean of Students
- A Representative from the Library
- A Representative from Student Careers and Skills
- A representative from the Learning and Development Centre
- Up to two co-opted students, subject to the approval of the Senate

Appendix B – next steps

Phase one

In time for the start of the academic year 2019/20:

- a) New CDT post in place
- b) PTES to TQ
- c) PGT community to Library team
- d) Casework (and relevant posts) moved to new central team (ideally)
- e) GS changes name to Doctoral College
- f) Web pages reflect change
- g) Researcher Development Manager joins Doctoral College team (TBC)

Subsequent phases (subject to consultation)

PGR wellbeing
 PGR community
 Funding
 Recruitment

Governance timetable

Week	Date	Committee
2	Tuesday 30 April	Board of Graduate Studies
3	Thursday 09 May	Academic Quality and Standards Committee
3	Thursday 09 May	Heads of Departments' Forum
4	Tuesday 14 May	Education Executive+
5	Tuesday 21 May	Board of Graduate Studies
5	Wednesday 22 May	Student Learning Experience and Engagement Committee
5	Wednesday 22 May	Board of the Faculty of Arts meeting and working Lunch
5	Thursday 23 May	Board of the Faculty of Science, Engineering and Medicine
7	Tuesday 04 June	Board of the Faculty of Social Sciences
7	Thursday 06 June	Academic Quality and Standards Committee
8	Tuesday 11 June	Education Committee
8	Thursday 13 June	Research Committee
9	Tuesday 18 June	Heads of Departments' Forum
10	Monday 24 June	Steering Committee (Senate)
	Wednesday 03 July 2019	SENATE

Faculty Education Committees			
Reference:	033-PC120319	Report classification:	Open
Meeting Date	7 May 2019		
Title	Work-Based Learning Framework and accompanying documentation		
Author / Presenter	Will Curtis and Sam Hardy		
Purpose of Report		Tick all that apply ✓	
To provide assurance		To obtain approval	
Regulatory requirement		To highlight an emerging risk or issue	
To canvas opinion		For information	✓
To provide advice	✓	To highlight student or staff experience	✓
University Strategy			
Innovation	✓	Inclusion	✓
Regional Leadership		Internationalisation	
Summary of Report			
<p>The Work-Based Learning Framework has been developed to provide guidance and support for those within the university wishing to, or already undertaking WBL provision, by providing tools and resources such as templates, case studies and role descriptors. It also seeks to ensure the quality and standards of WBL across the institution and is informed by the revised QAA Quality Code. The WBL Framework is intended to be a live and online resource – and will be managed by the newly formed Work-based learning and Degree Apprenticeship team, led by Sam Hardy.</p> <p>The WBL Framework sets out the principles and definitions that underpin the University's various work related activities. It functions to assure quality, mitigate risk and monitor practice – and is aligned with University Strategy, the Education Strategy and the Employability Strategy.</p> <p>The WBLF itself is accompanied by the following documentation:</p> <ol style="list-style-type: none"> i. work-based learning framework level descriptors; ii. questions for consideration when reviewing a DA proposal; iii. generic role description and person specification for 'Apprenticeship Tutor' and 'Workplace Mentor' on Degree Apprenticeship programmes; iv. QAA Quality Code – Advice and Guidance: Work-Based Learning (2018); v. Quality assuring higher education in apprenticeships (2nd edition) QAA, 2018; vi. template for Annual Course Review Report for work-based learning provision; vii. 15 credit Negotiated Learning module template; viii. 30 credit Negotiated Learning module template; ix. Negotiated Learning module handbook template; x. 15 credit Work-Based Project module template; xi. 30 credit Work-Based Project module template; xii. Learning, Recognition and Development module template; xiii. Designing Practitioner Research module template; xiv. Learning Review module template; xv. 15 credit Planning Personal and Professional Development module template; xvi. apprenticeship commitment statement; xvii. apprenticeships reflective journey guidance template; xviii. apprenticeships tripartite review template; xix. placement learning commitment statement; 			

- xx. placement learning reflective learning guidance template;
- xxi. placement learning – roles and responsibilities

As the WBLF develops, the intention is to create programme level templates, enabling departments to design full undergraduate and postgraduate courses combining discipline-specific modules with WBL modules.

A series of workshops will be organized over the coming months to give colleagues an opportunity to try out some of the new tools and resources – further details to follow.

Recommendation	Faculty Education Committees are invited to: <ul style="list-style-type: none"> - Consider and make recommendations on existing documents to the WBL and DA team - Consider the value of programme level WBL templates - Circulate papers for consideration at departmental education committees
-----------------------	---

Route Map for this Report			
Committee	Date	Reference	Action Requested/Taken
PC	12 Jan 2019	009-PC140119	Noted
AQSC	21 Feb 2019	AQSC 31 1819	Noted
PC	12 March 2019	033-PC120319	Approved

UNIVERSITY OF WARWICK WORK-BASED LEARNING FRAMEWORK

Introduction

“learning through work, learning for work and/or learning at work. It consists of authentic structured opportunities for learning which are achieved in a workplace setting or are designed to meet an identified workplace need.”

QAA, UK Quality Code, Advice and Guidance, Work-based Learning, 2018

This work-based learning (WBL) framework sets out the principles and definitions that underpin the University’s various work-related activities. It outlines the minimum requirements for credit-bearing provision that, ‘bring together higher education providers and work organisations to create learning opportunities’ (QAA, 2018). As such, it functions to assure quality, mitigate risks and monitor practice. It also provides guidance and support for departments wishing to develop WBL provision – and includes case studies, exemplars, templates and role descriptors. In doing so, the framework provides a joined-up, consistent approach to work-based learning across the University, while emphasising the specific context of each discipline and workplace.

The WBL framework and associated policies and practices are aligned with the University Strategy, the Education Strategy and the Employability Strategy – and it plays a key role in enhancing employability opportunities for all Warwick students. The framework is also informed by and consistent with the expectations and practices of the revised QAA Quality Code, the [Guidance for Work-Based Learning, QAA Quality Assuring Higher Education in Apprenticeships, and the Framework for Higher Education Qualifications \(FHEQ\) level descriptors](#).

The purpose of the framework

WBL is central to the continued success of the University and its learners. The framework is intended to develop sector leading educational practice and promote opportunities for all learners to connect their academic studies with real world work environments. There are two main dimensions to the framework: a *common required core* and an *enhancement resource*. The common core articulates University policy on ensuring the quality and standards of WBL provision across the institution, setting out requirements for the approval, monitoring and review of all new and existing work-based provision. The enhancement resource provides templates, models and guidance to support departments to develop and consolidate WBL provision. The latter are not intended to be exhaustive or prescriptive.

The University’s work-based learning framework:

- recognises the breadth, diversity and connectedness of WBL activities, ranging from short work-based projects to stand-alone WBL modules, international work placements, integrated WBL degree programmes and Degree Apprenticeships;
- develops a strategic approach to employer responsive provision which meets the statutory requirements of external regulators;
- creates a coherent approach to approval, monitoring and review of work-based and placement-based learning across the University, ensuring the quality of provision and sharing of good practice;
- enables innovation, diversification and growth in work-based provision by providing a set of principles, policies and practices that contribute to individual and collective work-based and placement-based learning goals;
- enables learners and organisations/other stakeholders to agree WBL activities which contribute to the goals of the organisation and the aspirations of learners;
- develops the workplace as a place of learning through the development of resources and modules that support work-based and placement-based learning activities
- ensures an equitable approach for all learners with regards to work-based and placement-based learning and by enhancing learner experiences and employability;
- supports learners to undertake research and development activity of direct relevance to work;
- ensures there is clear guidance on the roles and responsibilities of all potential parties involved in work-based and placement-based learning;
- aligns University practices with external policies, contexts and expectations - especially those of professional and regulatory quality and standards bodies.

Work-based learning at the University of Warwick

The substantial range of work-based learning opportunities provided within the University are demonstrated through the Warwick work-based learning continuum, and range from specific work-based assignments to fully integrated Degree Apprenticeship programmes. There are established areas of WBL expertise and excellence across the university, in a wide range of professional and industrial curriculum areas – ranging from engineering, medicine, teacher education, counselling & psychotherapy, management & leadership and social work. Other

more traditional academic curriculum areas, like PAIS and SMLC, provide opportunities for learners to undertake exchange visits, internships or short placements, enabling them to relate their studies to the workplace in the UK and internationally. The extent and mode of WBL is dependent upon the discipline, level and mode of delivery of each course. The framework sets out the principles and practices that all these approaches share, while also recognising that a greater level of support and scrutiny is required of a full WBL programme in contrast to a short placement activity.

The Warwick work-based learning continuum



As articulated in the Education Strategy (2018), Warwick is committed to developing innovative, responsive, flexible and learner-centred provision. The University is building upon its existing strengths to develop accessible routes into degree level study for 'non-traditional' learners. This includes developing a range of flexible pathways to and through degrees, cross departmental programmes and accredited and non-accredited short courses. Work-based learning is central to these goals – and the framework is designed to enhance flexibility and diversity by supporting the development of:

- WBL that is integrated and accredited within degree programmes
- stand-alone WBL and or placement modules that can build towards an award
- accredited placements, work experience and a programme of study
- Modules and courses that enable employees to use their workplace settings for learning and assessment
- continual professional development that leads to accredited awards
- Degree Apprenticeships

A framework for developing WBL provision

WBL is applicable to all levels of study. The University of Warwick WBL framework is designed to facilitate course and module level approaches to WBL – to develop a breadth of provision from fully integrated programmes to stand-alone modules or assignments.

The WBL framework can be used in a variety of ways. In particular, the module templates outlined below and attached are designed to:

- support the development of programmes with substantial work-based learning components or that integrate academic and practice-based learning experiences - by utilising various combinations of WBL module templates, existing subject modules and, as appropriate, accredited in-company training and/or individual APEL. This may take the form of named 'joint' or 'with' programmes, where WBL is linked to a traditional academic discipline;
- encourage the integration of WBL modules within subject specific programmes of study, especially in curriculum areas where this is not typical;
- promote the construction of programmes which are mapped onto external standards – for example, Degree Apprenticeship Standards or PSRB requirements;
- support the integration of additional year international or industrial placement experiences within the curriculum;
- enable departments to repurpose existing project work within the curriculum and/or to develop specific WBL activities/assignments within existing modules;
- enhance existing work and practice-based provision, by providing common approaches to learning and teaching, assessment and learner support and ensuring the use of supportive data and information systems.

Work-based learning modules

The WBL framework uses the modular structure of the University. Framework modules have been developed within seven broad strands of WBL activity (template MA1 forms can be found in [here](#)). Module learning outcomes are mapped to FHEQ level descriptors. The module templates are guidance documents and are indicative of different approaches to WBL at the module level. Departments are encouraged to adapt and build on the templates to suit their specific disciplinary and workplace contexts. There is no requirement to translate existing WBL modules into these templates.

1. **RPL and APEL of work-based experiences:** these modules enable learners to reflect on prior work-based experiences to provide evidence of suitability to gain entry to a course of study, where traditional academic entry qualifications have not been attained (RPL). In some circumstances, through critical reflection, prospective learners will be able to map work-based experiences to module learning outcomes – and thereby gain credits for their prior

experiences (APEL). The modules are generally mapped to level 3, 4, 5 and 7. A template for the module can be found [here](#).

2. **Learning Review and Professional Development (LRPD):** these modules introduce and develop the use of reflection to identify and evidence learning from experience - especially work. They enable learners to gain credits for activities that sit outside their formal course of study – for instance, part-time employment, voluntary work or community engagement activities. The modules enable learners to reflect on their experiences, to relate theory to practice, and to develop action plans for continued personal and professional development. A major module outcome is a three-way learning agreement (learner, university and employer/other work stakeholder). Typically, this is envisaged as a 15 or 30 credit module available at levels 4 to 7. A template for the module can be found [here](#).
3. **Designing Practitioner Research:** these modules introduce learners to the theories and approaches that underpin practitioner and practice-based research. Each learner is supervised to develop an independent work-based research proposal which requires them to design a project that is feasible, realistic and ethical. They learn to plan fieldwork that relates theory to practice, developing research with the potential to inform and enhance their workplace. Subsequently, this research proposal can be realised in practice as a full work-based project (see below). This is typically a 15 or 30 credit module at level 4, 5, 6 and 7. A template for the module can be found [here](#).
4. **Work-Based Project:** these modules allow learners to undertake an extended research and development project which is directly related to their work. Work-based projects might build on the Designing Practitioner Research module (see above). At higher FHEQ levels, projects may be making the case for a change in practice, the development of a new product or the implementation of new procedures or processes in a specific work context. WBL project modules are available as 30 credit modules at levels 4 and 5 and 30 to 90 credit modules at levels 6 and 7. At level 8 project sizes are 30, 60, 120, 240 and 360. A template for the module can be found [here](#).
5. **Negotiated Learning:** these modules allow learners to develop new skills through independent learning on a topic which is related to their work settings. Negotiated learning modules are developed by the learner in conjunction with their academic and workplace supervisors. These modules also serve as templates to assist the construction and assessment of claims for AP(E)L. Negotiated learning modules are available as 15, 30, 45 or 60 credit modules at levels 4 to 7. A template for the module can be found [here](#).
6. **Learning from Work:** these modules provide the opportunity for learners to gain credit for the work activities they undertake alongside their studies. The

modules support the integration of formal study with extra mural activities such as internships, placements and often intercalated and international activity. They can develop international and intercultural employability skills and support learners to recognise, reflect and articulate these. The modules introduce and develop the use of reflection to identify and evidence learning from work and are available as 15, 30, 45 or 60 credit modules at levels 4 to 7. A template for the module can be found [here](#).

- 7. Interdisciplinary or transdisciplinary examination of theory and practice:** this module is run through IATL and enables learners to participate in a module outside of their core disciplinary field to develop innovation and enterprise skills. Learners will undertake an intensive piece of challenge-based enquiry, working in virtual teams with peers from Australia and Malaysia from a range of other disciplines. Challenges are set by employers – in the fields of digital, creative and social – and groups present their findings in real-world contexts. This is a level 6 module. Details can be found on the [Interdisciplinary Modules](#) pages on the IATL website.

These module templates are underpinned by the principles of WBL as outlined above. They provide a flexible and resource-efficient set of tools to enable departments to develop provision that is appropriate to their discipline and sensitive to the needs of their learners and employers. They enable individual learners to reflect on their personal and professional development and gain new knowledge and skills.

Assuring WBL quality and standards

According to the revised [QAA Quality Code 2018](#), the University has a responsibility to ensure the quality and standards of provision delivered in partnership with other organisations – that, ‘it has in place effective arrangements to ensure that the standards of its awards are credible and secure’ and ‘the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.’ Programme, departmental and institutional level processes for approval, monitoring and review are designed to ensure academic standards and the quality of the learning experiences. Handbooks should clearly articulate arrangements for when a placement fails, including alternative and re-assessment activities.

Module and programme approval

The approval process for WBL provision follows the standard processes of the University. Course proposals will be considered/approved by the Course Proposal Scrutiny Panel while any collaborative/placement arrangements will be considered by Partnerships Committee. Modules, utilising the templates from the framework, are approved at departmental level. Section 8 of the Course Approval form requires

course proposers to outline arrangements for placement-based learning – and this should be completed where any credit-bearing learning is dependent on a placement (see [Course Proposal form](#)).

When considering a programme developed under the WBL design principles the Course Proposal Scrutiny Panel and Partnerships Committee will review the following areas.

Programme overview and work/professional context

A brief overview of the Programme, including a programme context statement.

Programme aims

This should include a clear statement of each programme aim describing how the proposed programme will realise these aims as well as any ethical considerations that may be specific to the programme.

Proposed award title

In the case of Degree Apprenticeships this should either follow the Standard award title or give a rationale for the proposed non-standard title.

Programme design and construction

An outline of how the programme is aligned to the WBL framework. This should identify the academic level and volume of credit for the programme and each component. Details of how learners and employers have been involved in design and development should be included.

Academic and pastoral support

A key focus will be on how the department intends to maintain contact with learners while they are in the workplace. Proposers should set out how learners will be supported within the workplace, as well as how they will be able to access central and departmental support during these periods. The [Role Descriptors for Apprenticeship Tutor and Workplace Mentor](#) set out what would typically be expected from the University and the employer on a Degree Apprenticeship. The [Placement Learning – Roles and Responsibilities](#) sets out University expectations for placement modules.

Learner engagement

A description of how programme teams will engage with learners' voices should be included. This should outline approaches to gaining student feedback on learning and teaching, assessment, curriculum, academic and pastoral support.

Description of negotiated programme learning outcomes

These should reflect the WBL framework level descriptors.

Teaching, learning and assessment strategies

A description of the teaching and learning strategies to be employed to support the achievement of identified learning outcomes.

Negotiated Module(s)/Work-based Project(s)

Where programmes use Negotiated Modules and/or Work- Based Project modules the negotiated content, aims, learning outcomes and specific assessment requirements of each module need to be specified to appropriately reflect those of the validated module.

Professional requirements (as appropriate)

A statement on how the programme meets professional requirements. For example, professional body requirements, apprenticeship standards.

Proposals for new Degree Apprenticeships are submitted on a specific course approval form and are considered by a specialist sub-group of Partnerships Committee. The form and associated guidance documents can be obtained by emailing DA.Approvals@warwick.ac.uk.

Proposals for international placement programmes are submitted to the Study Abroad team on a specific approval form (see [Study Abroad Proposal template](#)). Proposals are considered by a specialist sub-group of Partnerships Committee.

Departments should ensure that an appropriate risk assessment is undertaken in conjunction with the learner and employer, taking into consideration regional and/or country-specific factors in the case of non-UK placements. Guidance on carrying out risk assessments can be found on the [University's Risk Management Governance webpages](#).

As with other research and practice-based activities, departments and learners should consider any ethical factors that impact on their workplace activities. Departments should note any prospective ethical issues in course approval documentation and this should form part of due diligence and risk assessment when working with a new partner. Where appropriate, learners should be supported to complete normal departmental and faculty ethical approval processes – taking into account subject ethics statements. Where assessment tasks require learners to engage in real-world workplace design and implementation, departments should be particularly mindful of ethical implications such as confidentiality.

Monitoring and review

Programme teams and departments are responsible for ongoing monitoring and review of programmes with WBL elements. Rigorous yearly evaluation will ensure the standards of WBL programmes and the quality of student experiences. On an annual basis, departmental Education Committees should consider all WBL provision – drawing on an evidence-base of enrolment, continuation and attainment levels, as well as feedback from learners and employers. Learners' engagement and feedback is especially important, and evidence should be collected from:

- Student Staff Liaison Committee;

- Module Evaluation Questionnaire;
- participation as appropriate in the National Student Survey.

All WBL modules should have a Module Handbook which should be updated on an annual basis and should reflect feedback and review. A template for a Negotiated Study Module Handbook can be found [here](#).

WBL is reviewed at institutional level through existing quality assurance and enhancement processes. Given the importance and levels of risk attached to WBL activities, it is an explicit focus of both Institutional Teaching and Learning Review and Teaching Excellence Group meetings. Partnerships Committee undertakes full review of WBL provision as part of the [Collaborative Review](#) process. A register of all WBL provision will be kept by the Teaching Quality team and updated on an annual basis.

The application of work-based learning at Warwick

Two of the most prominent areas of WBL identified in the Education Strategy are Degree Apprenticeships and placement-based learning. Together they will have a significant positive impact on the employability of Warwick students, however we must ensure a consistent approach to the development and implementation of these opportunities. Further details of these two key areas are provided below.

Degree Apprenticeships – Development

The following principles apply to all Degree Apprenticeship programmes.

1. Degree Apprenticeship programmes must be mapped against the knowledge, skills and behaviours defined within a relevant Apprenticeship Standard, and can be at Undergraduate (6) or Postgraduate (7) level. Details of all approved Standards and those in development can be found on the [Institute for apprenticeships website](#).
2. Degree Apprenticeship programmes should be developed in collaboration with representatives from industry (businesses, trade bodies, Professional, Statutory and Regulatory Bodies (PSRBs)) to ensure that they satisfy the requirements of employers. Whilst it can be a useful indicator, significant demand from prospective apprentices (e.g. at open days) does not necessarily translate to market demand, which is based more on sector skills gaps and employer needs.
3. Degree Apprenticeship Programmes will almost certainly not follow traditional academic timetables, and they may also not follow the traditional academic year. An apprentice must spend at least 20% of their time in off-the-job

training including study for their qualification, but this means they normally spend up to 80% of their time in the workplace. This can be achieved in a variety of ways including:

- a) **Block release** (e.g. one week blocks away from the workplace) – this model is useful when working with national employers, and may provide a more traditional student experience during the apprentice’s time at University.
 - b) **Day release** (e.g. one day per week away from the workplace) – this model may work best with local employers, however, is likely to result in a less traditional student experience during the apprentice’s time at university.
 - c) **Blended learning** – this combines face to face learning with distance learning through a platform such as Moodle.
 - d) **Accredited Work-Based Learning** – by applying the methodology within this framework, programmes can be developed that contain WBL modules which satisfy the University’s rigorous quality requirements, whilst allowing apprentices to demonstrate knowledge gained through work.
4. All WBL framework programmes that lead to Degree Apprenticeships should reflect the relevant WBL framework level descriptor and the appropriate QAA Qualification descriptors.
 5. Negotiated modules can operate in two ways:
 - a) as negotiated ‘shell’ modules that contain work/practice specific content;
 - b) as benchmarks for the recognition and accreditation of learning.
 6. Degree Apprenticeship programmes that lead to major awards (Masters, Bachelors degrees) should normally include a major Work-Based Project or Negotiated Learning module.
 7. WBL framework modules from strands 1 and 2 have specified outcomes for assessment that are not negotiated. However, the way that these modules are delivered can be tailored for specific work/practice and/or sector/organisation/cohort purposes.
 8. Degree Apprenticeship programmes may contain combinations of Work-Based Project modules, Negotiated modules and non-negotiated WBL framework modules.
 9. Degree Apprenticeship programmes may contain other validated subject-based content, but these should not normally comprise more than 50% of the programme.

10. Degree Apprenticeship programmes must be approved through the Universities Course Approvals Process, and where necessary must be approved through the relevant PSRB. Due to the significant differences between Degree Apprenticeships and traditional degrees the University has developed an alternative Course Approvals process, details of which can be obtained by emailing DA.Approvals@warwick.ac.uk.
11. Guidance on what DA Course Approvals Panel members will be expecting to see when reviewing a proposal can be found in the accompanying documents.

Degree Apprenticeships – Implementation

1. Where a prospective Degree Apprentice has relevant experiential learning through prior employment, this should be assessed through agreed on-entry assessment processes to:
 - a. determine whether they have sufficient experiential learning to gain entry to the DA programme;
 - b. determine whether credit should be awarded, and specific exemptions made from the programme of study. Where exemptions are made this will normally result in a discounted price being charged to the employer for the individual learner in line with Degree Apprenticeship funding rules.
2. At the commencement of the apprenticeship a Commitment Statement must be signed by the University, the Apprentice and the Employer. This agreement outlines the roles and responsibilities of the three parties and will incorporate an Individual Learning Plan for the Apprentice.
3. Throughout the apprenticeship, quarterly Tripartite Reviews must take place between the Apprentice, the University Apprenticeship Tutor and the Line Manager/workplace mentor. These reviews are in place to help ensure that the Apprentice is making sufficient progress, and where necessary put in place additional support mechanisms.
4. Throughout the apprenticeship, apprentices are advised to maintain a Reflective Learning Journal to record their thoughts, experiences, challenges and achievements. Templates and guidance on keeping an RLJ are available from the Work-Based & Professional Development Team.
5. Attendance, progress and achievements, including records of the minimum 20% off-the-job training should be kept in the University's WBL e-portfolio system OneFile, which is accessible to the Apprentice, Apprenticeship Tutor and Employer.

6. At the culmination of every apprenticeship each apprentice must undertake an End Point Assessment (EPA) to test their Knowledge, Skills and Behaviours against those set out in the relevant Apprenticeship Standard. This EPA can be an integral part of the degree (Integrated Degree Apprenticeships) but most often it is carried out by an independent third party (Non-Integrated Degree Apprenticeships).

In addition to being employees, apprentices are students of the University and therefore have the same right to support, guidance and development opportunities as students on traditional degrees. Due to the 80% 'on-the-job' nature of Degree Apprenticeship provision, the framework prescribes the responsibilities of the work-based mentor, line manager and the Apprenticeship Tutor. These are roles that are not normally associated with a traditional degree but are essential for creating the right environment for progression and success of apprentices, particularly whilst in the workplace. Role descriptors can be found in the accompanying documents. While these are specific to Degree Apprenticeships, the duties are applicable to other WBL activities.

Further information on Degree Apprenticeships at Warwick and contact details for the Work-Based & Professional Learning Team can be found [here](#). The team will support academic departments with all aspects of Degree Apprenticeship development including, employer engagement, structuring of programmes, e-learning content development, WBL module development, provision of template forms and compliance with University and statutory requirements.

All Degree Apprenticeship template forms can be obtained from the University's Degree Apprenticeships web pages at <https://www.warwick.ac.uk/go/degreeapprenticeships/universitystaff/templates/>. These forms are updated regularly so please ensure you are always using the most recent version.

Placement-based learning

The new Employability Strategy aims to enhance the development of and access to placement-based learning, internships and work experience. For the purposes of this framework placement-based learning refers to credit-bearing learning undertaken in the workplace during a traditional degree - and includes activities ranging from short-term industrial projects to extended international internships. It is distinct from Degree Apprenticeships in that departments and students have greater flexibility in designing the scope and nature of workplace activities and assessment. Concerns have been raised that the advent of Degree Apprenticeships may have an adverse impact on the availability of placement opportunities, however early evidence suggests that this has not been the case (National Centre for Universities and Business, 2018). Much of the guidance on the development and delivery of Degree Apprenticeships provided in this framework is applicable to placement-based

learning and can be adapted for use. Furthermore, whilst work-based activities which are normally non-credit bearing - such as volunteering and internships - have less prominence in this framework, many of the principles are still relevant.

The central Work-Based & Professional Learning and Placements teams will support departments and learners to develop accredited modules for placement-based learning, to undertake placements and to integrate work and study. Examples of WBL modules that could be utilised for placement-based learning are: Designing Practitioner Research, Work-Based Project, Negotiated Learning, Learning from Work and Interdisciplinary or transdisciplinary examination of theory and practice. Departments are responsible for the quality of placement learner experiences. They need to consider the contribution that placement-based learning makes to the overall aims of the course and course learning outcomes when designing, approving, monitoring and reviewing the course and when designing and implementing the associated assessment strategy. Any assessment of placement-based learning should be subject to the usual departmental procedures for internal moderation and external examining, and standards applied to the assessment of placement-based learning must be consistent with Subject Benchmark Statements and other reference points, such as the FHEQ.

Prior to learners embarking on a placement, departments should ensure that they are made aware of their rights and responsibilities. Information provided should include information on the financial implications of placement-based learning and sources of pastoral support whilst on placement. Whenever possible, guidance to learners should be developed in consultation with placement providers. All learners should be made aware of the University's [Student Complaints Resolution Procedure](#) which can be used vis-à-vis any aspect of the teaching and learning process, and University provision to support teaching and learning. Departments should also liaise with placement providers to ensure that placement students understand how to engage with their complaints processes. It is essential that departments carry out an appropriate risk assessment in conjunction with the learner and placement provider before the start of the placement, and that this is updated as necessary. Guidance on carrying out risk assessments can be found on the [University's Risk Management Governance webpages](#).

Some key guiding principles for the implementation of placement-based learning are outlined below.

1. Learners should be provided with appropriate academic guidance and support in preparation for their placement, during the placement and after the placement. Preparation should include the workplace as a context for learning and how to reflect, identify and evidence learning from experience.
2. At the commencement of the placement a Commitment Statement should be signed by the University, the Student and the Employer. This agreement outlines

the roles and responsibilities of the three parties and will incorporate a Placement Learning Plan (PLP) for the Student. It sets out details of academic and pastoral support while the student is on placement.

3. During the placement there should be at least one mid placement academic review of reflection upon experience to identify and evidence learning.
4. During longer placements (e.g. Intercalated Years) departments are advised to conduct quarterly reviews between the tutor, learner and employer to assess progress and put in place additional support as required.
5. Throughout longer placements students are advised to maintain a Reflective Learning Journal to record their thoughts, experiences, challenges and achievements. Projects, internships and placements should be encouraged to reflect on the development of their (international) employability and intercultural skills and how these enable them to achieve their career aspirations. Templates and guidance on keeping an RLJ are available from the Work-Based & Professional Development Team.
6. For longer placements, it may be possible to use the University's WBL e-portfolio system OneFile to record progress and achievements against the Individual Learning Plan. To discuss this option please contact the Work-Based & Professional Learning Team.
7. Assessment tasks should enable learners to reflect on their placement and how the learning achieved is relevant to their course.

Departments should ensure that members of academic staff involved in placement-based learning are competent to fulfil their role - as outlined in the Placement Learning – Roles and Responsibilities document. Departments are encouraged to ensure that documentation covering the departmental role is available and that adequate handover between staff takes place when departmental responsibilities change.

Template forms for placement learning can be obtained from the University's Work-Based & Professional Learning website.

Learning and teaching

WBL positions a learner's own professional and/or industrial work practice as the subject of study. As such, it is concerned with the development and application of knowledge, understanding and skills that emerge from these work-based experiences. The workplace is explicitly recognised as a site of knowledge production. Due to the nature of WBL, the tutor generally acts as facilitator and critical friend, rather than as subject expert. As WBL is situated and constructed within the workplace it has an impact that goes beyond the learner and their academic facilitator. At its best, WBL results in the 'practitioner's' increased capacity

to solve the real problems and challenges they encounter within their working environment.

As the learner's own practice is the 'subject' of study within the field of WBL, reflection is central to the learning process. It is the means through which an individual learner identifies themselves as a critical social actor within their workplace. This learning process is dependent upon the development and enhancement of a range of analytical and evaluative cognitive skills which enable the learner to reflect on their knowledge, skills and behaviours. Reflection on a learner's own practice and work context also has the potential to generate knowledge that is applied to this work/practice. The emphasis on work-based practice and work-based projects is explicitly designed to bring critical and creative thinking to real world problems in the form of work and practice-based inquiry.

Assessment

The emphasis throughout the framework is on the use of a variety of assessment methods designed to support the development of the learners' critical and reflective knowledge and understanding. Learners' engagement with their workplace forms the basis of assignments. Applied assignments provide the opportunity for learners to compare and contrast theory and practice and, in doing so, develop a more informed and sophisticated critical understanding of both. Assessments are likely to include real-world work "products". Across a major WBL award a wide range of assessment tasks will be employed. These tasks might include:

- individual and group presentations;
- Short or long term industry projects;
- placement reports.
- fieldwork diaries;
- problem solving briefs;
- literature based assignments;
- summative portfolios from CPD activity;
- research investigations into practice;
- management and technical reports;
- reflective portfolios of evidence of learning from work;
- social learning tools such as blogs and wikis;
- negotiated assignments;

- problem and enquiry-based tasks.

Grades for modules and recommendations for awards are determined within the existing Assessment Board structure of the University. The standard assessment regulations of the University apply.

Learner support

All learners will be enrolled as students of the University of Warwick and, as such, have full access to academic and pastoral support services of the University.

Induction will be available both face-to-face and on-line. The induction will include discussions and presentations about mutual expectations, the design and approach of the programme, assessment, study skills and how to access University of Warwick learning resources and support services.

The home department is required to ensure continual contact with learners during periods within the workplace. The Placement learning – roles and responsibilities document outlines the main responsibilities for the department while learners are on work placement. A blended learning approach will be followed incorporating a small number of face-to-face “touch points”. All learners will make use of a VLE that supports on-going learning and reflection through each programme, and in some cases may utilise the University’s WBL e-portfolio system OneFile. Between “touch point” sessions VLE support will be combined with opportunities for email and telephone guidance from Programme teams.

Work-based learners benefit from having guidance and support from someone in the workplace. This may take the form of a named key contact within the place of work. The University has developed a role description for a Workplace mentor. While this is specific to Degree Apprenticeships, it is a useful template for other WBL modules and programmes. The role of the key contact is to provide in-house guidance to the learner and to facilitate access to learning resources within the organization. The home department should negotiate the development of such a key contact for WBL cohorts from a specific employer.

Conclusion

As a live and online resource, this WBL framework enables colleagues and departments to enhance provision by sharing and learning from good practice across the institution. Support for the development and implementation of WBL opportunities is available from the new Work-Based & Professional Learning team in the Education Group.

DRAFT

List of accompanying documentation

1. Work-based learning framework level descriptors
2. Questions for consideration when reviewing a DA proposal
3. Generic role description and person specification for 'Apprenticeship Tutor' and 'Workplace Mentor' on Degree Apprenticeship programmes
4. QAA Quality Code – Advice and Guidance: Work-Based Learning (2018)
5. Quality assuring higher education in apprenticeships (2nd edition) QAA, 2018
6. Template for Annual Course Review Report for work-based learning provision
7. 15 credit Negotiated Learning module template
8. 30 credit Negotiated Learning module template
9. Negotiated Learning module handbook template
10. 15 credit Work-Based Project module template
11. 30 credit Work-Based Project module template
12. Learning, Recognition and Development module template
13. Designing Practitioner Research module template
14. Learning Review module template
15. 15 credit Planning Personal and Professional Development module template
16. Apprenticeship commitment statement
17. Apprenticeships reflective journey guidance template
18. Apprenticeships tripartite review template
19. Placement learning commitment statement
20. Placement learning reflective learning guidance template
21. Placement learning – roles and responsibilities

Document 1

Work-based learning framework level descriptors

The following level descriptors are informed by the *SEEC Credit Level Descriptors for Higher Education* (SEEC, 2016). The SEEC descriptors attempted to more clearly reference the use of credit in relation to work-based learning and accreditation. The descriptors are also informed by practice at other UK higher education institutions which use a framework approach to WBL.

Level	<i>Identification and application of knowledge to work</i>
4	Identification and application of knowledge demonstrates an understanding of the context of own work/practice
5	Identification and application of knowledge demonstrates a broad understanding of its current limitations in a range of work/practice contexts
6	Identification and application of knowledge demonstrates a critical understanding of the inter-relationship between theory and work/practice
7	Identification and application of knowledge, demonstrates systematic and critical understanding of theory at the forefront of professional practice
8	Identification and application of knowledge in complex/unpredictable contexts, demonstrates systematic and critical understanding of theory at the forefront of professional practice
Level	<i>Understanding and application of ethical principles to work/practice</i>
4	Understanding of underlying ethical concepts demonstrates an awareness of how they relate to own work/practice
5	Understanding of established ethical concepts and principles demonstrates knowledge of the broader contexts of own work/practice
6	Understanding of key ethical principles demonstrates a coherent and in-depth knowledge of how they apply to the work/practice of self and others
7	Critical understanding of ethical principles demonstrates a systematic knowledge and coherent application of professional codes of conduct to the work/practice of self and others.
8	Critical understanding of ethical principles and dilemmas demonstrates a systematic knowledge and coherent application of professional codes of conduct to the work/practice of self and others
Level	<i>Analysis and evaluation of work-based information and concepts</i>

4	Analysis of information and/or ideas contributes to the development of an informed evaluation of own work/practice
5	Analysis of a range of established information and/or theoretical perspectives contributes to the development of evidence-based evaluation of own work/practice
6	Analysis and synthesis of a range of information, including some advanced theoretical perspectives, informs judgements and contributes to a critical evaluation of own work/ practice
7	Systematic analysis and synthesis of a range of information and advanced theoretical perspectives informs the development and critical evaluation of innovative work/practice
8	Systematic analysis and synthesis of a range of complex/incomplete information and advanced theoretical perspectives informs the development and critical evaluation of innovative work/practice
Level	<i>Reflection on work-based practice and learning</i>
4	Reflection is informed by the work/practice of others and contributes to the recognition of own work-based learning
5	Reflection is informed by engagement with other practitioners and provides insights that enhance own work-based learning
6	Reflection is becoming an established aspect of own practice, is informed by critical engagement with a community of practice and contributes to the coherent development of own work/practice
7	Reflection is an established aspect of own practice and leads to significant transformative insights which have the potential to impact on the work/practice of self and often others
8	Critical reflection is an established aspect of own practice and leads to significant transformative insights which have the potential to make a significant impact on the work/practice of self and often others
Level	<i>Work-based inquiry, action planning and problem solving</i>
4	Inquiry methods are selected and applied to own work/practice leading to appropriate action planning and/or problem solving
5	Inquiry methods are selected and applied to a range of work/practice contexts and lead to effective action planning and/or problem solving of potential significance to self and others

6	Methods of inquiry, action planning and/or problem solving are critically evaluated and - applied to enhance the work/practice of self and/or others.
7	Methods of inquiry, action planning and/or problem solving are systematically and critically evaluated and applied to the work/practice of self and/or others in complex contexts
8	Acts independently and with originality in the selection/development of methods of inquiry, action planning and/or problem solving that are systematically and critically evaluated and applied to the work/practice of self and/or others in complex contexts
Level	Communication
4	Ideas and information are communicated appropriately for identified work/practice and/or academic audiences
5	Ideas and information are effectively organised and communicated for a range of work/practice and/or academic audiences
6	Ideas and information are coherently constructed and communicated for a range of work/practice and/or academic audiences
7	Ideas and information are systematically managed and persuasively communicated for professional work/practice and/or academic audiences
8	Complex and/or contentious ideas and information, are systematically managed and persuasively communicated for professional work/practice and/or academic audiences
Level	Leadership and responsibility for self-directed learning
4	The ability to take partial responsibility for own learning is demonstrated in the context of own work/practice
5	The ability to take responsibility for the quality of own learning is demonstrated in a range of individual and/or group work/practice contexts
6	The ability to take lead responsibility for the management of individual and/or group learning is demonstrated in individual and/or group work/practice contexts
7	The ability to lead and be accountable for individual and/or group learning demonstrates critical reflection and analysis of personal motivations
8	The ability to lead and be accountable for individual and/or group learning in complex and often challenging situations demonstrates critical reflection and analysis of personal motivations

Document 2

Questions for consideration when reviewing a DA proposal
1. Does the proposed apprenticeship programme map to an approved Apprenticeship Standard?
2. Is the supporting Assessment Plan approved?
3. If the apprenticeship is identified as an 'integrated degree apprenticeship' is the University confirmed as being on the Register of End-Point Assessment Organisations to allow you to fulfil this role - <i>specifically for this Standard</i> ? If not, is a date given when the application will be submitted and by whom?
4. If the EPA is integrated, does the proposal clearly articulate how this will be undertaken, to satisfy the requirements of both the assessment plan and ESFA conditions of operating, as are relevant to an integrated degree apprenticeship?
5. Is there evidence of employer engagement throughout the development of the apprenticeship, which goes beyond endorsement of the programme once it is designed?
6. Where relevant, has the appropriate PSRB accreditation been achieved/ in the process of being achieved?
7. Within the parameters of the contractual arrangements with the ESFA, is the programme suitable for apprentices working in a range of appropriate workplace settings? For example, are shift patterns, geographical locations and specific work requirements accounted for in the structure and design of the programme?
8. Does the proposal identify the agreed or likely approach to the dual nature of recruitment, selection and admission for apprentices, with consideration given to the roles of both the employer and the university?
9. Is there recognition that the apprenticeship should meet all the needs of a new entrant to the occupation; not only the continuous professional development needs of existing employees?
10. Where there is an intention to involve other organisations in the delivery of the apprenticeship, has due consideration been given to the internal arrangements needed to assure the quality of provision?

Questions for consideration when reviewing a DA proposal

11. Is there a process for undertaking an early training needs analysis (TNA) to identify starting point for each apprentice, aligned with the principles of RPL?

12. Does the proposal demonstrate an understanding of how the TNA output is used to inform an individual learning plan for the apprentice? Is there a more detailed approach in place to establish the needs of the apprentice in place once the programme commences?

13. Is the approach to external examination clearly articulated, taking into account the required approach for end-point assessment?

14. Is there recognition of the need to collaborate with the employer throughout the apprenticeship programme? For example, clear arrangements for how the apprentice is supported in the workplace to develop the duties and KSBs covered in the Standard?

15. Does the programme demonstrate effective workplace mentoring arrangements? For example, how workplace mentors are inducted and supported in undertaking the role by both employers and providers? How the interaction between workplace mentor, apprentice and tutor is structured?

16. How will the programme team work with employers to ensure that the working environment within which apprentices are operating is appropriate to enable them to develop the required duties and KSBs for the relevant Apprenticeship Standard? This should also include matters of pastoral support, safeguarding, prevent duty, equality and diversity and health and safety.

17. Has the programme team confirmed understanding of the requirement to have in place a written agreement (contract) between the employer and university? Commitment Statement between the employer, university and apprentice?

18. In the case of non-integrated Degree Apprenticeships, whilst the decision as to which EPAO is used resides with the employer, the contractual arrangements reside with the university. Is there evidence of understanding of this?

19. Are the roles and responsibilities of all people and organisations involved in supporting the development and achievement of apprentices defined?

Questions for consideration when reviewing a DA proposal

20. Is there evidence of the intention to support and develop individuals who are involved in the development of the apprentice, but not university employees?
E.g. workplace mentors

21. Is there evidence of understanding the integration of on and off the job learning?
Does the document demonstrate how the 20% off the job learning time will be achieved, in a way which is commensurate with the likely work-environment of the apprentices?

22. Is there evidence of a blended approach to using suitable modes for teaching and learning which best support an apprenticeship?

23. Is there recognition of the need for apprenticeship activity to be tracked, across all forms and locations of delivery and that interventions and or adjustments to delivery by a range of stakeholders is managed and recorded?

24. If the apprenticeship also leads to PSRB recognition, is there the requirement for the apprentice to identify, plan and take responsibility for continuing professional development? How is this integrated into the programme?

25. What arrangements are intended to ensure the employer is actively engaged in reviewing the apprentice's ongoing progress and performance? Who, within the programme delivery team, will support this? e.g. work-based tutor

How will the programme team ensure this is taking place if working with a partner delivery organisation?

26. What is the approach to ensuring apprentices have had adequate access and practice to the forms of assessment used in EPA, throughout their programme and prior to the Gateway?

Where appropriate, how will the employer be involved in preparation of the apprentice for end-point assessment?

27. If this is an integrated degree apprenticeship how is it ensured there is independence of the process for EPA?

28. Have robust internal quality assurance arrangements been demonstrated to ensure that there will be no conflict of interest on the part of individual EPA assessor and the programme delivery team?

Questions for consideration when reviewing a DA proposal

29. The EPA must be carried out by assessors who have relevant practice-based experience and/or expertise. Is this recognised and accounted for if the apprenticeship is an integrated degree apprenticeship? Where appropriate, has the requirement for specified professional status, such as Chartered member been taken into account?

30. Has the programme team carefully considered where Level 2 qualifications in English and maths should be a pre-requisite for entry? Where it is not, how will they identify potential to succeed?

31. Are arrangements in place for apprentice's who need to achieve Level 2 maths and English before undertaking EPA? Note: this is not included in the 20% off the job learning requirement

32. Has due care been taken when designing the programme and scheduling assessment activity to ensure there is recognition of an appropriate work/study/life balance?

33. Are appropriate structures in place to ensure apprentice feedback about their experience and learning opportunities is captured?

34. Are appropriate structures in place to ensure employer feedback is captured?

35. Do both the programme and module learning outcomes map to the Knowledge, Skills and Behaviours (KSBs) of the Apprenticeship Standard?

36. Do the learning outcomes also reflect FHEQ level descriptors, Subject Benchmark statements and, where appropriate, PSRB requirements?

37. Are you confident the programme constitutes appropriate preparation for the achievement of part or all the duties and KSBs as specified by the Apprenticeship Standard, and that they meet national requirements for the academic standards and quality of higher education qualifications?

38. Does market intelligence indicate demand? What impact could the introduction of the apprenticeship have on other university provision (+/-)?

39. Overall, is the proposal aligned with the university's desired approach for the design and delivery of apprenticeship provision?

Document 3

University of Warwick Generic 'Apprenticeship Tutor'

Principal responsibilities

- To act as the first point of contact for apprentices
- To provide pastoral, academic and work-related support to apprentices
- To support employers develop their plans for recruitment, admissions, work-based and the knowledge, skills and behaviour elements of the programme
- To undertake the initial training needs analysis
- To work with employers and academic staff to develop ILP and to monitor apprentices progress
- To coordinate communication between employers, departmental academic and administrative programme team and central university team – from programme conception onwards
- To signpost apprentices to departmental and central support services where appropriate
- To work with the programme team to analyse data and produce reports
- To provide the first point of contact for managers and mentors in the workplace, keeping them informed of learner progress and confirming learner progression and status
- To manage and undertake the tripartite review in conjunction with the employer
- To ensure that the employer is providing time, support and resource to the apprentice as appropriate and as set out in commitment statement
- To contribute to the delivery of workshops and seminars
- To support apprentice recruitment processes
- To contribute to the quality assurance and enhancement of the programme
- To ensure apprenticeships are delivered in compliance with the relevant University Regulations, as well as confidentiality and data protection policies
- To support the programme team with their work-based learning research and practice
- To attend faculty, departmental and programme level Apprenticeship meetings

Departmental programme team to add course-specific responsibilities

Person specifications

- A degree (2:1 or above) or equivalent
- A qualification in teaching, learning development, coaching or mentoring, or a relevant professional or vocational qualification
- Demonstrable experience of supporting work-based learning or vocational/professional education and training

- An understanding of the Degree Apprenticeship and Higher Education landscapes
- Excellent interpersonal skills and the ability to deal with employers and senior staff to support apprentice learning
- Experience of providing academic and pastoral support for learners

Departmental programme team to add course-specific responsibilities

University of Warwick – Guidance for Workplace Mentor role (employer-based)

Principal responsibilities

- To ensure learning opportunities are available and the ILP is realised through apprentice workplace
- To provide appropriate 'on-the-job' supervision and support to the apprentice
- To participate in tripartite review
- To monitor apprentice progress and support as provided by employer as per commitment statement
- To contribute to the delivery of workshops and seminars where appropriate
- To agree work-based projects and activities as required by the ILP/EPA
- To contribute to learner engagement opportunities and SSLC where appropriate
- To contribution to decisions on preparedness for Gateway

Departmental programme team to add course-specific responsibilities

Document 4

QAA Quality Code – Advice and Guidance: Work-Based Learning (2018)

Guiding Principles

1. Work-based learning courses and opportunities are designed and developed in partnership with employers, students and other stakeholders (where appropriate) and contain learning outcomes that are relevant to work objectives.
2. Work-based learning consists of structured opportunities for learning and is achieved through authentic activity and is supervised in the workplace.
3. Work-based learning opportunities are underpinned by formal agreements between education organisations, employers and students.
4. Education organisations and employers consider any specific issues in relation to the workplace environment and deal with them appropriately, including informal agreements where appropriate.
5. Work-based learning is delivered through a meaningful partnership between students, employers and the education organisation.
6. Work-based learning opportunities enable students to apply and integrate areas of subject and professional knowledge, skills and behaviours to enable them to meet course learning outcomes.
7. Parties understand and respect the respective roles, responsibilities and expectations of the education organisation, employer and student, and appropriate training and support is provided where required.
8. Education organisations and employers acknowledge individuals have unique needs within the education organisation and in the workplace, and collaborate to ensure opportunities are inclusive, safe and supported.
9. Work-based learning opportunities are designed, monitored, evaluated and reviewed in partnership with employers.

For full QAA advice and guidance, see: <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/work-based-learning>

Document 5

Quality assuring higher education in apprenticeships (2nd edition) QAA, 2018

To access full document, see https://www.qaa.ac.uk/docs/qaa/quality-code/quality-assuring-higher-education-in-apprenticeships.pdf?sfvrsn=6e4cff81_26

Document 6

Annual Course Review Report for Work-Based Learning Provision

Name of Department

Academic Year Reviewed

Work-Based Learning Provision covered by Review report (including projects, modules, placements, Degree Apprenticeships and integrated WBL degree programmes)

Employer Engagement (include the details of the employers involved with the WBL provision outlined above, highlight any recent or planned changes)

Response to last year's Review

What follow-up action has been taken as a result of last year's review? How successful has it been? Is further action required?

Changes to the provision since last year

Have there been any significant changes to the provision since last year (e.g. changes to monitoring procedures, assessment, induction, student support mechanisms or documentation)? What were the reasons for the changes and how successful have they been?

Admissions details

What were the applications and intake numbers from home and overseas students (FT and PT if applicable)? Are intake targets being met, and if not what can be done to improve matters? Is intake quality improving or declining? Include details of any marketing activities undertaken.

Progression, submission, non-completion and qualifications

Please comment on cohort analysis conducted at departmental level and compare entry and exit performances. How did students with traditional, as opposed to non-traditional, entry profiles perform? Please comment on submission rates. How does this data relate to other years?

Student Support & Guidance

Do any issues relating to pastoral or welfare provision for students need consideration? Does the documentation provided for students require revision?

Monitoring Progress

Please comment on departmental procedures for monitoring progress and how students are monitored in the workplace. Do current procedures provide an effective check of student progress? Are students given clear and useful feedback on progress to date and the future development?

Quality Assurance

What mechanisms have been used throughout the year to monitor the quality of WBL provision and how successful have these methods been?

Student Feedback

What issues have been raised at SSLC meetings and in student feedback in relation to the course?
How have these issues been dealt with? Have the students been informed of action taken?

Resources

Do any resourcing issues (e.g. teaching space, library provision, workspace, IT, equipment) need consideration?

Future Developments

Are there any planned developments or possible problems which need to be addressed during the forthcoming year?

Proposal Form for New or Revised Modules (MA1 - version 7 - April 2014)

Approval information	
Approval Type	<input type="checkbox"/> New module <input type="checkbox"/> Revised module <input type="checkbox"/> Discontinue module
Date of Introduction/Change	
If new, does this module replace another? If so, enter module code and title:	No
If revised/discontinued, please outline the rationale for the changes:	NA
Confirmation that affected departments have been consulted:	

Module Summary	
1. Module Code (if known)	
2. Module Title	15 credit Negotiated Learning
3a. Lead department:	
3b. Teaching Split (if known):	
4. Name of module leader	
5. Level	UG: <input type="checkbox"/> Level 4 (Certificate) <input type="checkbox"/> Level 5 (Intermediate) <input type="checkbox"/> Level 6 (Honours) PG: <input type="checkbox"/> Level 7 (Masters) <input type="checkbox"/> Level 8 (Doctoral) See Guidance Notes for relationship to years of study
6. Credit value(s) (CATS)	15
7. Principal Module Aims	The aim of this module is to facilitate the conduct and reporting negotiated learning of relevance to a specific work context.
8. Principal Learning Outcomes	Level 4:

Module Summary

	<p>Demonstrate the ability to identify and analyse sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.</p> <p>Level 5: Demonstrate the ability to identify, analyse and synthesise sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.</p> <p>Level6: Demonstrate the ability to identify, analyse, synthesise and evaluate sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.</p> <p>Level 7: Demonstrate the ability to identify, analyse, synthesise and critically evaluate sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.</p>
9. Timetabled Teaching Activities (summary)	
10. Departmental Web-link	
11. Other essential notes	
12. Assessment methods (summary)	

For use by Strategic Planning and Analytics Office only - Do not fill in this section

Level	JACS3 Code	Teaching Split
		<i>If not provided in 3b above</i>

External Credit Level		Scheme	

Module Context				
13. Please list all departments involved in the teaching of this module. If taught by more than one department, please indicate percentage split.				
14. Availability of module				
Degree Code	Title	Study Year	C/OC/A/B/C	Credits
Example	Accounting and Finance	1	C	12
15. Minimum number of registered students required for module to run				
16. Pre- and Post-Requisite Modules				

Module Content and Teaching		
17. Teaching and Learning Activities (<i>totals for module – please see guidance</i>)		
Module duration (weeks)		
Lectures		
Seminars		
Tutorials	4	
Project Supervision		
Demonstration		
Practical Class/Workshops		
Supervised time in studio/workshop	6	
Fieldwork		
External visits		
Work based learning	140 independent study supported by Module Handbook	
Placement		
Year abroad		
Other activity (please describe): e.g. distance-learning, intensive weekend teaching etc.		
18. Assessment Method (Standard)		
Type of assessment	Length	% weighting
Written Examinations	Hours	

Module Content and Teaching		
Practical Examinations	Hours	
Assessed essays/coursework	Words	
18a. Final chronological assessment (<i>please see guidance</i>)	<p>Assessment may take the form of either:</p> <ol style="list-style-type: none"> 1. Report of 2700 - 3000 words, or 2. Work Artefact and Critical Commentary agreed in advance by the University as equivalent to 3000 words. <p>The provision of the artefact and analytical commentary option offers flexibility for students to compile evidence that is most suited to their work-based learning study.</p>	

19. Methods for providing feedback on assessment.

Written feedback

20. Outline Syllabus

The following topics are covered in detail and supported by exercises in the module handbook:

- Work-based and self-directed learning
- Management and organisation of self and negotiated learning
- Constructing, writing and referencing work-based negotiated learning.

The handbook is reinforced by 3x2 hour workshop sessions which contextualise the topics covered in the handbook.

Individual Tutorial time is used to discuss a draft report/critical commentary produced by the student following the format given in the handbook.

21. Illustrative Bibliography

Levels 4 and 5:

Helyer R (2015) *The Work-Based Learning Student Handbook*, 2nd Edition, London: Palgrave.

Additional for Levels 6 and 7:

Laycock M and Karpel M (2015) *Negotiation and work-based Learning*, in Helyer R (Ed) (2015) *Facilitating Work Based Learning A Handbook for Tutors*, pp73-93, London: Palgrave.

Specific Bibliography will vary depending upon the focus of the negotiated learning.

22. Learning outcomes

Successful completion of the module leads to the learning outcomes. The learning outcomes identify the knowledge, skills and attributes developed by the module.

Learning Outcomes should be presented in the format "By the end of the module students should be able to..." using the table at the end of the module approval form:

Resources

23. List any additional requirements and indicate the outcome of any discussions about these.

Approval

24. Module leader's signature

25. Date of approval

26. Name of Approving Committee (include minute reference if applicable)

27. Chair of Committee's signature

28. Head of Department(s) signature

Examination Information

A1. Name of examiner (if different from module leader)

A2. Indicate all available methods of assessment in the table below

% Examined

% Assessed by other methods

Length of examination paper

A3. Will this module be examined together with any other module (sectioned paper)? If so, please give details below.

A4. How many papers will the module be examined by?

1 paper

2 papers

A5. When would you wish the exam take place (e.g. Jan, April, Summer)?

A6. Is reading time required?

Yes

No

A7. Please specify any special exam timetable arrangements.

Examination Information

A8. Stationery requirements

No. of Answer books?

Graph paper?

Calculator?

Any other special stationery requirements (e.g. Data books, tables etc)?

A9. Type of examination paper

Seen?

Yes

No

Open Book?

Yes

No

Restricted?

Yes

No

If restricted, please provide a list of permitted texts:

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
<p>Level 4: Demonstrate the ability to identify and analyse sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.</p> <p>Level 5: Demonstrate the ability to identify, analyse and synthesise sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.</p> <p>Level6: Demonstrate the ability to identify, analyse, synthesise and evaluate sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.</p> <p>Level 7: Demonstrate the ability to identify, analyse, synthesise and critically evaluate sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.</p>	<p>Tutorial and independent study supported by Module Handbook</p>	<p>Assessment may take the form of either:</p> <ol style="list-style-type: none"> 1. Report of 2700 - 3000 words, or 2. Work Artefact and Critical Commentary agreed in advance by the University as equivalent to 3000 words.
<p>Level 4:</p>	<p>Work- based learning and workshop</p>	<p>Assessment may take the form of either:</p>

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
<p>Demonstrate awareness of a specific work context, including ethical principles/professional codes relevant to the negotiated learning.</p> <p>Level 5: Demonstrate awareness of a specific work context, including ethical principles/professional codes relevant to the negotiated learning. Demonstrate awareness of a specific work context, including ethical principles/professional codes relevant to the negotiated learning.</p> <p>Level 6: Demonstrate an understanding of a specific work context, including ethical principles/professional codes relevant to the negotiated learning.</p> <p>Level 7: Demonstrate a critical understanding of a specific work context, including ethical principles/professional codes relevant to the negotiated learning.</p>		<ol style="list-style-type: none"> 1. Report of 2700 - 3000 words, or 2. Work Artefact and Critical Commentary agreed in advance by the University as equivalent to 3000 words.
<p>Level 4: Review how the negotiated learning has been planned and put into operation.</p> <p>Level 5:</p>	<p>Workshop and independent study supported by Module Handbook.</p>	<p>Assessment may take the form of either:</p> <ol style="list-style-type: none"> 1. Report of 2700 - 3000 words, or 2. Work Artefact and Critical Commentary agreed in advance by the University as equivalent to 3000 words.

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
<p>Reflect upon how the negotiated learning has been planned and put into operation.</p> <p>Level 6: Critically reflect upon how the negotiated learning has been planned and put into operation.</p> <p>Level 7: Critically reflect upon and critically evaluate how the negotiated learning has been planned and put into operation.</p>		
<p>Level 4: Select appropriate content, medium and style that is appropriate for a professional and /or academic communication. Evidence sources of information by referencing sources using a consistent style.</p> <p>Level 5: Select appropriate content, medium and style that is concise and appropriate for a professional and /or academic communication. Evidence sources of information and demonstrate origins of ideas by referencing sources using a consistent style.</p> <p>Level 6:</p>	<p>Tutorial and independent study supported by module handbook.</p>	<p>Assessment may take the form of either:</p> <ol style="list-style-type: none"> 1. Report of 2700 - 3000 words, or 2. Work Artefact and Critical Commentary agreed in advance by the University as equivalent to 3000 words.

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
<p>Select appropriate content, medium and style that is clear, concise and appropriate for a range of professional and /or academic communication. Evidence sources of information and demonstrate origins of ideas with precision by referencing sources using a consistent style.</p> <p>Level 7:</p> <p>Select appropriate content, medium and style that is clear, concise and persuasive for a range of professional and /or academic communication. Evidence sources of information and demonstrate origins of ideas with precision by referencing sources using a consistent style. Select appropriate content, medium and style that is clear, concise and persuasive for a range of professional and /or academic communication. Evidence sources of information and demonstrate origins of ideas with precision by referencing sources using a consistent style.</p>		

Proposal Form for New or Revised Modules (MA1 - version 7 - April 2014)

Approval information	
Approval Type	<input type="checkbox"/> New module <input type="checkbox"/> Revised module <input type="checkbox"/> Discontinue module
Date of Introduction/Change	
If new, does this module replace another? If so, enter module code and title:	No
If revised/discontinued, please outline the rationale for the changes:	NA
Confirmation that affected departments have been consulted:	

Module Summary	
1. Module Code (if known)	
2. Module Title	30 credit Negotiated Learning
3a. Lead department:	
3b. Teaching Split (if known):	
4. Name of module leader	
5. Level	UG: <input type="checkbox"/> Level 4 (Certificate) <input type="checkbox"/> Level 5 (Intermediate) <input type="checkbox"/> Level 6 (Honours) PG: <input type="checkbox"/> Level 7 (Masters) <input type="checkbox"/> Level 8 (Doctoral) See Guidance Notes for relationship to years of study
6. Credit value(s) (CATS)	15
7. Principal Module Aims	The aim of this module is to facilitate the conduct and reporting negotiated learning of relevance to a specific work context.
8. Principal Learning Outcomes	Level 4:

Module Summary	
	<p>Demonstrate the ability to identify and analyse sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.</p> <p>Level 5: Demonstrate the ability to identify, analyse and synthesise sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.</p> <p>Level6: Demonstrate the ability to identify, analyse, synthesise and evaluate sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.</p> <p>Level 7: Demonstrate the ability to identify, analyse, synthesise and critically evaluate sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.</p>
9. Timetabled Teaching Activities (summary)	
10. Departmental Web-link	
11. Other essential notes	
12. Assessment methods (summary)	

For use by Strategic Planning and Analytics Office only - Do not fill in this section

Level	JACS3 Code	Teaching Split
		<i>If not provided in 3b above</i>

External Credit Level		Scheme	

Module Context				
13. Please list all departments involved in the teaching of this module. If taught by more than one department, please indicate percentage split.				
14. Availability of module				
Degree Code	Title	Study Year	C/OC/A/B/C	Credits
Example	Accounting and Finance	1	C	12
15. Minimum number of registered students required for module to run				
16. Pre- and Post-Requisite Modules				

Module Content and Teaching		
17. Teaching and Learning Activities (<i>totals for module – please see guidance</i>)		
Module duration (weeks)		
Lectures		
Seminars		
Tutorials	6	
Project Supervision		
Demonstration		
Practical Class/Workshops		
Supervised time in studio/workshop	6	
Fieldwork		
External visits		
Work based learning	288 independent study supported by Module Handbook	
Placement		
Year abroad		
Other activity (please describe): e.g. distance-learning, intensive weekend teaching etc.		
18. Assessment Method (Standard)		
Type of assessment	Length	% weighting
Written Examinations	Hours	

Module Content and Teaching		
Practical Examinations	Hours	
Assessed essays/coursework	Words	
18a. Final chronological assessment (<i>please see guidance</i>)	<p>Assessment may take the form of either:</p> <ol style="list-style-type: none"> 3. Report of 5400 - 6000 words, or 4. Work Artefact and Critical Commentary agreed in advance by the University as equivalent to 6000 words. <p>The provision of the artefact and analytical commentary option offers flexibility for students to compile evidence that is most suited to their work-based learning study.</p>	

19. Methods for providing feedback on assessment.
Written feedback
20. Outline Syllabus
<p>The following topics are covered in detail and supported by exercises in the module handbook:</p> <ul style="list-style-type: none"> • Work-based and self-directed learning • Management and organisation of self and negotiated learning • Constructing, writing and referencing work-based negotiated learning. <p>The handbook is reinforced by 3x2 hour workshop sessions which contextualise the topics covered in the handbook.</p> <p>Individual Tutorial time is used to discuss a draft report/critical commentary produced by the student following the format given in the handbook.</p>
21. Illustrative Bibliography
<p>Levels 4 and 5: Helyer R (2015) <i>The Work-Based Learning Student Handbook</i>, 2nd Edition, London: Palgrave.</p> <p>Additional for Levels 6 and 7: Laycock M and Karpel M (2015) <i>Negotiation and work-based Learning</i>, in Helyer R (Ed) (2015) <i>Facilitating Work Based Learning A Handbook for Tutors</i>, pp73-93, London: Palgrave.</p> <p>Specific Bibliography will vary depending upon the focus of the negotiated learning.</p>
<p>22. Learning outcomes</p> <p><i>Successful completion of the module leads to the learning outcomes. The learning outcomes identify the knowledge, skills and attributes developed by the module.</i></p> <p><i>Learning Outcomes should be presented in the format "By the end of the module students should be able to..." using the table at the end of the module approval form:</i></p>

Resources

23. List any additional requirements and indicate the outcome of any discussions about these.

Approval

24. Module leader's signature

25. Date of approval

26. Name of Approving Committee (include minute reference if applicable)

27. Chair of Committee's signature

28. Head of Department(s) signature

Examination Information

A1. Name of examiner (if different from module leader)

A2. Indicate all available methods of assessment in the table below

% Examined

% Assessed by other methods

Length of examination paper

A3. Will this module be examined together with any other module (sectioned paper)? If so, please give details below.

A4. How many papers will the module be examined by?

1 paper

2 papers

A5. When would you wish the exam take place (e.g. Jan, April, Summer)?

A6. Is reading time required?

Yes

No

A7. Please specify any special exam timetable arrangements.

Examination Information

A8. Stationery requirements

No. of Answer books?

Graph paper?

Calculator?

Any other special stationery requirements (e.g. Data books, tables etc)?

A9. Type of examination paper

Seen?

Yes

No

Open Book?

Yes

No

Restricted?

Yes

No

If restricted, please provide a list of permitted texts:

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
<p>Level 4: Demonstrate the ability to identify and analyse sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.</p> <p>Level 5: Demonstrate the ability to identify, analyse and synthesise sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.</p> <p>Level 6: Demonstrate the ability to identify, analyse, synthesise and evaluate sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.</p> <p>Level 7: Demonstrate the ability to identify, analyse, synthesise and critically evaluate sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.</p>	<p>Tutorial and independent study supported by Module Handbook</p>	<p>Assessment may take the form of either:</p> <ol style="list-style-type: none"> 3. Report of 5400 - 6000 words, or 4. Work Artefact and Critical Commentary agreed in advance by the University as equivalent to 6000 words.
<p>Level 4:</p>	<p>Work- based learning and workshop</p>	<p>Assessment may take the form of either:</p> <ol style="list-style-type: none"> 3. Report of 5400 - 6000 words, or

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
<p>Demonstrate awareness of a specific work context, including ethical principles/professional codes relevant to the negotiated learning.</p> <p>Level 5: Demonstrate awareness of a specific work context, including ethical principles/professional codes relevant to the negotiated learning. Demonstrate awareness of a specific work context, including ethical principles/professional codes relevant to the negotiated learning.</p> <p>Level 6: Demonstrate an understanding of a specific work context, including ethical principles/professional codes relevant to the negotiated learning.</p> <p>Level 7: Demonstrate a critical understanding of a specific work context, including ethical principles/professional codes relevant to the negotiated learning.</p>		<p>4. Work Artefact and Critical Commentary agreed in advance by the University as equivalent to 6000 words.</p>
<p>Level 4: Review how the negotiated learning has been planned and put into operation.</p> <p>Level 5:</p>	<p>Workshop and independent study supported by Module Handbook.</p>	<p>Assessment may take the form of either:</p> <p>3. Report of 5400 - 6000 words, or</p> <p>4. Work Artefact and Critical Commentary agreed in advance by the University as equivalent to 6000 words.</p>

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
<p>Reflect upon how the negotiated learning has been planned and put into operation.</p> <p>Level 6: Critically reflect upon how the negotiated learning has been planned and put into operation.</p> <p>Level 7: Critically reflect upon and critically evaluate how the negotiated learning has been planned and put into operation.</p>		
<p>Level 4: Select appropriate content, medium and style that is appropriate for a professional and /or academic communication. Evidence sources of information by referencing sources using a consistent style.</p> <p>Level 5: Select appropriate content, medium and style that is concise and appropriate for a professional and /or academic communication. Evidence sources of information and demonstrate origins of ideas by referencing sources using a consistent style.</p> <p>Level 6:</p>	<p>Tutorial and independent study supported by module handbook.</p>	<p>Assessment may take the form of either:</p> <ol style="list-style-type: none"> 3. Report of 5400 - 6000 words, or 4. Work Artefact and Critical Commentary agreed in advance by the University as equivalent to 6000 words.

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
<p>Select appropriate content, medium and style that is clear, concise and appropriate for a range of professional and /or academic communication. Evidence sources of information and demonstrate origins of ideas with precision by referencing sources using a consistent style.</p> <p>Level 7: Select appropriate content, medium and style that is clear, concise and persuasive for a range of professional and /or academic communication. Evidence sources of information and demonstrate origins of ideas with precision by referencing sources using a consistent style. Select appropriate content, medium and style that is clear, concise and persuasive for a range of professional and /or academic communication. Evidence sources of information and demonstrate origins of ideas with precision by referencing sources using a consistent style.</p>		

Document 9



WARWICK
THE UNIVERSITY OF WARWICK

Example Generic DRAFT

HANDBOOK TO SUPPORT NEGOTIATED LEARNING MODULES

USING WORK-BASED LEARNING LEVELS 4 TO 7

Introduction to the Negotiated Learning Modules

The negotiated learning modules enable you to plan areas of work-based study as part of a programme of study supported by the University of Warwick. The “Negotiated Learning modules” focus on your professional practice as the core of your learning activity and enable you to gain academic credit for learning achieved through work.

This Handbook describes ten Learning Tasks that you should complete in sequence to give yourself the best opportunity to successfully complete the Negotiated Learning module. It is important to complete learning tasks 1 to 8 as quickly as you can as they are concerned with the planning of your negotiated learning module. The majority of time spent on this module should be dedicated to learning task 9.

Learning outcomes and assessment

To complete the module successfully your work should demonstrate the learning outcomes for the module. You can find the learning outcomes for the Negotiated Learning Module at academic levels 4, 5, 6 and 7 at Appendix 1 of this handbook. If you are not clear which learning outcomes apply to the module you are taking you should check with your module leader.

Assessment is an integral part of the learning process and this module is assessed through the submission of coursework. Assessment is either “formative” or “summative”. Formative assessment is when you receive feedback whilst you are completing the module and is intended to show you where you need to improve as well as show you what you are doing well. Summative assessment is the final formal assessment of your learning achievement against the expected learning outcomes of the module.

Assessment Requirements

Formative Assessment is given on a draft of your negotiated module coursework. Summative assessment for the module is based upon the final version of your coursework.

Negotiated learning modules as part of your future WBL programme

The WBL programme gives you the opportunity to negotiate your learning at the level of the module. The Negotiated Learning modules are designed to provide a structure for you to develop customised modules designed by you to contribute to your own continuing professional development (CPD). This means that you can define a module for yourself, which is focused on the development of new skills and knowledge that will benefit both you and your organisation.

A negotiated module might include a range of learning activities such as:

- short courses organised by your employer, professional body, union or the university;
- conference attendance;
- work shadowing and observation;

- visits to other organisations;
- short secondments to other units/departments;
- focussed reading.

These learning activities can form the basis of a “negotiated module” by linking them to appropriate learning outcomes and forms of assessment.

Learning Task 1

Read the following chapter and take notes on how you might identify and develop capabilities in your workplace.

- Helyer R and Kay J (2015) Building Capabilities for your future, in Helyer R (Ed.) (2015) The Work-Based Learning Student Handbook , 2nd Edition, pp 31-50. London: Palgrave.

Learning Task 2

Read the following article by Helyer:

- Helyer R (2015) Learning through reflection: the critical role of reflection in work-based learning (WBL), Journal of Work-Applied Management, Vol 7, Number 1 pp 15-27.

Make notes on the advantages Helyer identifies of being able to undertake critical reflection and what this might mean for your own professional and career development.

Planning your negotiated learning module

In your overall programme aim you identified what you would like to achieve from your WBL programme. It is equally important to be clear about what you want to achieve from each negotiated learning module that you include in your WBL programme.

A suggested template for planning a negotiated module is given below. In completing it you should think through precisely what you would like to achieve, the boundaries within which you have to work, the resources available to you and the timescale involved.

Figure 1 **Template for planning a negotiated learning module**

1.What do I want to learn and how does it fit within my overall WBL programme?	2.What will I need to do to achieve this learning?	3.What support or resources will I need?	4.What evidence of learning achievement will I be able to provide?	5.What is the timescale?

The following explanatory notes are numbered to correspond with the numbered columns in the template.

1. What do I want to learn and how does it fit within my overall WBL programme?

You need to identify what knowledge and skills you plan to gain from the learning activity. You should express these as “learning outcomes” (see below). You also need to explain how this learning fits into your overall programme.

2. What will I need to do to achieve this learning?

Describe the activity(ies) you will undertake in order to achieve the learning described in answer to the question in column 1. For example you might gain some of the knowledge from attending a short course offered by your company.

3. What support or resources will I need?

This might include resources provided by your employer such as access to information or people as well as resources provided by the University.

4. What evidence of learning achievement will I be able to provide?

You should identify how you will demonstrate that you have achieved the learning outcomes described in answer to the question in column 1. Often this will be a combination of work based evidence (for example a work document you have produced) plus a written commentary on that evidence making it explicit to the University assessor how the evidence addresses the learning outcomes.

5. What is the timescale?

You need to take into account the University timescale for modules and assessment as well as any workplace deadlines/priorities which may be relevant.

Professional bodies provide a range of information and templates to help their members plan their CPD.

Learning Task 3

Look at the range of examples on the following website and consider if you would want to make additions to the template given in Figure 1 above.

<https://www.cipd.co.uk/cpd/examples-templates.aspx>

Learning Outcomes

Learning outcomes are a statement of what a learner is expected to know, understand and be able to demonstrate as the result of a period of learning. Success in your assessment will be dependent on the achievement of your stated and agreed learning outcomes at the appropriate academic level. Your outcomes should be “**SMART**”:

- Specific:** Are your learning outcomes specific, clear and easy to understand?
- Measureable:** How will you know when the learning outcome has been achieved?
What evidence is needed to confirm that you have achieved the learning outcomes?
- Achievable:** Is it within your capabilities?
- Realistic:** Is it possible for you to perform the outcomes? How sensible is the outcome in the current work context?
- Timely:** Is there a realistic deadline? Are there review dates?

Tom plans his negotiated learning

Tom is a local government manager and has decided that his aim is to develop his own management skills in order to introduce a change in working practices within his team.

Tom describes his aim as:

“to develop my change management skills and understanding of the implementation of change in order to change working practices within the team I have responsibility for.”

To achieve this aim Tom identifies that he will need to gain change management knowledge and skills and greater understanding of how teams work. Tom is working towards a WBL Hons degree so he needs to take into account the generic description of learning outcomes for the Level 6 negotiated learning module. After discussion with his university supervisor it is agreed that this is a substantial body of work and can constitute a 15 credit point module.

Taking into account the overall module aim and the level and size of the module Tom uses the SMART criteria to help him develop the following learning outcomes:

1. The ability to identify, analyse and evaluate professional and academic literature relating to change management.
2. The ability to identify, analyse and evaluate professional and academic literature relating to work teams.
3. The ability to draw upon change and team literature to inform the development of an action plan to introduce change into a team within a local government department. The Action plan should be substantially completed for Work-Place circulation by Mid-November.

In order to ensure that he can do this in a timely manner Tom takes his mid November work deadline and works backwards to produce an action plan with key dates so he can monitor progress towards the deadline date.

Use of Resources

When thinking about the negotiated module you need to identify the human and material resources that you will need to draw upon in order to achieve your learning outcomes. For example the resources might include:

- your immediate manager;
- visits to other departments with key learning outcomes in mind;
- discussions with strategic people who can help you to see the wider picture;
- attendance at conferences;
- visits to other similar organisations in order to benchmark or gain a fresh perspective;
- job shadowing opportunities to learn about the roles of other team members;
- attendance on training events that are internal or external to your work organisation.

Learning Task 4

Read the following chapter on social learning and make notes on any ideas that may be relevant to supporting your negotiated module.

- Smith S and Smith L (2015) Social Learning: Supporting yourself and your peers, in Helyer R (Ed.) (2015) The Work-Based Learning Student Handbook, 2nd Edition, pp 184-204. London: Palgrave.

The Evidence of Learning Achievement

The evidence of the achievement of the learning outcomes of your negotiated work based learning module can take a variety of forms. Some examples of evidence include work based products such as:

- a report;
- updated guidelines, policies or procedures;
- a financial analysis;
- a project proposal or report;
- a business plan;
- development of a policy;
- a training needs assessment;
- designing a training programme;
- writing a strategy document.

You can be creative when devising how you will evidence your learning achievement but you should also be selective about which pieces of evidence you use. You are seeking to demonstrate the quality of your learning rather than the amount of activity that you have undertaken.

The evidence you submit for assessment must be:

Valid Evidence must be directly related to the learning outcome(s) you are working on.

Authentic It must be clear that any evidence submitted is produced by you or relates specifically to you/work you have undertaken.

Current Evidence should primarily be drawn from the period of activity covered by the negotiated module and be dated if possible.

Sufficient You must submit enough evidence to cover the range of the learning outcomes of the module.

You must also be **ethical** in your use of evidence. You should always seek to protect any person or organisation named in your evidence by keeping them anonymous, unless you get written permission to use the names of individuals or organisations. If you intend to include confidential material as evidence you must ensure consent for the use of material is obtained from all people involved and be sensitive to the implications of your use of evidence.

Learning Task 5

Read the following chapter and consider how you can best evidence the achievement of the learning outcomes for your negotiated learning module.

- Graham S and Rhodes G (2015) Making the most of your assessment opportunities, in Helyer R (Ed.) (2015) The Work-Based Learning Student Handbook , 2nd Edition, pp 227-252. London: Palgrave.

Example use of the Template within a 15 credit point at Level 6 negotiated learning module.

Figure 2 Tom uses the template to develop his negotiated learning module

What do I want to learn and how does it fit within my overall WBL programme?	What will I need to do to achieve this learning?	What support or resources will I need?	What evidence of learning achievement will I be able to provide?	What is the timescale?
The ability to identify, analyse and evaluate professional and academic literature relating to change management theory and skills.	Undertake a literature search and write a literature review	Access to online academic literature Advice and access to any relevant literature held by my employer	A 2000 word literature review	One semester
The ability to identify, analyse and evaluate professional and academic literature relating to work teams.	Undertake a literature search and write a literature review Attend in company training on team leadership	Access to online academic literature Line manager agreement to attend team leadership training	A 2000 word literature review	One semester – note need to check the timing of the leadership training falls within a semester
The ability to draw upon change and team literature to inform the development of an action plan to introduce change into a team within a local government department.	Consult with my line manager about the desired change and the rate of change Draft plan for approval	Line manager support. University supervisor to comment on draft action plan	A 1000 word action plan.	One semester

Note Tom is drawing upon his workplace as well as the university to support his learning. All activity is due to be completed within the same semester. Each learning outcome is evidenced and the culmination is an action plan of direct relevance to work. Note that the module description gives the indicative word count for 15 credits as 3000 words.

When checking the module description Tom realises that the evidence of learning achievement he has originally identified (i.e. the two literature reviews and the action plan) are unlikely to give him the opportunity to demonstrate that he has met all the learning outcomes for the module (see Figure 3 below). Tom can see how he might cover learning outcomes 1, and 2 in the literature review and action plan but decides he will readjust what he intends to submit for assessment to include a critical commentary on the construction of the action plan in order to cover learning outcomes 3 and combine the two literature reviews. Tom drafts this and gets positive feedback from his academic adviser. The revised plan for the negotiated module is shown in figure 4.

Figure 3 Learning outcomes for the 15 credit negotiated learning module

	Module learning outcome description
	Demonstrate the ability to identify, analyse, synthesise and evaluate sources of knowledge and evidence relevant to the planning and conduct of negotiated learning in a specific work context.
	Demonstrate an understanding of a specific work context, including ethical principles/professional codes relevant to the negotiated learning.
	Critically reflect upon how the WBL negotiated learning has been planned and put into operation.
	Select appropriate content, medium and style that is clear, concise and appropriate for a range of professional and /or academic communication. Evidence sources of information and demonstrate origins of ideas with precision by referencing sources using a consistent style.

Figure 4

Tom revises the template to ensure his evidence will address all the module learning outcomes

What do I want to learn and how does it fit within my overall WBL programme?	What will I need to do to achieve this learning?	What support or resources will I need?	What evidence of learning achievement will I be able to provide?	What is the timescale?
<p>The ability to identify, analyse, synthesise and evaluate professional and academic literature relating to leadership of change and team working (Learning Outcome 1)</p>	<p>Undertake a literature search and write a literature review.</p> <p>Attend in company training on team leadership</p>	<p>Access to online academic literature. Advice and access to any relevant literature held by my employer. Line manager agreement to attend team leadership training.</p>	<p>A 2000 word literature review</p>	<p>Within one semester</p>
<p>The ability to draw upon change and team literature to inform the development of an action plan to introduce change into a team within a local government department. (Learning outcome 1 and 2)</p>	<p>Consult with my line manager about the desired change and the rate of change</p> <p>Draft plan for approval</p>	<p>Line manager support.</p> <p>University adviser to comment on draft action plan</p>	<p>A 1000 word action plan.</p>	<p>Within one semester</p>
<p>Demonstrate achievement of learning outcomes 3 and 4</p>	<p>Keep ongoing notes in respect of each of the learning outcomes</p>	<p>University adviser to comment on draft action plan</p>	<p>A 1000 word critical commentary on the design, implementation and outcome of the negotiated learning module.</p>	<p>Within one semester</p>

Learning Task 6

Review the notes you have made in response to Learning Tasks 1 to 5 and then complete a draft of the template for you negotiated learning module. Discuss your plan with the work stakeholder of your learning agreement if possible and revise in the light of their feedback.

Learning Task 7

Refer to the general learning outcomes for the module as given in Appendix 1 and check that the outcomes and assessment you have proposed map onto the general learning outcomes. Send your draft to your academic adviser for feedback. Ask particularly for feedback on the appropriateness of the module size (number of credits) and the module level.

Learning Task 8

Revise your template in the light of the feedback you have received and put it into operation.

Learning Task 9

Prepare a full draft of the evidence you intend to submit to show you have achieved the learning outcomes for the negotiated learning module and send the draft to your academic adviser for feedback.

Learning Task 10

Revise your work in the light of the feedback you have received, check spelling, word count and referencing and submit the final version for assessment.

References

Graham S and Rhodes G (2015) Making the most of your assessment opportunities, in Helyer R (Ed.) (2015) *The Work-Based Learning Student Handbook*, 2nd Edition, pp 227-252. London: Palgrave.

Helyer R (Ed.) (2015) *The Work-Based Learning Student Handbook*, 2nd Edition. London: Palgrave.

Helyer R (2015) Learning through reflection: the critical role of reflection in work-based learning (WBL), *Journal of Work-Applied Management*, Vol 7, Number 1 pp 15-27.

Smith S and Smith L (2015) Social Learning: Supporting yourself and your peers, in Helyer R (Ed.) (2015) *The Work-Based Learning Student Handbook*, 2nd Edition, pp 184-204. London: Palgrave.

Web based resources

Example CPD templates:

<https://www.cipd.co.uk/cpd/examples-templates.aspx>

Appendix 1

Learning outcomes for Negotiated Learning Modules at Levels 4 to 7 (To Add)

Proposal Form for New or Revised Modules (MA1 - version 7 - April 2014)

Approval information	
Approval Type	<input type="checkbox"/> New module <input type="checkbox"/> Revised module <input type="checkbox"/> Discontinue module
Date of Introduction/Change	
If new, does this module replace another? If so, enter module code and title:	No
If revised/discontinued, please outline the rationale for the changes:	NA
Confirmation that affected departments have been consulted:	

Module Summary	
1. Module Code (if known)	
2. Module Title	30 credit Work-based Project
3a. Lead department:	
3b. Teaching Split (if known):	
4. Name of module leader	
5. Level	UG: <input type="checkbox"/> Level 4 (Certificate) <input type="checkbox"/> Level 5 (Intermediate) <input type="checkbox"/> Level 6 (Honours) PG: <input type="checkbox"/> Level 7 (Masters) <input type="checkbox"/> Level 8 (Doctoral) See Guidance Notes for relationship to years of study
6. Credit value(s) (CATS)	15
7. Principal Module Aims	<p>The aim of this module is to facilitate the conduct and reporting of practitioner enquiry of relevance to a specific work context. The specific rationale and aims of the project are drawn up by students in the 'learning agreement' and the planning of the project is supported by the Designing Practitioner Research module.</p>

Module Summary	
8. Principal Learning Outcomes	<p>Level 4: Demonstrate the ability to identify and analyse a range of sources of knowledge and evidence.</p> <p>Level 5: Demonstrate the ability to identify, analyse and synthesise a range of sources of knowledge and evidence</p> <p>Level 6: Demonstrate the ability to identify, analyse, synthesise and evaluate a range of sources of knowledge and evidence.</p> <p>Level 7: Demonstrate the ability to identify, analyse, synthesise and critically evaluate sources of knowledge and evidence. Demonstrate the ability to identify, analyse, synthesise and critically evaluate sources of knowledge and evidence.</p>
9. Timetabled Teaching Activities (summary)	
10. Departmental Web-link	
11. Other essential notes	
12. Assessment methods (summary)	

For use by Strategic Planning and Analytics Office only - Do not fill in this section

Level	JACS3 Code	Teaching Split
		<i>If not provided in 3b above</i>

External Credit Level		Scheme	

Module Context				
13. Please list all departments involved in the teaching of this module. If taught by more than one department, please indicate percentage split.				
14. Availability of module				
Degree Code	Title	Study Year	C/OC/A/B/C	Credits
Example	Accounting and Finance	1	C	12
15. Minimum number of registered students required for module to run				
16. Pre- and Post-Requisite Modules				
Prerequisite: Advanced Designing Practitioner Research.				

Module Content and Teaching		
17. Teaching and Learning Activities (<i>totals for module – please see guidance</i>)		
Module duration (weeks)		
Lectures		
Seminars		
Tutorials		
Project Supervision	2	
Demonstration		
Practical Class/Workshops	6	
Supervised time in studio/workshop		
Fieldwork		
External visits		
Work based learning	142 Independent learning supported by module Handbook.	
Placement		
Year abroad		
Other activity (please describe): e.g. distance-learning, intensive weekend teaching etc.		
18. Assessment Method (Standard)		
Type of assessment	Length	% weighting
Written Examinations	Hours	

Module Content and Teaching		
Practical Examinations	Hours	
Assessed essays/coursework	Words	
18a. Final chronological assessment (<i>please see guidance</i>)	<p>Assessment may take the form of either:</p> <ol style="list-style-type: none"> 1. Project Report of 2300 - 2500 words and Project presentation/questioning, or 2. Work Artefact and Critical Commentary agreed in advance by the University as equivalent to 2500 words plus presentation/questioning. <p>The provision of the artefact and critical commentary option offers flexibility for students to compile evidence that is most suited to their work based learning study and encourages real-life project impact. The ability to communicate concisely and persuasively in writing and orally are key skills for professional practice.</p>	

19. Methods for providing feedback on assessment.
<p>Oral feedback on presentation. Written feedback on Project report or artefact plus critical commentary.</p>
20. Outline Syllabus
<p>The specific content will vary depending upon the negotiated focus of the project. The following topics are covered in detail and supported by exercises in the module handbook:</p> <ul style="list-style-type: none"> • Work-based and self-directed learning • Management and organisation of self and work-based project • Developing your own practitioner research skills and applying them in your work context • Constructing, writing and referencing a work-based project report or critical commentary and portfolio of work- based evidence. <p>The handbook is reinforced by 3x2 hour workshop sessions which contextualise the topics covered in the handbook. Individual Tutorial time is used to discuss a draft project report/critical commentary produced by the student following the format given in the handbook.</p>
21. Illustrative Bibliography
<p>This will vary depending upon the focus of the project. For Levels 4 and 5: Workman B and Nottingham P (2015) <i>Work-based projects</i>, in Helyer R (Ed.) (2015) <i>The Work-Based Learning Student Handbook</i>, 2nd Edition. London: Palgrave, Additional for Levels 6 and 7: Costley, C., Elliot, G.C. and Gibbs, P. (2010) <i>Doing Work Based Research: Approaches to Enquiry for Insider-Researchers</i>. London: Sage.</p>

22. Learning outcomes

Successful completion of the module leads to the learning outcomes. The learning outcomes identify the knowledge, skills and attributes developed by the module.

Learning Outcomes should be presented in the format "By the end of the module students should be able to..." using the table at the end of the module approval form:

Resources

23. List any additional requirements and indicate the outcome of any discussions about these.

Approval

24. Module leader's signature

25. Date of approval

26. Name of Approving Committee (include minute reference if applicable)

27. Chair of Committee's signature

28. Head of Department(s) signature

Examination Information

A1. Name of examiner (if different from module leader)

A2. Indicate all available methods of assessment in the table below

% Examined

% Assessed by other methods

Length of examination paper

A3. Will this module be examined together with any other module (sectioned paper)? If so, please give details below.

Examination Information

A4. How many papers will the module be examined by?	<input type="checkbox"/> 1 paper	<input type="checkbox"/> 2 papers
A5. When would you wish the exam take place (e.g. Jan, April, Summer)?		
A6. Is reading time required?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
A7. Please specify any special exam timetable arrangements.		
A8. Stationery requirements		
No. of Answer books?		
Graph paper?		
Calculator?		
Any other special stationery requirements (e.g. Data books, tables etc)?		
A9. Type of examination paper		
Seen?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Open Book?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Restricted?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If restricted, please provide a list of permitted texts:		

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
<p>Level 4: Demonstrate the ability to identify and analyse a range of sources of knowledge and evidence.</p> <p>Level 5: Demonstrate the ability to identify, analyse and synthesise a range of sources of knowledge and evidence</p> <p>Level 6: Demonstrate the ability to identify, analyse, synthesise and evaluate a range of sources of knowledge and evidence.</p> <p>Level 7: Demonstrate the ability to identify, analyse, synthesise and critically evaluate sources of knowledge and evidence. Demonstrate the ability to identify, analyse, synthesise and critically evaluate sources of knowledge and evidence.</p>	<p>Project Supervision, independent learning supported by module Handbook.</p>	<p>Project Report or Critical Commentary</p>
<p>Level 4: Demonstrate an awareness of ethical principles and coherent application of professional codes relevant to the WBL project.</p> <p>Level 5:</p>	<p>Work-based learning and independent learning supported by module Handbook.</p>	<p>Project Report or Critical Commentary</p>

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
<p>Demonstrate an understanding of ethical principles and a systematic understanding and coherent application of professional codes relevant to the WBL project.</p> <p>Level 6: Demonstrate an indepth understanding of ethical principles and a systematic understanding and coherent application of professional codes relevant to the WBL project.</p> <p>Level 7: Demonstrate an indepth and critical understanding of ethical principles and a systematic understanding and coherent application of professional codes relevant to the WBL project.</p>		
<p>Level 4 Make an appropriate selection of data collection techniques and data analysis and explain how these are appropriate to the aims and objectives of the WBL project.</p> <p>Level 5:</p>	Workshop and Project Supervision.	Project Report or Critical Commentary

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
<p>Make an appropriate selection of approaches to the research methodology, data collection techniques and data analysis and explain how these are appropriate to the aims and objectives of the WBL project.</p> <p>Level 6: Make a reasoned selection of approaches to the research methodology, data collection techniques and data analysis and explain how these are appropriate to the aims and objectives of the WBL project.</p> <p>Level 7: Make a reasoned and critical selection of data collection techniques and data analysis and explain how these are appropriate to the aims and objectives of the WBL project.</p>		
<p>Level 4: Review how the WBL project has been planned and put into operation</p> <p>Level 5: Reflect upon how the WBL project has been planned and put into operation.</p> <p>Level 6: Critically reflect upon how the WBL project has been planned and put into operation.</p>	Independent learning supported by module Handbook and Project Supervision.	Project Report or Critical Commentary and project presentation and questioning.

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
<p>reflect upon how the WBL project has been planned and put into operation Level 7: Critically reflect upon how the WBL project has been planned and put into operation.</p>		
<p>Level 4 Select appropriate content, medium and style for a professional and /or academic communication. Evidence a range of sources of information by referencing sources using a consistent style. Level 5 Select appropriate content, medium and style that is concise and appropriate for a professional and /or academic communication. Evidence a range of sources of information and demonstrate origins of ideas by referencing sources using a consistent style. Level 6:</p>	<p>Independent learning supported by module Handbook</p>	<p>Project Report or Critical Commentary and project presentation and questioning.</p>

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
<p>Select appropriate content, medium and style that is clear, concise and appropriate for a range of professional and /or academic communication. Evidence a substantial range of sources of information and demonstrate origins of ideas with precision by referencing sources using a consistent style. Level 7</p> <p>Select appropriate content, medium and style that is clear, concise and persuasive for a range of professional and /or academic communication. Evidence sources of information and demonstrate origins of ideas with precision by referencing sources using a consistent style.</p>		

Proposal Form for New or Revised Modules (MA1 - version 7 - April 2014)

Approval information	
Approval Type	<input type="checkbox"/> New module <input type="checkbox"/> Revised module <input type="checkbox"/> Discontinue module
Date of Introduction/Change	
If new, does this module replace another? If so, enter module code and title:	No
If revised/discontinued, please outline the rationale for the changes:	NA
Confirmation that affected departments have been consulted:	

Module Summary	
1. Module Code (if known)	
2. Module Title	30 credit Work-based Project
3a. Lead department:	
3b. Teaching Split (if known):	
4. Name of module leader	
5. Level	UG: <input type="checkbox"/> Level 4 (Certificate) <input type="checkbox"/> Level 5 (Intermediate) <input type="checkbox"/> Level 6 (Honours) PG: <input type="checkbox"/> Level 7 (Masters) <input type="checkbox"/> Level 8 (Doctoral) See Guidance Notes for relationship to years of study
6. Credit value(s) (CATS)	30
7. Principal Module Aims	<p>The aim of this module is to facilitate the conduct and reporting of practitioner enquiry of relevance to a specific work context. The specific rationale and aims of the project are drawn up by students in the 'learning agreement' and the planning of the project is supported by the Designing Practitioner Research module.</p>

Module Summary	
8. Principal Learning Outcomes	<p>Level 4: Demonstrate the ability to identify and analyse a range of sources of knowledge and evidence.</p> <p>Level 5: Demonstrate the ability to identify, analyse and synthesise a range of sources of knowledge and evidence</p> <p>Level 6: Demonstrate the ability to identify, analyse, synthesise and evaluate a range of sources of knowledge and evidence.</p> <p>Level 7: Demonstrate the ability to identify, analyse, synthesise and critically evaluate sources of knowledge and evidence. Demonstrate the ability to identify, analyse, synthesise and critically evaluate sources of knowledge and evidence.</p>
9. Timetabled Teaching Activities (summary)	
10. Departmental Web-link	
11. Other essential notes	
12. Assessment methods (summary)	

For use by Strategic Planning and Analytics Office only - Do not fill in this section

Level	JACS3 Code	Teaching Split
		<i>If not provided in 3b above</i>

External Credit Level		Scheme	

Module Context				
13. Please list all departments involved in the teaching of this module. If taught by more than one department, please indicate percentage split.				
14. Availability of module				
Degree Code	Title	Study Year	C/OC/A/B/C	Credits
Example	Accounting and Finance	1	C	12
15. Minimum number of registered students required for module to run				
16. Pre- and Post-Requisite Modules				
Prerequisite: Advanced Designing Practitioner Research.				

Module Content and Teaching		
17. Teaching and Learning Activities (<i>totals for module – please see guidance</i>)		
Module duration (weeks)		
Lectures		
Seminars		
Tutorials		
Project Supervision	6	
Demonstration		
Practical Class/Workshops	6	
Supervised time in studio/workshop		
Fieldwork		
External visits		
Work based learning	288 Independent learning supported by module Handbook.	
Placement		
Year abroad		
Other activity (please describe): e.g. distance-learning, intensive weekend teaching etc.		
18. Assessment Method (Standard)		
Type of assessment	Length	% weighting
Written Examinations	Hours	

Module Content and Teaching		
Practical Examinations	Hours	
Assessed essays/coursework	Words	
18a. Final chronological assessment (<i>please see guidance</i>)	<p>Assessment may take the form of either:</p> <ol style="list-style-type: none"> 3. Project Report of 4500 - 5000 words and Project presentation/questioning, or 4. Work Artefact and Critical Commentary agreed in advance by the University as equivalent to 5000 words plus presentation/questioning. <p>The provision of the artefact and critical commentary option offers flexibility for students to compile evidence that is most suited to their work based learning study and encourages real-life project impact. The ability to communicate concisely and persuasively in writing and orally are key skills for professional practice.</p>	

19. Methods for providing feedback on assessment.

Oral feedback on presentation.

Written feedback on Project report or artefact plus critical commentary.

20. Outline Syllabus

The specific content will vary depending upon the negotiated focus of the project.

The following topics are covered in detail and supported by exercises in the module handbook:

- Work-based and self-directed learning
- Management and organisation of self and work-based project
- Developing your own practitioner research skills and applying them in your work context
- Constructing, writing and referencing a work-based project report or critical commentary and portfolio of work- based evidence.

The handbook is reinforced by 3x2 hour workshop sessions which contextualise the topics covered in the handbook.

Individual Tutorial time is used to discuss a draft project report/critical commentary produced by the student following the format given in the handbook.

21. Illustrative Bibliography

This will vary depending upon the focus of the project.

For Levels 4 and 5:

Workman B and Nottingham P (2015) *Work-based projects*, in Helyer R (Ed.) (2015) *The Work-Based Learning Student Handbook*, 2nd Edition. London: Palgrave,

Additional for Levels 6 and 7:

Costley, C., Elliot, G.C. and Gibbs, P. (2010) *Doing Work Based Research: Approaches to Enquiry for Insider-Researchers*. London: Sage.

22. Learning outcomes

Successful completion of the module leads to the learning outcomes. The learning outcomes identify the knowledge, skills and attributes developed by the module.

Learning Outcomes should be presented in the format "By the end of the module students should be able to..." using the table at the end of the module approval form:

Resources

23. List any additional requirements and indicate the outcome of any discussions about these.

Approval

24. Module leader's signature

25. Date of approval

26. Name of Approving Committee (include minute reference if applicable)

27. Chair of Committee's signature

28. Head of Department(s) signature

Examination Information

A1. Name of examiner (if different from module leader)

A2. Indicate all available methods of assessment in the table below

% Examined

% Assessed by other methods

Length of examination paper

A3. Will this module be examined together with any other module (sectioned paper)? If so, please give details below.

A4. How many papers will the module be examined by?

1 paper

2 papers

Examination Information

A5. When would you wish the exam take place (e.g. Jan, April, Summer)?

A6. Is reading time required?

Yes

No

A7. Please specify any special exam timetable arrangements.

A8. Stationery requirements

No. of Answer books?

Graph paper?

Calculator?

Any other special stationery requirements (e.g. Data books, tables etc)?

A9. Type of examination paper

Seen?

Yes

No

Open Book?

Yes

No

Restricted?

Yes

No

If restricted, please provide a list of permitted texts:

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
<p>Level 4: Demonstrate the ability to identify and analyse a range of sources of knowledge and evidence.</p> <p>Level 5: Demonstrate the ability to identify, analyse and synthesise a range of sources of knowledge and evidence</p> <p>Level 6: Demonstrate the ability to identify, analyse, synthesise and evaluate a range of sources of knowledge and evidence.</p> <p>Level 7: Demonstrate the ability to identify, analyse, synthesise and critically evaluate sources of knowledge and evidence. Demonstrate the ability to identify, analyse, synthesise and critically evaluate sources of knowledge and evidence.</p>	<p>Project Supervision, independent learning supported by module Handbook.</p>	<p>Project Report or Critical Commentary</p>
<p>Level 4: Demonstrate an awareness of ethical principles and coherent application of professional codes relevant to the WBL project.</p> <p>Level 5:</p>	<p>Work-based learning and independent learning supported by module Handbook.</p>	<p>Project Report or Critical Commentary</p>

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
<p>Demonstrate an understanding of ethical principles and a systematic understanding and coherent application of professional codes relevant to the WBL project.</p> <p>Level 6:</p> <p>Demonstrate an indepth understanding of ethical principles and a systematic understanding and coherent application of professional codes relevant to the WBL project.</p> <p>Level 7:</p> <p>Demonstrate an indepth and critical understanding of ethical principles and a systematic understanding and coherent application of professional codes relevant to the WBL project.</p>		
<p>Level 4</p> <p>Make an appropriate selection of data collection techniques and data analysis and explain how these are appropriate to the aims and objectives of the WBL project.</p> <p>Level 5:</p>	Workshop and Project Supervision.	Project Report or Critical Commentary

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
<p>Make an appropriate selection of approaches to the research methodology, data collection techniques and data analysis and explain how these are appropriate to the aims and objectives of the WBL project.</p> <p>Level 6: Make a reasoned selection of approaches to the research methodology, data collection techniques and data analysis and explain how these are appropriate to the aims and objectives of the WBL project.</p> <p>Level 7: Make a reasoned and critical selection of data collection techniques and data analysis and explain how these are appropriate to the aims and objectives of the WBL project.</p>		
<p>Level 4: Review how the WBL project has been planned and put into operation</p> <p>Level 5: Reflect upon how the WBL project has been planned and put into operation.</p> <p>Level 6: Critically reflect upon how the WBL project has been planned and put into operation.</p>	<p>Independent learning supported by module Handbook and Project Supervision.</p>	<p>Project Report or Critical Commentary and project presentation and questioning.</p>

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
<p>reflect upon how the WBL project has been planned and put into operation Level 7: Critically reflect upon how the WBL project has been planned and put into operation.</p>		
<p>Level 4 Select appropriate content, medium and style for a professional and /or academic communication. Evidence a range of sources of information by referencing sources using a consistent style. Level 5 Select appropriate content, medium and style that is concise and appropriate for a professional and /or academic communication. Evidence a range of sources of information and demonstrate origins of ideas by referencing sources using a consistent style. Level 6:</p>	<p>Independent learning supported by module Handbook</p>	<p>Project Report or Critical Commentary and project presentation and questioning.</p>

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
<p>Select appropriate content, medium and style that is clear, concise and appropriate for a range of professional and /or academic communication. Evidence a substantial range of sources of information and demonstrate origins of ideas with precision by referencing sources using a consistent style. Level 7</p> <p>Select appropriate content, medium and style that is clear, concise and persuasive for a range of professional and /or academic communication. Evidence sources of information and demonstrate origins of ideas with precision by referencing sources using a consistent style.</p>		

Proposal Form for New or Revised Modules (MA1 - version 7 - April 2014)

Approval information	
Approval Type	<input type="checkbox"/> New module <input type="checkbox"/> Revised module <input type="checkbox"/> Discontinue module
Date of Introduction/Change	
If new, does this module replace another? If so, enter module code and title:	No
If revised/discontinued, please outline the rationale for the changes:	NA
Confirmation that affected departments have been consulted:	

Module Summary	
1. Module Code (if known)	
2. Module Title	Learning Recognition and Development
3a. Lead department:	
3b. Teaching Split (if known):	
4. Name of module leader	
5. Level	UG: <input type="checkbox"/> Level 4 (Certificate) <input type="checkbox"/> Level 5 (Intermediate) <input type="checkbox"/> Level 6 (Honours) PG: <input type="checkbox"/> Level 7 (Masters) <input type="checkbox"/> Level 8 (Doctoral) See Guidance Notes for relationship to years of study
6. Credit value(s) (CATS)	15
7. Principal Module Aims	The aim of this module is for the student to be able to reflect upon their experience to identify learning and to lead in the development of a three way learning agreement designed to meet their personal and professional development needs while at the same time being of potential value to the employer (or other work third party) and acceptable to the University on academic grounds.

Module Summary	
8. Principal Learning Outcomes	<p>Level 4: Take partial responsibility for the planning of a programme of work which is academically coherent.</p> <p>Level 5 Take responsibility for the planning of a programme of work which is academically coherent.</p> <p>Level 6 Take lead responsibility for the planning of a programme of work which is coherent and academically justified.</p> <p>Level 7 Take lead responsibility for the planning of a programme of work at postgraduate level which is coherent and critically justified.</p>
9. Timetabled Teaching Activities (summary)	
10. Departmental Web-link	
11. Other essential notes	
12. Assessment methods (summary)	

For use by Strategic Planning and Analytics Office only - Do not fill in this section

Level	JACS3 Code	Teaching Split
		<i>If not provided in 3b above</i>

External Credit Level		Scheme	

Module Context				
13. Please list all departments involved in the teaching of this module. If taught by more than one department, please indicate percentage split.				
14. Availability of module				
Degree Code	Title	Study Year	C/OC/A/B/C	Credits
Example	Accounting and Finance	1	C	12
15. Minimum number of registered students required for module to run				
16. Pre- and Post-Requisite Modules				

Module Content and Teaching		
17. Teaching and Learning Activities (<i>totals for module – please see guidance</i>)		
Module duration (weeks)		
Lectures		
Seminars		
Tutorials	2	
Project Supervision		
Demonstration		
Practical Class/Workshops	10	
Supervised time in studio/workshop		
Fieldwork		
External visits		
Work based learning	138 Independent study with Module Handbook	
Placement		
Year abroad		
Other activity (please describe): e.g. distance-learning, intensive weekend teaching etc.		
18. Assessment Method (Standard)		
Type of assessment	Length	% weighting
Written Examinations	Hours	

Module Content and Teaching

Practical Examinations	Hours	
Assessed essays/coursework	Words	
18a. Final chronological assessment (<i>please see guidance</i>)	A 800 -1000 words analysis of their current learning and future learning needs, and a 1800 – 2000 word learning agreement	

19. Methods for providing feedback on assessment.

Written Feedback on Learning agreement

20. Outline Syllabus

The following topics will be covered:
Reflection upon experience to identify and evidence learning
Career SWOT analysis
Work-based and self-directed learning
Management and organisation of self and negotiated learning
Constructing, writing and referencing a learning agreement.

21. Illustrative Bibliography

Helyer R (2015) *The Work-Based Learning Student Handbook*, 2nd Edition, London: Palgrave.

22. Learning outcomes

Successful completion of the module leads to the learning outcomes. The learning outcomes identify the knowledge, skills and attributes developed by the module.

Learning Outcomes should be presented in the format "By the end of the module students should be able to..." using the table at the end of the module approval form:

Resources

23. List any additional requirements and indicate the outcome of any discussions about these.

Approval	
24. Module leader's signature	
25. Date of approval	
26. Name of Approving Committee (include minute reference if applicable)	
27. Chair of Committee's signature	
28. Head of Department(s) signature	

Examination Information		
A1. Name of examiner (if different from module leader)		
A2. Indicate all available methods of assessment in the table below		
% Examined	% Assessed by other methods	Length of examination paper
A3. Will this module be examined together with any other module (sectioned paper)? If so, please give details below.		
A4. How many papers will the module be examined by?	<input type="checkbox"/> 1 paper <input type="checkbox"/> 2 papers	
A5. When would you wish the exam take place (e.g. Jan, April, Summer)?		
A6. Is reading time required?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
A7. Please specify any special exam timetable arrangements.		
A8. Stationery requirements		
No. of Answer books?		
Graph paper?		

Examination Information**Calculator?****Any other special stationery requirements (e.g. Data books, tables etc)?****A9. Type of examination paper****Seen?** Yes No**Open Book?** Yes No**Restricted?** Yes No**If restricted, please provide a list of permitted texts:**

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
<p>Level 4: Take partial responsibility for the planning of a programme of work which is academically coherent.</p> <p>Level 5 Take responsibility for the planning of a programme of work which is academically coherent.</p> <p>Level 6 Take lead responsibility for the planning of a programme of work which is coherent and academically justified.</p> <p>Level 7 Take lead responsibility for the planning of a programme of work at postgraduate level which is coherent and critically justified.</p>	<p>Workshop, Tutorial, self-directed and work-based learning guided by module Handbook</p>	<p>Learning Agreement</p>
<p>Level 4: Demonstrate an awareness of key ethical principles and relevant professional codes related to the proposed programme.</p> <p>Level 5: Demonstrate an understanding of key ethical principles and relevant professional codes related to the proposed programme.</p> <p>Level 6</p>	<p>Workshop, self-directed and work-based learning guided by module Handbook</p>	<p>Learning Agreement</p>

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
<p>Demonstrate an in depth understanding of key ethical principles and relevant professional codes related to the proposed programme. Level 7 Demonstrate critical understanding of ethical principles and relevant professional codes related to the proposed programme.</p>		
<p>Level 4: Demonstrate the ability to present a written programme plan which is directed to their work as well as an academic audience. Level 5 Demonstrate the ability to present a written programme plan which is relevant to their work as well as an academic audience. Level 6 Demonstrate the ability to present a written programme plan which is persuasive to their work as well as an academic audience. Level 7</p>	Tutorial, Workshop and module Handbook	Learning Agreement

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
Demonstrate the ability to present a written programme plan which is persuasive to their work as well as an academic audience.		
Level 4: Demonstrate an awareness of reflection practice and how to apply it to undertake a review of their learning (including learning from experience). Level 5 Demonstrate the ability to present a written programme plan which is relevant to their work as well as an academic audience. Level 6 Demonstrate the ability to present a written programme plan which is persuasive to their work as well as an academic audience. Level 7 Demonstrate the ability to present a written programme plan which is persuasive to their work as well as an academic audience.	Workshop, Tutorial, self-directed and work-based learning guided by module Handbook	Analysis of their current learning and future learning needs

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)

Proposal Form for New or Revised Modules (MA1 - version 7 - April 2014)

Approval information	
Approval Type	<input type="checkbox"/> New module <input type="checkbox"/> Revised module <input type="checkbox"/> Discontinue module
Date of Introduction/Change	
If new, does this module replace another? If so, enter module code and title:	No
If revised/discontinued, please outline the rationale for the changes:	NA
Confirmation that affected departments have been consulted:	

Module Summary	
1. Module Code (if known)	
2. Module Title	Designing Practitioner Research
3a. Lead department:	
3b. Teaching Split (if known):	
4. Name of module leader	
5. Level	UG: <input type="checkbox"/> Level 4 (Certificate) <input type="checkbox"/> Level 5 (Intermediate) <input type="checkbox"/> Level 6 (Honours) PG: <input type="checkbox"/> Level 7 (Masters) <input type="checkbox"/> Level 8 (Doctoral) See Guidance Notes for relationship to years of study
6. Credit value(s) (CATS)	15
7. Principal Module Aims	The aim of the module is to develop understanding of research and development issues in the work place; to reflect upon the position of the worker researcher and the ethical issues involved; to develop a work- based research project proposal.
8. Principal Learning Outcomes	Level 4:

Module Summary	
	<p>The ability to develop a written project proposal including systematic inquiry which is coherently constructed and communicated to an academic audience.</p> <p>Level 5 The ability to develop a written research proposal which is coherently constructed and communicated to an academic audience.</p> <p>Level 6: The ability to develop a reflective and critical research proposal which is coherent and communicated to an academic audience.</p> <p>Level 7: The ability to develop a reflective, critical and comprehensive research proposal intended to lead to the creation of new knowledge in a specific work context.</p>
9. Timetabled Teaching Activities (summary)	
10. Departmental Web-link	
11. Other essential notes	
12. Assessment methods (summary)	

For use by Strategic Planning and Analytics Office only - Do not fill in this section

Level	JACS3 Code	Teaching Split
		<i>If not provided in 3b above</i>

External Credit Level		Scheme	

Module Context				
13. Please list all departments involved in the teaching of this module. If taught by more than one department, please indicate percentage split.				
14. Availability of module				
Degree Code	Title	Study Year	C/OC/A/B/C	Credits
Example	Accounting and Finance	1	C	12
15. Minimum number of registered students required for module to run				
16. Pre- and Post-Requisite Modules				

Module Content and Teaching		
17. Teaching and Learning Activities (<i>totals for module – please see guidance</i>)		
Module duration (weeks)		
Lectures		
Seminars		
Tutorials	2	
Project Supervision		
Demonstration		
Practical Class/Workshops	10	
Supervised time in studio/workshop		
Fieldwork		
External visits		
Work based learning	138 Independent study guided by Module Handbook	
Placement		
Year abroad		
Other activity (please describe): e.g. distance-learning, intensive weekend teaching etc.		
18. Assessment Method (Standard)		
Type of assessment	Length	% weighting
Written Examinations	Hours	

Module Content and Teaching

Practical Examinations	Hours	
Assessed essays/coursework	Words	2500-3000 word research proposal
18a. Final chronological assessment (<i>please see guidance</i>)	As above.	

19. Methods for providing feedback on assessment.

Written feedback on research proposal.

20. Outline Syllabus

The following topics are covered in detail and supported by exercises in the module handbook:

- Research methodology and theoretical approaches
- Qualitative and quantitative methods
- Techniques of data collection
- Ethics of workplace and work- based research
- Designing, conducting and justifying work- based research

The handbook is reinforced by 5x2 hour workshop sessions which explicate and contextualise the topics covered in the handbook.

Individual Tutorial time is used to discuss a draft research proposal produced by the student following the format given in the handbook.

21. Illustrative Bibliography

For Levels 4 and 5:

Bell J and Waters S (2014) *Doing Your Research Project*, 6th edition, Maidenhead: OUP.

Workman B and Nottingham P (2015) *Work based projects*, in Helyer R (2015) *The Work Based Learning Student Handbook*, 2nd edition, pp 253- 277, London: Palgrave.

For Levels 6 and 7:

Coghlan D and Brannick T (2014) *Doing Action Research in your own organization*, 4th edition, London: Sage.

Cohen L, Manion L and Morrison K (2011) *Research Methods in Education*, 7th Edition; London: Routledge.

Costley, C., Elliot, G.C. and Gibbs, P. (2010) *Doing Work Based Research: Approaches to Enquiry for Insider-Researchers*. London: Sage.

Workman B (2007) *Casing the Joint: explorations by the insider researcher preparing for work based projects*, *Journal of Workplace Learning* 19 (3), pp 146-160.

Yin R (2013), Case Study Research, 5th edition, London, Sage.

22. Learning outcomes

Successful completion of the module leads to the learning outcomes. The learning outcomes identify the knowledge, skills and attributes developed by the module.

Learning Outcomes should be presented in the format "By the end of the module students should be able to..." using the table at the end of the module approval form:

Resources

23. List any additional requirements and indicate the outcome of any discussions about these.

Approval

24. Module leader's signature

25. Date of approval

26. Name of Approving Committee (include minute reference if applicable)

27. Chair of Committee's signature

28. Head of Department(s) signature

Examination Information

A1. Name of examiner (if different from module leader)

A2. Indicate all available methods of assessment in the table below

% Examined

% Assessed by other methods

Length of examination paper

A3. Will this module be examined together with any other module (sectioned paper)? If so, please give details below.

Examination Information

A4. How many papers will the module be examined by?

1 paper

2 papers

A5. When would you wish the exam take place (e.g. Jan, April, Summer)?

A6. Is reading time required?

Yes

No

A7. Please specify any special exam timetable arrangements.

A8. Stationery requirements

No. of Answer books?

Graph paper?

Calculator?

Any other special stationery requirements (e.g. Data books, tables etc)?

A9. Type of examination paper

Seen?

Yes

No

Open Book?

Yes

No

Restricted?

Yes

No

If restricted, please provide a list of permitted texts:

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
<p>Level 4 Select inquiry methods and plan their use in a way that is appropriate to their work context.</p> <p>Level 5 Make a selection of research approaches and data gathering techniques.</p> <p>Level 6 Make a reasoned selection of research approaches and data gathering techniques.</p> <p>Level 7 Make a reasoned and critical selection of research approaches and data gathering techniques.</p>	<p>Workshops and Independent study guided by Module Handbook</p>	<p>Research Proposal</p>
<p>Level 4 Demonstrate links between the aims of the project, how it is to be conducted and their immediate work context.</p> <p>Level 5 Demonstrate links between the aims of the research, its methodology and the key work imperatives concerned with a view to making a contribution to his or her professional practice.</p> <p>Level 6 Demonstrate clear links between the aims of the research, the chosen methodology and the key work</p>	<p>Workshops and Independent study guided by Module Handbook</p>	<p>Research Proposal</p>

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
<p>imperatives concerned with a view to making a contribution to professional practice.</p> <p>Level 7 Demonstrate clear links between the aims of the research, its methodology and the key work imperatives concerned with a view to making a significant contribution to his or her professional practice as well as that of relevant work organisations/communities of practice.</p>		
<p>Level 4 Demonstrate an understanding of underlying ethical considerations relevant to undertaking a project in their immediate work context.</p> <p>Level 5 Demonstrate an understanding of established ethical considerations relevant to undertaking research as an insider in their immediate professional context.</p> <p>Level 6 Demonstrate an understanding of key ethical considerations of undertaking research as an insider in their professional area/work team/community of practice.</p> <p>Level 7</p>	<p>Work based learning, workshops and Independent study guided by Module Handbook</p>	<p>Research Proposal</p>

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
Demonstrate critical understanding of ethical considerations of undertaking research as an insider in their professional area/work organisation/community of practice.		
Level 4 Demonstrate the ability to write a project plan which is appropriate for an academic and work audience. Level 5 Demonstrate the ability to present a written research proposal which is effectively organized and communicated to an academic audience and has potential benefit to their immediate work. Level 6 Develop a written research proposal which is coherently constructed and communicated to an academic audience. Level 7 Demonstrate the ability to present a written research proposal which is persuasive to an academic audience and has potential benefit to their work organisation/community of practice.	Tutorial and Independent study guided by Module Handbook	Research Proposal

LEARNING OUTCOMES

(By the end of the module the student should be able to....)

**Which teaching and learning methods enable students to achieve this learning outcome?
(reference activities in section 17)**

**Which summative assessment method(s) will measure the achievement of this learning outcome?
(reference activities in section 18)**

--	--	--

Proposal Form for New or Revised Modules (MA1 - version 7 - April 2014)

Approval information	
Approval Type	<input type="checkbox"/> New module <input type="checkbox"/> Revised module <input type="checkbox"/> Discontinue module
Date of Introduction/Change	
If new, does this module replace another? If so, enter module code and title:	No
If revised/discontinued, please outline the rationale for the changes:	NA
Confirmation that affected departments have been consulted:	

Module Summary	
1. Module Code (if known)	
2. Module Title	Learning Review
3a. Lead department:	
3b. Teaching Split (if known):	
4. Name of module leader	
5. Level	UG: <input type="checkbox"/> Level 4 (Certificate) <input type="checkbox"/> Level 5 (Intermediate) <input type="checkbox"/> Level 6 (Honours) PG: <input type="checkbox"/> Level 7 (Masters) <input type="checkbox"/> Level 8 (Doctoral) See Guidance Notes for relationship to years of study
6. Credit value(s) (CATS)	15

Module Summary	
7. Principal Module Aims	The aim of this module is for the student to review and reflect on past and current learning experiences; develop a portfolio in which this learning is evidenced. The rationale for this module is that these tasks develop skills in self-evaluation and argumentation which are necessary for higher education level study.
8. Principal Learning Outcomes	<p>Level 4: Reflect upon their experience in order to identify and select knowledge gained from formal and informal learning, especially learning from and for work.</p> <p>Level 5: Reflect upon their experience in order to identify and select knowledge gained from formal and informal learning, especially learning from and for work. .</p> <p>Level 6: Reflect upon their experience in order to identify and critique knowledge gained from formal and informal learning, especially learning from and for work.</p> <p>Level 7: Reflect critically upon their experience in order to identify and critique knowledge gained from formal and informal learning, especially learning from and for work</p>
9. Timetabled Teaching Activities (summary)	3x 2 hour workshops
10. Departmental Web-link	
11. Other essential notes	
12. Assessment methods (summary)	Reflective Essay and annotated portfolio of learning from experience/work-based learning

For use by Strategic Planning and Analytics Office only - Do not fill in this section

Level	JACS3 Code	Teaching Split
		<i>If not provided in 3b above</i>

External Credit Level	Scheme

Module Context				
13. Please list all departments involved in the teaching of this module. If taught by more than one department, please indicate percentage split.				
14. Availability of module				
Degree Code	Title	Study Year	C/OC/A/B/C	Credits
Example	Accounting and Finance	1	C	12
15. Minimum number of registered students required for module to run				
16. Pre- and Post-Requisite Modules				

Module Content and Teaching		
17. Teaching and Learning Activities <i>(totals for module – please see guidance)</i>		
Module duration (weeks)		
Lectures		
Seminars		
Tutorials	2	
Project Supervision		
Demonstration		
Practical Class/Workshops	6	
Supervised time in studio/workshop		
Fieldwork		
External visits		
Work based learning	142 independent study using module handbook.	
Placement		
Year abroad		
Other activity <i>(please describe): e.g. distance-learning, intensive weekend teaching etc.</i>		
18. Assessment Method (Standard)		
Type of assessment	Length	% weighting

Module Content and Teaching		
Written Examinations	Hours	NA
Practical Examinations	Hours	NA
Assessed essays/coursework	Words	Reflective Essay 2000 words Portfolio 1000 words equivalent
18a. Final chronological assessment (<i>please see guidance</i>)	As above	

19. Methods for providing feedback on assessment.

Written feedback on essay and portfolio

20. Outline Syllabus

The following topics are covered in detail and supported by exercises in the module handbook:

- **Reflection and writing reflectively.**
- **Identifying and evidencing Work-based and experiential learning**
- **Construction and presentation of a portfolio of learning.**

The handbook is reinforced by 3x2 hour workshop sessions which contextualise the topics covered in the handbook.

Individual Tutorial time is used to discuss a draft reflective essay produced by the student following the format given in the handbook.

21. Illustrative Bibliography

For Levels 4 and 5

Helyer R (2015) What is Work Based Learning, in Helyer R (Ed.) (2015) The Work-Based Learning Student Handbook , 2nd Edition, pp 13-30. London: Palgrave.

In addition for Levels 6 and 7

Perrin D and Helyer R (2015) Make Your Learning Count: Recognition of Prior Learning (RPL), in Helyer R (Ed.) (2015) The Work-Based Learning Student Handbook, 2nd Edition, pp 96-119. London: Palgrave.

22. Learning outcomes

Successful completion of the module leads to the learning outcomes. The learning outcomes identify the knowledge, skills and attributes developed by the module.

Learning Outcomes should be presented in the format "By the end of the module students should be able to..." using the table at the end of the module approval form:

Resources	
23. List any additional requirements and indicate the outcome of any discussions about these.	
Approval	
24. Module leader's signature	
25. Date of approval	
26. Name of Approving Committee (include minute reference if applicable)	
27. Chair of Committee's signature	
28. Head of Department(s) signature	

Examination Information		
A1. Name of examiner (if different from module leader)		
A2. Indicate all available methods of assessment in the table below		
% Examined	% Assessed by other methods	Length of examination paper
A3. Will this module be examined together with any other module (sectioned paper)? If so, please give details below.		
A4. How many papers will the module be examined by?	<input type="checkbox"/> 1 paper <input type="checkbox"/> 2 papers	
A5. When would you wish the exam take place (e.g. Jan, April, Summer)?		
A6. Is reading time required?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
A7. Please specify any special exam timetable arrangements.		

Examination Information**A8. Stationery requirements**

No. of Answer books?

Graph paper?

Calculator?

Any other special stationery requirements (e.g. Data books, tables etc)?

A9. Type of examination paper

Seen?

 Yes No

Open Book?

 Yes No

Restricted?

 Yes No

If restricted, please provide a list of permitted texts:

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
<p>Level 4: Reflect upon their experience in order to identify and select knowledge gained from formal and informal learning, especially learning from and for work.</p> <p>Level 5: Reflect upon their experience in order to identify and select knowledge gained from formal and informal learning, especially learning from and for work. .</p> <p>Level 6: Reflect upon their experience in order to identify and critique knowledge gained from formal and informal learning, especially learning from and for work.</p> <p>Level 7: Reflect critically upon their experience in order to identify and critique knowledge gained from formal and informal learning, especially learning from and for work</p>	<p>Workshop and independent study with module handbook</p>	<p>Essay and Portfolio</p>
<p>Level 4: Analyse personal work- based learning to date.</p> <p>Level 5: Analyse and evaluate personal work based learning to date</p> <p>Level 6: Analyse, synthesise and evaluate personal work based learning to date</p>	<p>Workshop and independent study with module handbook</p>	<p>Portfolio</p>

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
Level 7: Analyse, synthesise and critically evaluate personal work based learning to date.		
Level 4: Demonstrate the ability to present the learning claimed for in the portfolio and essay clearly. Level 5: Demonstrate the ability to present the learning claimed for in the portfolio and essay clearly and coherently. Level 6: Demonstrate the ability to present the learning claimed for in the portfolio and essay clearly, concisely and persuasively. Level 7: Demonstrate the ability to present the learning claimed for in the portfolio and essay clearly, concisely and persuasively.	Workshop, tutorial and independent study with module handbook	Essay and Portfolio

LEARNING OUTCOMES

(By the end of the module the student should be able to....)

**Which teaching and learning methods enable students to achieve this learning outcome?
(reference activities in section 17)**

**Which summative assessment method(s) will measure the achievement of this learning outcome?
(reference activities in section 18)**

Proposal Form for New or Revised Modules (MA1 - version 7 - April 2014)

Approval information	
Approval Type	<input type="checkbox"/> New module <input type="checkbox"/> Revised module <input type="checkbox"/> Discontinue module
Date of Introduction/Change	
If new, does this module replace another? If so, enter module code and title:	No
If revised/discontinued, please outline the rationale for the changes:	NA
Confirmation that affected departments have been consulted:	

Module Summary	
1. Module Code (if known)	
2. Module Title	Planning Personal and Professional Development
3a. Lead department:	
3b. Teaching Split (if known):	
4. Name of module leader	
5. Level	UG: <input type="checkbox"/> Level 4 (Certificate) <input type="checkbox"/> Level 5 (Intermediate) <input type="checkbox"/>) Level 6 (Honours) PG: <input type="checkbox"/> Level 7 (Masters) <input type="checkbox"/> Level 8 (Doctoral) See Guidance Notes for relationship to years of study
6. Credit value(s) (CATS)	15

Module Summary	
7. Principal Module Aims	The aim of this module is for the student to lead in the development of a three way learning agreement designed to meet their personal and professional development needs while at the same time being of potential value to the employer (or other work third party) and acceptable to the University on academic grounds. At levels 4 and 5 the emphasis is upon coherence of the programme proposed. At Level 6 there is a stronger emphasis upon justification and at Level 7 the emphasis also includes reflexivity and criticality.
8. Principal Learning Outcomes	<p>Level 4 Take partial responsibility for the planning of a programme of work which is academically coherent.</p> <p>Level 5 Take responsibility for the planning of a programme of work which is academically coherent.</p> <p>Level 6 Take lead responsibility for the planning of a programme of work which is coherent and academically justified.</p> <p>Level 7 Take lead responsibility for the planning of a programme of work at postgraduate level which is coherent and critically justified.</p>
9. Timetabled Teaching Activities (summary)	
10. Departmental Web-link	
11. Other essential notes	
12. Assessment methods (summary)	

For use by Strategic Planning and Analytics Office only - Do not fill in this section

Level	JACS3 Code	Teaching Split
		<i>If not provided in 3b above</i>

External Credit Level	Scheme

Module Context				
13. Please list all departments involved in the teaching of this module. If taught by more than one department, please indicate percentage split.				
14. Availability of module				
Degree Code	Title	Study Year	C/OC/A/B/C	Credits
Example	Accounting and Finance	1	C	12
15. Minimum number of registered students required for module to run				
16. Pre- and Post-Requisite Modules				

Module Content and Teaching	
17. Teaching and Learning Activities <i>(totals for module – please see guidance)</i>	
Module duration (weeks)	
Lectures	
Seminars	
Tutorials	2
Project Supervision	
Demonstration	
Practical Class/Workshops	8
Supervised time in studio/workshop	
Fieldwork	
External visits	
Work based learning	140 Independent study with Module Handbook
Placement	
Year abroad	
Other activity <i>(please describe): e.g. distance-learning, intensive weekend teaching etc.</i>	
18. Assessment Method (Standard)	

Module Content and Teaching		
Type of assessment	Length	% weighting
Written Examinations	Hours	
Practical Examinations	Hours	
Assessed essays/coursework	Words	2700 - 3000 word Learning Agreement
18a. Final chronological assessment (<i>please see guidance</i>)	As above	

19. Methods for providing feedback on assessment.

Written Feedback on Learning agreement

20. Outline Syllabus

The following topics are covered in detail and supported by exercises in the module handbook:

- Career SWOT analysis
- Work-based and self-directed learning
- Management and organisation of self and negotiated learning
- Constructing, writing and referencing a learning agreement.

The handbook is reinforced by 4x2 hour workshop sessions which contextualise the topics covered in the handbook.

Individual Tutorial time is used to discuss a draft learning agreement produced by the student following the format given in the handbook.

21. Illustrative Bibliography

Helyer R (2015) The Work-Based Learning Student Handbook, 2nd Edition, London: Palgrave.

Plus for Levels 6 and 7:

Laycock M and Karpel M (2015) Negotiation and work-based Learning, in Helyer R (Ed) (2015) Facilitating Work Based Learning A Handbook for Tutors, pp73-93, London: Palgrave.

Plus for Level 7:

Costley C and Aboukari A (2015) The impact of work-based research projects at postgraduate level, Journal for Work-Applied Management Vol 7 (1) pp 3-14.

Meakin D and Wall T (2013) Co-delivered work based learning: contested ownership and responsibility, Higher Education, Skills and Work Based Learning, Volume 3 Number 1 (pp 73-81).

22. Learning outcomes

Successful completion of the module leads to the learning outcomes. The learning outcomes identify the knowledge, skills and attributes developed by the module.

Learning Outcomes should be presented in the format "By the end of the module students should be able to..." using the table at the end of the module approval form:

Resources

23. List any additional requirements and indicate the outcome of any discussions about these.

Approval

24. Module leader's signature

25. Date of approval

26. Name of Approving Committee (include minute reference if applicable)

27. Chair of Committee's signature

28. Head of Department(s) signature

Examination Information

A1. Name of examiner (if different from module leader)

A2. Indicate all available methods of assessment in the table below

% Examined

% Assessed by other methods

Length of examination paper

A3. Will this module be examined together with any other module (sectioned paper)? If so, please give details below.

Examination Information**A4. How many papers will the module be examined by?** 1 paper 2 papers**A5. When would you wish the exam take place (e.g. Jan, April, Summer)?****A6. Is reading time required?** Yes No**A7. Please specify any special exam timetable arrangements.****A8. Stationery requirements****No. of Answer books?****Graph paper?****Calculator?****Any other special stationery requirements (e.g. Data books, tables etc)?****A9. Type of examination paper****Seen?** Yes No**Open Book?** Yes No**Restricted?** Yes No**If restricted, please provide a list of permitted texts:**

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
<p>Level 4 Take partial responsibility for the planning of a programme of work which is academically coherent.</p> <p>Level 5 Take responsibility for the planning of a programme of work which is academically coherent.</p> <p>Level 6 Take lead responsibility for the planning of a programme of work which is coherent and academically justified.</p> <p>Level 7 Take lead responsibility for the planning of a programme of work at postgraduate level which is coherent and critically justified.</p>	<p>Workshop, self-directed and work-based learning guided by module Handbook</p>	<p>Learning Agreement</p>
<p>Level 4 Demonstrate an awareness of key ethical principles and relevant professional codes related to the proposed programme.</p> <p>Level 5 Demonstrate an understanding of key ethical principles and relevant professional codes related to the proposed programme.</p> <p>Level 6</p>	<p>Workshop, self-directed and work-based learning guided by module Handbook</p>	<p>Learning Agreement</p>

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 17)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 18)
<p>Demonstrate an in depth understanding of key ethical principles and relevant professional codes related to the proposed programme.</p> <p>Level 7</p> <p>Demonstrate critical understanding of ethical principles and relevant professional codes related to the proposed programme.</p>		
<p>Level 4</p> <p>Demonstrate the ability to present a written programme plan which is directed to their work as well as an academic audience.</p> <p>Level 5</p> <p>Demonstrate the ability to present a written programme plan which is relevant to their work as well as an academic audience.</p> <p>Level 6</p> <p>Demonstrate the ability to present a written programme plan which is persuasive to their work as well as an academic audience.</p> <p>Level 7</p> <p>Demonstrate the ability to present a written programme plan which is persuasive to their work as well as an academic audience.</p>	Tutorial, Workshop and module Handbook	Learning Agreement

LEARNING OUTCOMES

(By the end of the module the student should be able to....)

**Which teaching and learning methods enable students to achieve this learning outcome?
(reference activities in section 17)**

**Which summative assessment method(s) will measure the achievement of this learning outcome?
(reference activities in section 18)**

Document 16

Degree Apprenticeship Commitment Statement

This Commitment Statement summarises the schedule, roles and responsibilities that support the successful completion of this apprenticeship. The information set out in this document forms part of the data collection and Evidence Pack required for every apprentice and must be signed by the Employer, the Main Provider and the Apprentice named in Section 1. The content of this document forms the basis of regular tripartite and annual reviews between all three parties, to track progress and review the ongoing support and commitment required during the lifetime of the apprenticeship. Any changes to the apprenticeship, and therefore to this document, must be agreed and recorded in an updated Commitment Statement with signed copies distributed to all parties listed in Section 1 below. The main off-the-job training elements of the apprenticeship are contained in Annex B.

1.0 Core Information

The Core Information section provides details of the parties responsible for ensuring the successful completion of the apprenticeship and outlines key information about the apprenticeship, including review processes and details concerning support and guidance.

The Employer:	[COMPANY NAME], registered in England and Wales with company number [COMPANY NUMBER] and with its registered office at [COMPANY ADDRESS]
The Main Provider:	The University of Warwick, Coventry, CV4 8UW, UK
Subcontractor:	[INSERT NAME AND ADDRESS]
The Apprentice:	[INSERT NAME AND ADDRESS]

1.1 The Apprenticeship Covered by This Commitment Statement

Course:	[COURSE NAME]
Level:	[COURSE LEVEL i.e. 4-7]
Apprenticeship Standard:	[NAME OF STANDARD]
Integrated or Non-integrated:	[STATE INTEGRATED OR NON-INTEGRATED]
Apprenticeship Start Date:	[DD MM YYYY]
Degree Start Date:	[DD MM YYYY]

Proposed End Point Assessment

Date: [YYYY]
Proposed End Point Assessor: [INSERT NAME IF KNOWN]

Should a requirement arise to move an apprentice onto an alternative Apprenticeship Standard, other than specified above, part way through the course, notification will be made by the Main Provider to the employer and apprentice.

Employment Contract Type: [FULL TIME, PART TIME]
Statutory Annual Leave Days: [INSERT DAYS]
Contracted Paid Hours: [INSERT HOURS]
Off-the-Job Training Hours: [INSERT HOURS]
Additional Training Hours if Applicable: [INSERT IF APPLICABLE]
Total Off-the-Job raining %: [INSERT PERCENTAGE]
Off-the-Job Training Evidence: [UNIVERSITY ATTENDACE RECORDS, EPORTFOLIO]

1.2 Apprenticeship Review Schedule & Attendees

Reviews between the Employer, Main Provider and Apprentice will take place throughout the apprenticeship to discuss progress, review impact, confirm success and identify any actions needed to ensure the success of the apprenticeship.

Tripartite Review: Apprentice, Apprenticeship Tutor & Line Manager/Mentor: [QUARTERLY]
Annual Review: Apprentice, Apprenticeship Tutor & Line Manager/Mentor: [ANNUALLY]

1.3 Contact Information [INSERT IF KNOWN]

	Line Manager/Mentor	Apprenticeship Tutor
Name		
Position		
Organisation		
Phone		
Email		

2.0 Key Processes & Policies

2.1 Attendance & Absence

- 2.1.1 In the event that the Apprentice is not able to attend university, join a planned face-to-face or online live session, they must inform their Apprenticeship Tutor as soon as possible after first contacting their Employer. If the Apprentice is unable to attend any of the scheduled modules set out in Annex B they should contact their Apprenticeship Tutor without delay. An alternative date will be provided for attendance and/or an alternative course of action will be agreed. Alternative dates are subject to availability and are at the discretion of the main provider; additional training may be required during the working day with the permission of the employer.
- 2.1.2 The Apprentice is required to keep a log or journal, in accordance with any instructions received from the Main Provider and the Employer, detailing the hours spent in off-the-job training, noting absences and time spent on rescheduled training.

2.2 Raising Queries & Concerns

- 2.2.1 If the Apprentice has concerns or queries about the apprenticeship in the workplace, these should be discussed with their line manager in the first instance.
- 2.2.2 If the Apprentice has concerns or queries about the apprenticeship delivered by the Main Provider, these should be discussed with the Apprenticeship Tutor in the first instance.
- 2.2.3 Apprenticeship concerns or enquiries, if not resolved through clause 2.2.1 or 2.2.2, can be raised via the ESFA Apprenticeship helpline on 0800 015 0400 or by email: nationalhelpdesk@apprenticeships.gov.uk

2.3 Complaints

- 2.3.1 In the event that either Apprentice or Employer has a complaint regarding the Main Provider or the Apprentice's programme of study that cannot be resolved with the Apprenticeship Tutor, this should be escalated using the Main Provider's Feedback and Complaints procedures: <https://warwick.ac.uk/services/feedbackcomplaints/>
- 2.3.2 Should a complaint from the Apprentice be received by the Main Provider that relates to their employment then the Main Provider will advise the Apprentice that they need to take the complaint to their Employer.
- 2.3.3 Should a complaint from the Apprentice be received by the Employer that relates to the Main Provider or their programme of study then the Employer will advise the Apprentice that they need to take the complaint to the Main Provider in accordance with 2.3.1.
- 2.3.4 Employer complaints if unresolved can be escalated to the ESFA Complaints Team by email at complaints.ESFA@education.gov.uk or by post to Complaints Team, Education and Skills Funding Agency, Cheylesmore House, Quinton Road, Coventry, CV1 2WT
- 2.3.5 Apprentice complaints, if unresolved by the Main Provider, can be escalated to the Office of the Independent Adjudicators. The Apprentice must check the guidance on the scope of their complaint to the Office of the Independent Adjudicators, which can be viewed at: <http://www.oiahe.org.uk/making-a-complaint-to-the-oia.aspx>

2.4 Data Protection

- 2.4.1 It is intended that all the individuals and organisations referenced in this document will all be able to share data and information with each other to support the delivery and monitoring of the apprenticeship.
- 2.4.2 At the start of the apprenticeship, Apprentice personal information is supplied by the Employer or the Main Provider, to the Education and Skills Funding Agency (ESFA) to enable the ESFA and Department for Education to carry out their functions.
- 2.4.3 The data that the Main Provider is required to provide, through the Apprentice's Individualised Learner Record is used by the ESFA, who are required to share data for apprentice certificates to be printed. The ESFA will also share data with Ofsted or QAA to enable them to fulfil their inspection and regulation functions.
- 2.4.4 The personal information that the Apprentice provides to the Main Provider is passed to the ESFA, the Higher Education Statistics Authority (HESA), the Department for Education and the End Point Assessment Organisation named in this Commitment Statement, for the purpose of national statistics, tracking progress, confirming eligibility for funding or for processing end point assessments. The ESFA uses this information for Department for Education functions, where they have consent to do so, and where they have a legal obligation.
- 2.4.5 If the ESFA or Main Provider are processing Apprentice personal information using consent, this can be withdrawn at any time.
- 2.4.6 The ESFA Privacy Notice explains how personal data is used as part of the delivery of apprenticeships and how data protection legislation sits alongside this Commitment Statement. The Privacy Notice can be viewed at: <https://www.gov.uk/government/publications/esfa-privacy-notice/education-and-skills-funding-agency-privacy-notice-may-2018>
- 2.4.7 The Main Provider Privacy Notice can be viewed at:
<https://warwick.ac.uk/services/idc/dataprotection/privacynotices/studentprivacynotice>
The Employer Privacy Notice can be viewed at:
XXXXXXX
- 2.4.8 Apprentice personal information, including results, and information about academic progress and conduct, will be shared between the Main Provider, Employer, and with other regulatory or professional bodies necessary for the delivery of the apprenticeship, and the Apprentice well-being, but only where the law allows this sharing to take place, in compliance with the current Data Protection Legislation. Data Protection Legislation means the Data Protection Act 2018 and the General Data Protection Regulation (Regulation (EU) 2016/679) and any relevant replacement/subsequent European and/or UK privacy legislation.

- 2.4.9 To provide an enhanced learning experience, the Main Provider may use lecture capture technologies to deliver its contractual obligations to the Employer. The Apprentice acknowledges that being present within the learning environment may result in an audio or video recording of them being captured and stored by the Main Provider for use in current or future programs.

3.0 Roles and Responsibilities

The Roles & Responsibilities summary confirms that accountabilities for a successful apprenticeship are shared equally by the Employer, Apprentice and Main Provider. These roles and responsibilities are intended to support the apprentice throughout their apprenticeship to successful completion.

3.1 The Apprentice Agrees to:

- 3.1.1 Ensure that any changes to personal information, including name, address and contact details are notified to the Main Provider and Employer as soon as possible, and that reasonable efforts will be made to ensure that the data provided to each party is the same, and in the same format.
- 3.1.2 Work with their Employer and Apprenticeship Tutor to agree an Individual Learning Plan (ILP) as defined in Appendix B, to help achieve their apprenticeship.
- 3.1.3 Manage their own learning, and with support from their Employer and Apprenticeship Tutor, work to meet the targets and timelines needed to complete the apprenticeship by the planned end date, including undertaking an End Point Assessment.
- 3.1.4 Participate in reviews with the Employer and Apprenticeship Tutor to track progress and success in meeting the objectives of the ILP and agree any changes needed to address performance or support enhanced learning opportunities.
- 3.1.5 Manage and track attendance and participation to meet the minimum off the job learning requirements for this apprenticeship programme within their normal working hours. This also means that the apprentice must immediately inform their Employer and the Main Provider if they are absent for any element of their planned off the job learning and ensure that this learning is rescheduled.
- 3.1.6 Inform the Main Provider and their Employer if personal circumstances change that will affect completion of the apprenticeship or will change the planned end date.
- 3.1.7 Proactively identify any issues or barriers to successful completion of this apprenticeship and raise these quickly with their Employer and Apprenticeship Tutor, working with both to implement any action needed.
- 3.1.8 Raise any queries or complaints regarding the apprenticeship in accordance with clause 2.2 and 2.3 above
- 3.1.9 Participate in course feedback and apprenticeship evaluation to support the continuous improvement of the programme for current and future apprentices.
- 3.1.10 Take opportunities that arise to support other current and future apprentices to benefit from their apprenticeship.

3.2 The Employer and the Apprentice's Line Manager Agree to:

- 3.2.1 Provide a working environment that meets current health and safety legislation to enable the Apprentice to work and learn safely for the duration of the apprenticeship.
- 3.2.2 Work with the Apprentice and the Main Provider to agree an ILP, and provide the Apprentice with access to the knowledge, skills and experience, resources and opportunities needed to achieve this apprenticeship.
- 3.2.3 Support the Main Provider to comply with funding rules and collate evidence to confirm Apprentice and apprenticeship eligibility for funding.
- 3.2.4 Ensure that the Apprentice completes the minimum mandatory off-the-job learning for their apprenticeship within the Apprentice's normal working hours. This also means that the Employer must immediately inform the Main Provider if their Apprentice is absent for any element of their planned off-the-job learning and ensure that the Apprentice is able to take the time within their paid hours after their return to complete the rescheduled off-the-job learning.
- 3.2.5 Support the Apprentice to manage their own learning, by ensuring sufficient off-the-job time in their typical working day (or time in lieu) to meet the requirements of this apprenticeship, including undertaking the End Point Assessment.
- 3.2.6 Enable the line manager and/or Apprenticeship Tutor to support and guide the Apprentice to carry out their day-to-day role and meet the targets and timelines needed to complete the apprenticeship by the planned end date.
- 3.2.7 Participate in reviews with the Apprentice and Main Provider, providing evidence and feedback on progress at work and success in meeting the objectives of the ILP, and agree any changes needed to the learning plan supporting the Apprentice to address performance or access enhanced learning opportunities.
- 3.2.8 Support their Apprentice to track attendance and participation to meet the off-the-job learning requirements for this apprenticeship programme.
- 3.2.9 Inform the Main Provider if there are organisational or apprentice circumstance changes that will affect completion of the apprenticeship or change the planned end date.
- 3.2.10 Proactively identify any issues or barriers to successful completion of this apprenticeship and raise these quickly with the Apprenticeship Tutor and Apprentice, working to implement any action needed.
- 3.2.11 Raise any queries or complaints regarding the apprenticeship in accordance with clause 2.2 and 2.3 above.
- 3.2.12 Participate in course feedback, impact assessment and evaluation to support the continuous improvement of the wider apprenticeship programme.
- 3.2.13 Take opportunities to promote and publicise the successful completion of this apprenticeship and the benefits of the apprenticeship programme.

3.3 The Main Provider Agrees to:

- 3.3.1 Provide a learning environment that meets current health and safety legislation to enable the Apprentice to learn safely for the duration of the apprenticeship.
- 3.3.2 Work with the Apprentice and Employer to comply with the prevailing Apprenticeship funding and performance management rules, providing an evidence pack that confirms eligibility for funding.
- 3.3.3 Work with the Employer and their Apprentice to agree an ILP, and provide the Apprentice with access to the knowledge, skills and experience, resources and opportunities needed to achieve this apprenticeship.
- 3.3.4 Support the Apprentice to manage their own learning, by ensuring sufficient resources, support, access to materials in their typical working day to meet the off the job requirements of this apprenticeship, including undertaking the end point assessment. This also means that when the Apprentice is absent during a planned off the job learning element, the Main Provider must work with the Employer and Apprentice to reschedule this learning and ensure that the Apprentice can complete the off the job learning.
- 3.3.5 Enable the line manager and/or Apprenticeship Tutor to support and guide the Apprentice, to carry out their day to day role and to meet the targets and timelines needed to complete the apprenticeship by the planned end date by providing a clear summary of off the job and on the job learning required.
- 3.3.6 Lead reviews with the Apprentice and Employer, providing evidence and feedback on progress to track success in meeting apprenticeship milestones, and agree any changes needed to the learning plan to support the apprentice to address performance or access enhanced learning opportunities.
- 3.3.7 Track attendance and participation to meet the off the job learning requirements for this apprenticeship programme.
- 3.3.8 Use Apprentice and Employer data only for the purposes and in accordance with the Main Provider, Employer and ESFA Privacy Statements.
- 3.3.9 Inform the Employer if there are changes that will affect completion of the apprenticeship or change the planned end date.
- 3.3.10 Proactively identify any issues or barriers to successful completion of this apprenticeship arising from the Main Provider, Employer or Apprentice, and raise these quickly with the Employer or Apprentice, working to implement any action needed.
- 3.3.11 Manage any queries or complaints regarding the apprenticeship in accordance with clause 2.2 and 2.3 above.
- 3.3.12 Enable Employer and Apprentice participation in course feedback, impact assessment and evaluation to support the continuous improvement of the apprenticeship programme.
- 3.3.13 Take opportunities to promote and publicise impact and success for the Employer, Apprentice and the wider apprenticeship programme.

4.0 Initial Needs Assessment & Additional Learning Support

This section highlights the outcomes of an Initial Needs Assessment (INA) which identifies any gaps in knowledge skills or experience, acknowledges prior learning, confirms any requirement for English &

Maths tuition, as well as any other learning support required as part of this apprenticeship. The INA should be completed in conjunction with the Individual Learning Plan in Annex C.

4.1 Initial Needs Assessment

Assessment Outcomes	Impact / Action	Time Adjustment
i.e. Prior Learning Accredited	i.e. % Reduction of Levy	i.e. % Reduction
i.e. Learning Gaps	i.e. Additional Learning Support	i.e. % Increase OJT

4.2 Additional Learning Support

Description	Funder	Start Date	End Date	Delivery Organisation
i.e. Level 2 English				
i.e. Level 3 Maths				
i.e. Disability Support				

5.0 Signatories

Description	Apprentice	Employer	Main Provider
Name			
Position			
Organisation			
Phone			
Email			
Signature			
Date			

Annex A: Knowledge, Skills & Behaviours

[INSERT BASED ON APPRENTICESHIP STANDARD]

Annex B Indicative Programme Overview & Planned Attendance

The timetable and module breakdown are split across X years of study. This will provide evidence that the minimum mandatory requirement for time spent in off-the-job training is met. The module information details the modules that will be undertaken during each year of the apprenticeship, when they will be delivered and the method of assessment, mapped to the knowledge, skills and behaviours set out in the apprenticeship standard. This will help to ensure that the Apprentice is able to meet the core competencies required at Gateway to progress to End Point Assessment.

Dates and module choices during the apprenticeship may change in line with the Apprentice's progress, therefore Annex B should be monitored, updated, signed and reissued by the Main Provider at least annually, or whenever changes are made.

B.1 Year 1

Planned Attendance:

Type of session	Location	Date	Start time	Finish time	Number of hours per session
Induction Day	University Campus	5 th November	9:00	18:00	8
Self-study	Flexible	xxx	xx	xx	X
Year 1 – Session 1	University Campus	7 – 11 th January	9:00	17:00	35

Module breakdown and mapping to KSBs:

Module	Date	Assessment Type	Knowledge, Skills & Behaviours
		Assignment	i.e. K1, K2, S6, B5
		Qualification	
		Exam	

B.2 Year 2

Planned Attendance:

Type of session	Location	Date	Start time	Finish time	Number of hours per session
<i>Self-study</i>	<i>Flexible</i>	<i>xxx</i>	<i>xx</i>	<i>xx</i>	<i>X</i>
<i>Year 2 – Session 1</i>	<i>University Campus</i>	<i>7 – 11th January</i>	<i>9:00</i>	<i>17:00</i>	<i>35</i>

Module Breakdown and mapping to KSBs:

Module	Date	Assessment	Knowledge, Skills & Behaviours
		Assignment	i.e. K1, K2, S6, B5
		Qualification	
		Exam	

B.3 Year 3

Planned Attendance:

Type of session	Location	Date	Start time	Finish time	Hours /session
<i>Self-study</i>	<i>Flexible</i>	<i>xxx</i>	<i>xx</i>	<i>xx</i>	<i>X</i>
<i>Year 3 – Session 1</i>	<i>University Campus</i>	<i>7 – 11th January</i>	<i>9:00</i>	<i>17:00</i>	<i>35</i>

Module Breakdown and mapping to KSBs:

Module	Date	Assessment	Knowledge, Skills & Behaviours
		Assignment	i.e. K1, K2, S6, B5
		Qualification	
		Exam	

B.4 Year 4

Planned attendance:

Type of session	Location	Date	Start time	Finish time	Hours /session
<i>Self-study</i>	<i>Flexible</i>	<i>xxx</i>	<i>xx</i>	<i>xx</i>	<i>X</i>
<i>Year 4 – Session 1</i>	<i>University Campus</i>	<i>7 – 11th January</i>	<i>9:00</i>	<i>17:00</i>	<i>35</i>

Module breakdown and mapping to KSBs:

Module	Date	Assessment	Knowledge, Skills & Behaviours
		Assignment	i.e. K1, K2, S6, B5
		Qualification	
		Exam	

B.5 Year 5

Planned Attendance:

Type of session	Location	Date	Start time	Finish time	Hours /session
<i>Self-study</i>	<i>Flexible</i>	<i>xxx</i>	<i>xx</i>	<i>xx</i>	<i>X</i>
<i>Year 1 – Session 1</i>	<i>University Campus</i>	<i>7 – 11th January</i>	<i>9:00</i>	<i>17:00</i>	<i>35</i>

Module breakdown & mapping to KSBs

Module	Date	Assessment	Knowledge, Skills & Behaviours
		Assignment	i.e. K1, K2, S6, B5
		Qualification	
		Exam	

Annex C: Apprentice Individual Learning Plan (ILP)

As part of the apprenticeship, the Apprentice will undertake learning both on and off the job, for example attending lectures and seminars, completing assignments, or undertaking online learning in a virtual classroom. The ILP sets out the individual learning requirements to help the Apprentice successfully complete their apprenticeship. It will form the basis of the tripartite and annual reviews and will be updated regularly to meet any change in the Apprentice's learning needs.

Individual Learning Plan

This Individual Learning Plan (ILP) outlines a programme of learning agreed between the Apprentice, Employer and the Main Provider and forms an integral part of the Commitment Statement. The ILP will form the basis of the Tripartite Review.

Apprentice, Employer and Training Provider details:

Apprentice:	
Name	
Address	
Contact details	
Contracted hours per week	

Employer:	
Company/Organisation	
Address	
Contact name, job title & role (line manager/mentor for e.g.)	
Contact details	

Training Provider:	
Name	
Address	
Contact name, job title & role (Apprenticeship Tutor)	

Contact details	
------------------------	--

Apprenticeship programme information:

Apprenticeship programme:	
Name	
Minimum duration	
Start date	
Expected completion date	
Time spent in off-the-job training to meet minimum 20%	

Mandatory qualifications:

Qualification	To be achieved (✓)	Already achieved (✓)
Level 2 English		✓ (for e.g.)
Level 2 Maths		✓ (for e.g.)
Degree (BA/BSc/BEng/MA/MSc)	✓ (for e.g.)	

Educational background:

Subject	Level	Date achieved	Grade

Employment background/relevant professional qualifications & experience:

Other relevant learning, skills training & work experience

Employment, career progression and personal development objectives:

Employment aspirations, career progression and personal development objectives

Recognition of Prior Learning:

Detailed assessment of prior learning to provide evidence for the award of credit and/or exemption from a module or modules. Indicate any resulting impact on cost where applicable.

Assessment undertaken	Impact
Outcomes	

Additional learning support:

Detailed assessment of additional learning support requirements, to include Level 2 English and Maths if not already achieved, Foundation Maths support, specific learning disabilities, relevant medical conditions or other additional needs.

Assessment undertaken	Impact
Outcomes	

Off-the-job Training Delivery:

For an overview of the Apprenticeship Programme refer to Annex B of the Commitment Statement which details modules, date of delivery and assessment methods, mapped against the Knowledge, Skills and Behaviours set out in the Apprenticeship Standard.

Planned attendance:

For details of the Apprentice's agreed timetable for planned off-the-job learning and the location where this will take place (to include Induction Day), refer to Annex B of the Commitment Statement. This may include time spent at the University attending lectures and seminars, completing assignments, as well as self-study or participating in online learning either at the University or elsewhere.

Additional qualifications/training:

Record any additional qualifications, awards and/or workplace learning required to meet the requirements set out in the Apprenticeship Standard, to include any specific training carried out at the Employer's premises:

Learning objective	Completion date	Additional information
<i>[E.g. Maths Foundation Programme]</i>		
<i>[E.g. ICE CPD requirements]</i>		
<i>[E.g. on-the-job training]</i>		

Support arrangements:

Record any planned support arrangements for the Apprentice:

Arrangements:	
Books	
Tools and equipment	
Protective clothing	
Special provision	

Summary:

This ILP outlines a programme of learning agreed between the Apprentice, Employer and the Training Provider, which will result in the Apprentice meeting all the requirements for Gateway and subsequent End Point Assessment. The ILP will be reviewed at least once a year during the Annual Review, but it can be reassessed more frequently if any of the parties agree that this would be helpful to the Apprentice.

Signatures:

We hereby confirm that we have read, understood and agree with the contents of the ILP.

Apprentice:

Name:

Signature:

Date:

University Apprenticeship Tutor:

Name:

Signature

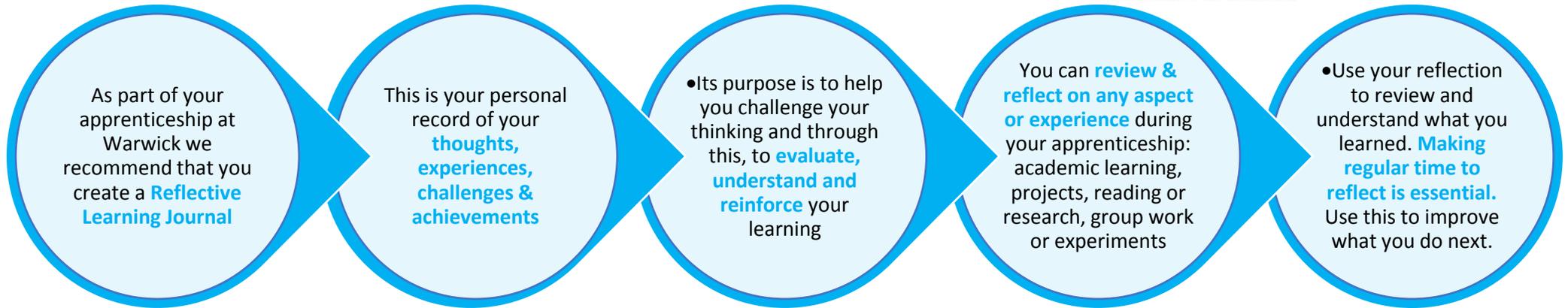
Date

Line Manger/Mentor:

Name:

Signature:

Date:



Getting Started – Creating Your Own Reflective Learning Journal ...

PREPARE yourself for reflective learning
- Consider your thinking processes

1



Read about and research Reflective
Talk to other apprentices and students about their Learning Journals

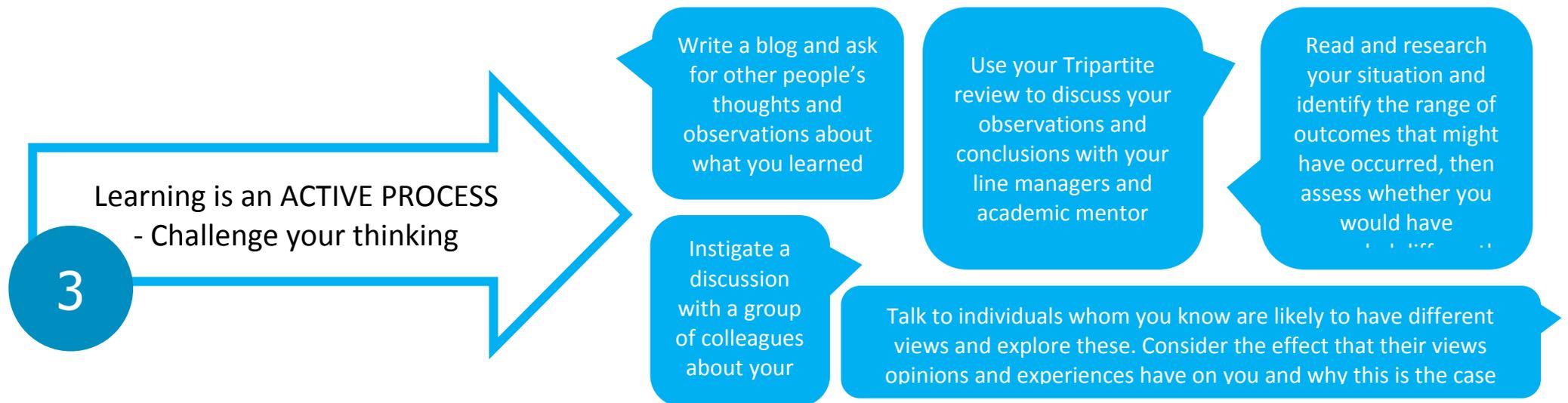
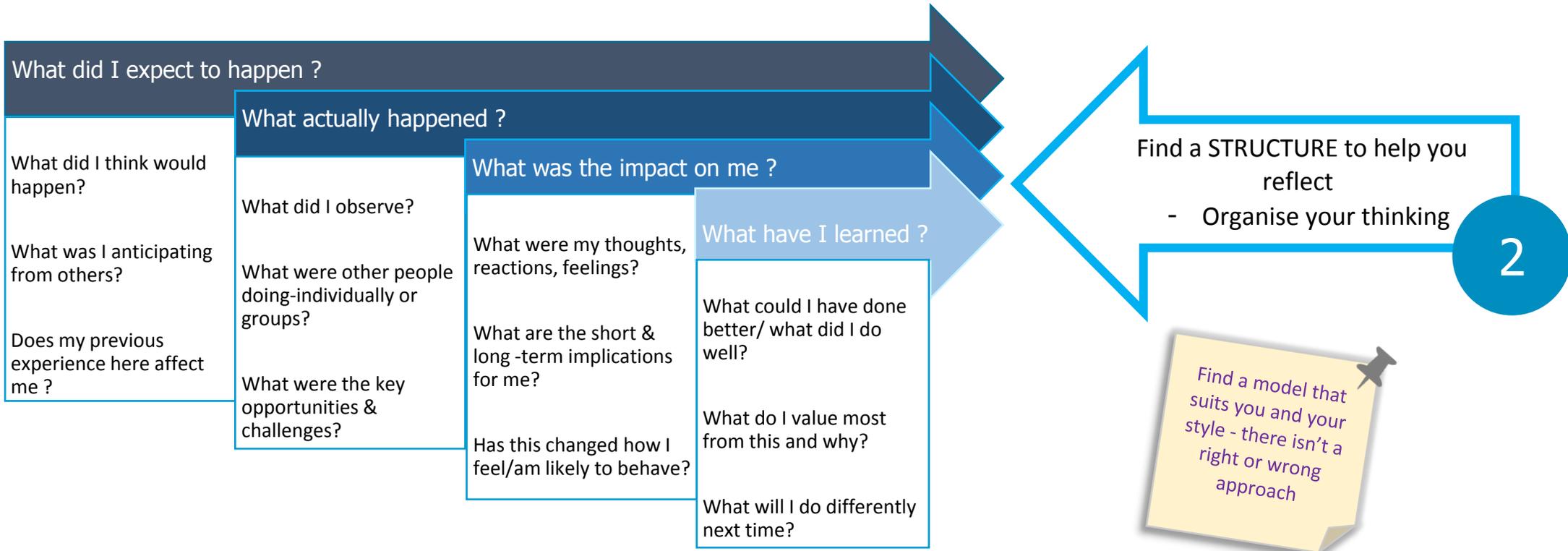


Consider your learning style and what this means for your Journal
Consider the pros and cons of the range of format and styles for you



Collect different examples of learning diaries, logs and journals
Develop a Reflective Learning Journal that reflects your style and approach





Document 18

Date:	Select date.	Purpose:	Tri-partite Review <input type="checkbox"/>	Annual Review <input type="checkbox"/>	Gateway to End Point Assessment <input type="checkbox"/>	End of programme <input type="checkbox"/>
Attendees:	Apprentice: Enter apprentice's first and last name.					
	Employer: Enter name and position of employer representative.					
	University: Enter name and position of University representative.					
Review schedule - Please select proposed review dates at the start of each year of the programme and update as necessary:						
Year 1	Select date	Select date	Select date	Select date	Select date	Select date
Year 2	Select date	Select date	Select date	Select date	Select date	Select date
Year 3	Select date	Select date	Select date	Select date	Select date	Select date
Year 4	Select date	Select date	Select date	Select date	Select date	Select date
Year 5	Select date	Select date	Select date	Select date	Select date	Select date
Actions agreed from previous meeting:						
Enter any actions that arose from the previous Tripartite Review meeting.						
Attendance and engagement with the programme:						
<input type="checkbox"/> Excellent (90 – 100%) <input type="checkbox"/> Satisfactory (80 - 90%) <input type="checkbox"/> Concerning (<80%)						
Comments from participants:						
Enter any comments on attendance that participants wish to include.						
<i>Please note: if physical attendance at off-the-job learning days falls below 80%, an immediate action plan must be implemented, and the Course Director informed by email by the University Apprenticeship Tutor.</i>						

Attendance:	On Schedule <input type="checkbox"/>	Action Plan <input type="checkbox"/>	Break in learning/extension plan <input type="checkbox"/>
20% Off-the-Job learning:	On Schedule <input type="checkbox"/>	Ahead <input type="checkbox"/>	Behind <input type="checkbox"/>
IPD progress (<i>Civil Eng. Only</i>)	On Schedule <input type="checkbox"/>	Ahead <input type="checkbox"/>	Behind <input type="checkbox"/>

Tripartite meeting outcome summary and agreed actions:

Enter a summary of the review meeting and list any agreed actions (to include action plan where required).

Comments from Line Manager/Workplace Mentor:

Enter any comments from the employer representative.

Comments from Apprentice:

Enter any comments from the Apprentice.

Comments from University Apprenticeship Tutor:

Enter any comments from the Apprenticeship tutor or other University representative

Annual review (Progress against the Knowledge, Skills & Behaviours set out in the relevant Apprenticeship Standard, to include off-the-job and on-the-job learning):

Knowledge:

Enter details of the Apprentice's progress against the Knowledge requirements laid out in the Standard. Include summative and formative assessment outcomes where appropriate.

Skills:

Enter details of the Apprentice's progress against the Skills requirements set out in the Standard. Include summative and formative assessment outcomes where appropriate

Behaviours:

Enter details of the Apprentice's progress against the Skills requirements set out in the Standard. Include summative and formative assessment outcomes where appropriate .

Other (e.g. progress against professional body requirements if different):

Enter details of the Apprentice's progress against any other requirements such as professional body requirements for the EPA if different (e.g. IPD progress for Civil Engineering).

Gateway review – confirmation that sufficient progress has been made against all Knowledge, Skills & Behaviours set out in the Apprenticeship Standard

Progress Apprentice to End Point Assessment: **Yes** **No**

University comments:

Enter comments on why the decision has been taken to progress the Apprentice to EPA or not.

Employer comments:

Enter comments on why the decision has been taken to progress the Apprentice to EPA or not .

Apprentice comments:

Enter comments from the Apprentice.

Agreed Actions:

Enter any agreed actions to support the readiness of the Apprentice for EPA.

Placement Learning Commitment Statement

This Commitment Statement summarises the roles and responsibilities that support the successful completion of a work-based learning placement. The content of this document can be used to support regular reviews between all three parties (Student, University & Placement Provider), to monitor progress and review the ongoing support and commitment required during the lifetime of the placement.

1.0 Core Information

The Core Information section provides details of the parties responsible for ensuring the successful completion of the placement and outlines key information including review processes and details concerning support and guidance.

The Placement Provider:	[Company Name], registered in England and Wales with company number [Company Number] and with its registered office at [Company Address.]
The University:	The University of Warwick, Coventry, CV4 8UW, UK
The Student:	[Name & Address.]

1.1 The Learning Placement Covered by This Commitment Statement

Degree Course:	Course name.
Course Level:	Course Level e.g. 4-8.
Placement Start Date:	Select date.
Placement End Date:	Select date.

1.2 Placement Review Schedule & Attendees

For longer placements reviews between the Placement Provider, the University and Student should take place at regular intervals to discuss progress and identify any actions needed to support a successful outcome.

- 2.5.4 Should a complaint from the Student be received by the University that relates to their placement then the University will advise the Student that they need to take the complaint to their Placement Provider.
- 2.5.5 Should a complaint from the Student be received by the Placement Provider that relates to the University or their programme of study then the Placement Provider will advise the Student that they need to take the complaint to the University in accordance with 2.3.2.
- 2.5.6 Student complaints, if unresolved by the University, can be escalated to the Office of the Independent Adjudicators. The Student must check the guidance on the scope of their complaint to the Office of the Independent Adjudicators, which can be viewed at: <http://www.oiahe.org.uk/making-a-complaint-to-the-oia.aspx>

2.5 Data Protection

- 2.4.10 It is intended that all the individuals and organisations referenced in this document will all be able to share data and information with each other to support the delivery and monitoring of the placement.
- 2.4.11 The personal information that the Student provides to the University may be passed to the Higher Education Statistics Authority (HESA) for the purpose of national statistics.
- 2.4.12 If the Placement Provider or University are processing Student personal information using consent, this can be withdrawn at any time.
- 2.4.13 The University Privacy Notice can be viewed at:
<https://warwick.ac.uk/services/idc/dataprotection/privacynotices/studentprivacynotice>
The Placement Provider Privacy Notice can be viewed at: XXXXXXXX
- 2.4.14 Student personal information, including results, and information about academic progress and conduct, may be shared between the University, Placement Provider, and with other regulatory or professional bodies necessary for the delivery of the placement, and the Student's well-being, but only where the law allows this sharing to take place, in compliance with the current Data Protection Legislation.
Data Protection Legislation means the Data Protection Act 2018 and the General Data Protection Regulation (Regulation (EU) 2016/679) and any relevant replacement/subsequent European and/or UK privacy legislation.

3.0 Roles and Responsibilities

The Roles & Responsibilities summary confirms that accountabilities for a successful placement are shared equally by the Placement Provider, Student and University. These roles and responsibilities are intended to support the student throughout their placement to successful completion.

3.4 The Student Agrees to:

- 3.4.1 Ensure that any changes to personal information, including name, address and contact details are notified to the University and Placement Provider as soon as possible.

- 3.4.2 Work with their workplace mentor/line manager and academic supervisor/tutor to agree a Placement Learning Plan (PLP) as defined in Annex A, to help achieve their placement.
- 3.4.3 Manage their own learning, and with support from their Placement Provider and academic supervisor/tutor, work to meet the targets and timelines needed to complete the placement by the planned end date.
- 3.4.4 Participate in periodic reviews with the Placement Provider and academic supervisor/tutor to track progress and success in meeting the objectives of the PLP and agree any changes needed to address performance or support enhanced learning opportunities.
- 3.4.5 Inform the University and their Placement Provider if personal circumstances change that will affect completion of the placement or will change the planned end date.
- 3.4.6 Proactively identify any issues or barriers to successful completion of the placement and raise these quickly with their Placement Provider and University, working with both to implement any action needed.
- 3.4.7 Raise any queries or complaints regarding the placement in accordance with clause 2.2 and 2.3 above
- 3.4.8 Participate in course feedback and placement evaluation to support the continuous improvement of the programme for current and future placement students.

3.5 The Placement Provider Agrees to:

- 3.5.1 Provide a working environment that meets current health and safety legislation to enable the Student to work and learn safely for the duration of the placement.
- 3.5.2 Work with the Student and the University to agree an PLP, and provide the Student with access to the knowledge, skills, experience, resources and opportunities needed to successfully complete the placement.
- 3.5.3 Support the Student to manage their own learning, by ensuring sufficient access to resources, support, and materials
- 3.5.4 Participate in periodic reviews with the Student and University, providing evidence and feedback on progress at work and success in meeting the objectives of the PLP, and agree any changes needed to the learning plan supporting the Student to address performance or access enhanced learning opportunities.
- 3.5.5 Inform the University if there are organisational or student circumstance changes that will affect completion of the placement or change the planned end date.
- 3.5.6 Proactively identify any issues or barriers to successful completion of the placement and raise these quickly with the University and Student, working to implement any action needed.
- 3.5.7 Raise any queries or complaints regarding the placement in accordance with clause 2.3 above.
- 3.5.8 Participate in course feedback, impact assessment and evaluation to support the continuous improvement of the wider placement programme.

- 3.6** Take opportunities to promote and publicise the successful completion of this placement and the benefits of the placement programme.

3.7 The University Agrees to:

- 3.7.1 Work with the Placement Provider and the Student to agree the PLP, and provide the Student with access to the knowledge, skills, experience, resources and opportunities needed to achieve this placement.
- 3.7.2 Support the Student to manage their own learning, by ensuring sufficient access to resources, support, and materials
- 3.7.3 Lead periodic reviews with the Student and Placement Provider, providing evidence and feedback on progress to track success in meeting placement milestones, and agree any changes needed to the learning plan to support the student to address performance or access enhanced learning opportunities.
- 3.7.4 Inform the Placement Provider if there are changes that will affect completion of the placement or change the planned end date.
- 3.7.5 Proactively identify any issues or barriers to successful completion of the placement arising from the University, Placement Provider or Student, and raise these quickly with the Placement Provider or Student, working to implement any action needed.
- 3.7.6 Manage any queries or complaints regarding the placement in accordance with clause 2.2 and 2.3 above.
- 3.7.7 Enable Placement Provider and Student participation in course feedback, impact assessment and evaluation to support the continuous improvement of the placement programme.
- 3.7.8 Take opportunities to promote and publicise impact and success for the Placement Provider, Student and the wider placement programme.

4.0 Signatories

Description	Student	Placement Provider	University
Name			
Position			
Organisation			
Signature			
Date			

Annex A: Placement Learning Plan (PLP)

The PLP sets out individual learning requirements to help the Students successfully complete their placement. It will form the basis of the periodic reviews and will be updated when necessary to meet any change in the Student's learning needs.

Placement Learning Plan

This Placement Learning Plan (PLP) outlines a programme of learning agreed between the Student, Placement Provider and the University and forms an integral part of the Commitment Statement. The PLP will form the basis of the periodic reviews.

Student details:

Name	
Address	
Contact details	
Degree Programme	

Placement information:

Workplace Location(s)	
Start date	
Expected end date	

Placement objectives and outcomes:

Define the objectives of the placement and any learning outcomes that the student is expected to achieve by the end of the placement

Personal development objectives:

Define any additional personal development objectives that are not covered in the placement objectives and outcomes
--

--

Additional learning support:

Define any additional learning support requirements including specific learning disabilities, relevant medical conditions or other additional needs.

Support requirement	Impact/Adjustment
Additional information	

Additional training requirements:

Record any additional training and/or workplace learning required including any specific training carried out at the Placement Provider's premises:

Learning objective	Completion date	Additional information
<i>[E.g. Health & Safety]</i>		
<i>[E.g. Equipment training]</i>		
<i>[E.g. GDPR training]</i>		

Other requirements:

Record any planned support arrangements for the Student:

Arrangements:	
<i>[E.g. Books]</i>	
<i>[E.g. Tools and equipment]</i>	
<i>[E.g. Protective clothing]</i>	

Signatures:

We hereby confirm that we have read, understood and agree with the contents of the PLP.

Student:

Name:

Signature:

Date:

Academic supervisor/tutor:

Name:

Signature

Date

Line Manger/Mentor:

Name:

Signature:

Date:

Document 20

Placement Learning - Roles and Responsibilities

The Roles & Responsibilities summary confirms that accountabilities for a successful placement are shared equally by the Placement Provider, Student and University. These roles and responsibilities are intended to support the student throughout their placement to successful completion.

1. The Student Agrees to:

- Ensure that any changes to personal information, including name, address and contact details are notified to the University and Placement Provider as soon as possible.
- Work with their workplace mentor/line manager and academic supervisor/tutor to agree a Placement Learning Plan (PLP)
- Manage their own learning, and with support from their Placement Provider and academic supervisor/tutor, work to meet the targets and timelines needed to complete the placement by the planned end date.
- Participate in periodic reviews with the Placement Provider and academic supervisor/tutor to track progress and success in meeting the objectives of the PLP and agree any changes needed to address performance or support enhanced learning opportunities.
- Inform the University and their Placement Provider if personal circumstances change that will affect completion of the placement or will change the planned end date.
- Proactively identify any issues or barriers to successful completion of the placement and raise these quickly with their Placement Provider and University, working with both to implement any action needed.
- Raise any queries or complaints regarding the placement
- Participate in course feedback and placement evaluation to support the continuous improvement of the programme for current and future placement students.

2. The Placement Provider Agrees to:

- Provide a working environment that meets current health and safety legislation to enable the Student to work and learn safely for the duration of the placement.
- Work with the Student and the University to agree an PLP, and provide the Student with access to the knowledge, skills, experience, resources and opportunities needed to successfully complete the placement.
- Support the Student to manage their own learning, by ensuring sufficient access to resources, support, and materials
- Participate in periodic reviews with the Student and University, providing evidence and feedback on progress at work and success in meeting the objectives of the PLP, and agree any changes needed to the learning plan supporting the Student to address performance or access enhanced learning opportunities.
- Inform the University if there are organisational or student circumstance changes that will affect completion of the placement or change the planned end date.

- Proactively identify any issues or barriers to successful completion of the placement and raise these quickly with the University and Student, working to implement any action needed.
- Raise any queries or complaints regarding the placement
- Participate in course feedback, impact assessment and evaluation to support the continuous improvement of the wider placement programme.
- Take opportunities to promote and publicise the successful completion of this placement and the benefits of the placement programme.

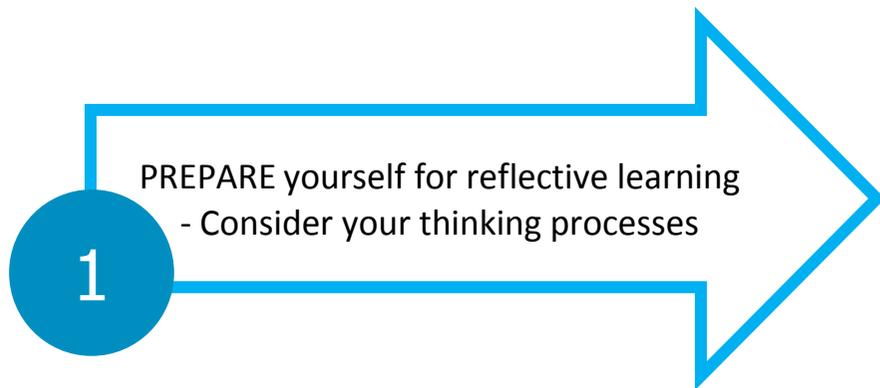
3. **The University Agrees to:**

- Work with the Placement Provider and the Student to agree the PLP, and provide the Student with access to the knowledge, skills, experience, resources and opportunities needed to achieve this placement.
- Support the Student to manage their own learning, by ensuring sufficient access to resources, support, and materials
- Lead periodic reviews with the Student and Placement Provider, providing evidence and feedback on progress to track success in meeting placement milestones, and agree any changes needed to the learning plan to support the student to address performance or access enhanced learning opportunities.
- Inform the Placement Provider if there are changes that will affect completion of the placement or change the planned end date.
- Proactively identify any issues or barriers to successful completion of the placement arising from the University, Placement Provider or Student, and raise these quickly with the Placement Provider or Student, working to implement any action needed.
- Manage any queries or complaints regarding the placement.
- Enable Placement Provider and Student participation in course feedback, impact assessment and evaluation to support the continuous improvement of the placement programme.
- Take opportunities to promote and publicise impact and success for the Placement Provider, Student and the wider placement programme.

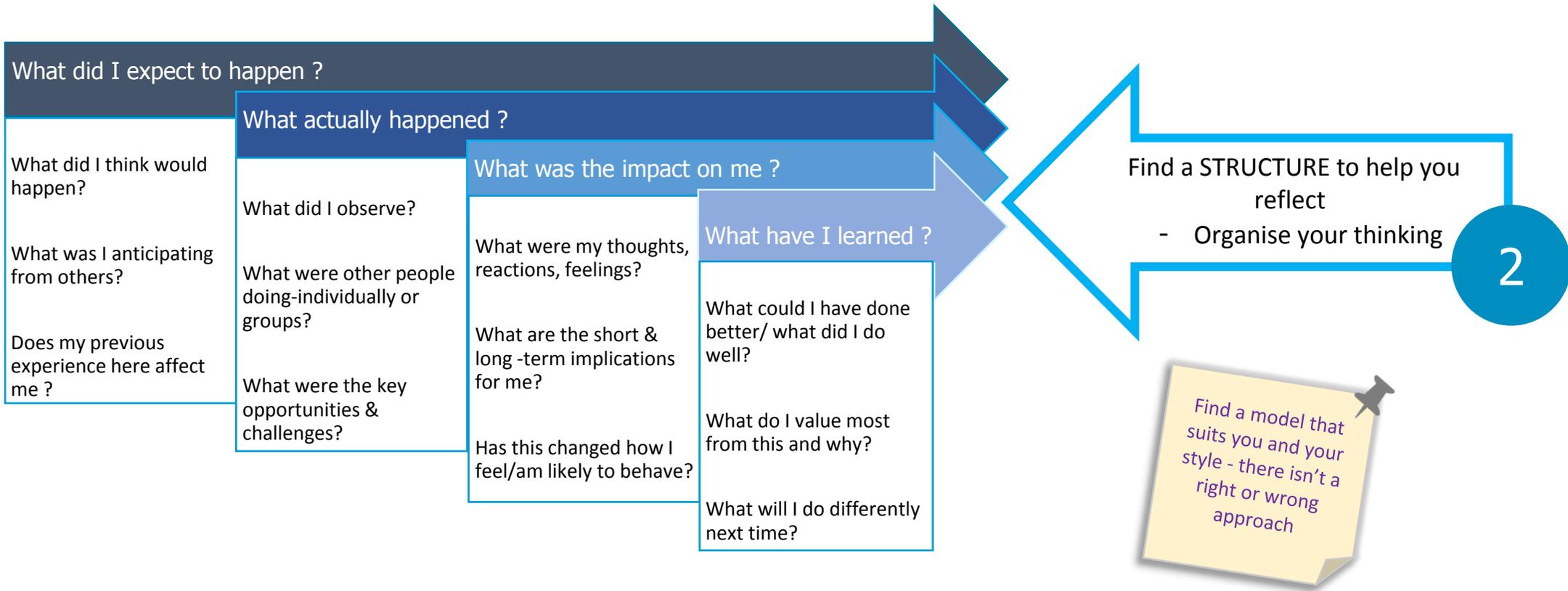
Your Reflective Learning Journal at Warwick



Getting Started – Creating Your Own Reflective Learning Journal ...



 <p>Read about and research Reflective Learning Journals</p>	 <p>Consider your learning style and what this means for your Journal</p>	 <p>Collect different examples of learning diaries, logs and journals</p>
<p>Talk to other students and apprentices about their Learning Journals</p> 	<p>Consider the pros and cons of the range of format and styles for you</p> 	<p>Develop a Reflective Learning Journal that reflects your style and approach</p> 



UNIVERSITY OF WARWICK

For the meeting of the Academic Quality and Standards Committee to be held on 6 June 2019

Subject	Initial Recommendations on implementing Maximum Periods of Study
Report prepared by	Clare Watters, Assistant Registrar (Teaching and Learning)
Purpose	To introduce minimum and maximum periods of study across all qualifications.
Recommendation	The Committee is invited to consider the recommendation of minimum and maximum periods of study for all courses.

1) Background

The University does not currently detail minimum or maximum periods of study for all courses. Publishing a clear list of absolute maximum periods of registration would help to ensure the currency of knowledge, competency and the quality of students' degrees. Stipulated absolute minimum and maximum periods of study are regularly used by other institutions as a means of quality assurance.

Maximum and minimum periods of study are currently stated for some part-time postgraduate taught courses in Regulation 37.2. Standard periods of study for postgraduate research degrees are also outlined in Reg. 38.3, but with no maximum periods stated.

Reviewing and compiling this information to create a clear agreed list of minimum and maximum periods of study will enable students and staff to have a clear understanding of University requirements.

The recommendations of proposed new minimum and maximum periods of study outlined in section 2) are made based on:

- a) Minimum and Maximum Periods of Assessment according to current regulations;
- b) Information on the approach of other institutions;
- c) Information on maximum registration periods for students on current courses.

Note on Immigration

The maximum periods of study would not imply that where a visa is required students will be able to secure a visa for the full period. Students who are non-UK/EEA nationals would be required to hold acceptable UK immigration permission at all times during their period of enrolment at the University. Any students on a visa would seek advice from the Immigration Service if their normal period of registration were to potentially be extended.

Note on PSRBs

Where PSRB requirements stipulate more stringent requirements than University maximum periods, these must be adhered to and outlined at the point of course approval.

Areas which will require further investigation and are outside the scope of this paper:

- Centre for Lifelong Learning courses not outlined below
- Warwick International Foundation Programme

a) Maximum Periods of Assessment according to current regulations

The table below provides current implicit maximum periods of study and maximum periods of study for part-time courses where specified. The periods are calculated according to

current University Regulations on course lengths, temporary withdrawal periods, resit examinations, extensions and corrections where applicable.

Maximum Period from Initial Registration			
	Reg	Maximum – Full Time (years)	Maximum – Part-Time (years)
Undergraduate			
BA (and BSc, BAsC recommended by Social Sciences)	8.1	Approved by degree programme + 2 years of resits + 2 years TWD + voluntary year out where available 7/8	10
LLB	8.1	Approved by degree programme + 2 years of resits + 2 years TWD 7	6
BSc (and BA recommended by Science, Engineering and Medicine)	8.3	7	N/A
BSc (and BA recommended by Science, Engineering and Medicine) with intercalated year	8.3	8	N/A
BEng, BSc in Engineering	8.4	7	N/A
Integrated Masters			
Undergraduate Masters Degree in Science and Computer Systems Engineering (exc. BSc, MEng & BEng, MEng)	8.3	7	N/A
BEng, MEng; BSc MEng	8.4	8	N/A
Medicine			
MBChB	8.10	6	N/A
Foundation/2+2/Part Time degrees			
2+2 BSc and BA in collaboration with local colleges	8.9	8	N/A
FdA Foundation PT	8.11	N/A	6
BEng Applied Engineering PT	8.13	N/A	9
Foundation Year of BSc Management with Foundation Year; BSc Accounting and Finance with Foundation Year	8.14	4	N/A
Postgraduate Taught			
Master's (inc.MRes)	37.2	Course regs + 2 years TWD + 1 year Resit	8
PG Dip	37.2	Course regs + 2 years TWD + 1 year Resit	5

PG Cert	37.2	Course regs + 2 years TWD + 1 year Resit	3
PG Award	37.2	Course regs	1
37.2 N.B. Students registered for some postgraduate part-time courses may be permitted to suspend their studies for up to 3 years, if this is set out under the relevant Course Regulations, in line with the Regulation on Student Registration, Attendance and Progress. (Clarity needed on whether this is included in all maximum periods)			
Postgraduate Research			
Master's by Research (MA, MSc, LLM, MMedSci, MS)	38.3	(1 year + 2 year TWD + stated period for resits/resubmission) 3 years + resits	(5 years + 2 year TWD + stated period for resits/resubmission) 7 years + resits
MPhil and MD	38.3	(2 years + 1 year extension + 1 year corrections + 2 years TWD) 5 years	(6 years + 1 year extension + 1 year corrections + 2 years TWD) 9 years
PhD	38.3	(4 years (3 years for students who commenced prior to 1 Aug 2011) + 1 year extension + 1 year corrections + 2 years TWD) 8 years	(7 years (3 years for students who commenced prior to 1 Aug 2011) + 1 year extension + 1 year corrections + 2 years TWD) 11 years
EngD	38.3	(4 years+ 1 year extension + 1 year corrections + 2 years TWD) 8 years	N/A
EdD	38.3	(3 years+ 1 year extension + 1 year corrections + 2 years TWD) 4 years	(4 years+ 1 year extension + 1 year corrections + 2 years TWD) 8 years

b) Information on other institutions with maximum periods of study in place

Research on other institutions demonstrates that maximum periods are varied, but for some courses provide a potential to benchmark. Below are examples of regulations on Maximum Periods of Study from other institutions:

Honours Degree (3 year courses)		
	Maximum – Full Time (years)	Maximum – Part-Time (years)
Birmingham	9	12
Nottingham	7	12
Suffolk	7	12
Sheffield	2 years more than minimum	9
King's (inc. 4 year programmes)	10	10
Durham	5 (2 years more than minimum)	None stated
Imperial	5 (to be introduced 2019)	
Winchester	5	6
Salford	9	9
University of West London	2 x total credits/120 + 1	2 x total credits/120 + 1
Taught Master's (1 year courses)		

Nottingham	3	6
King's (inc. 4 year programmes)	6	6
Leeds	3 (1 plus 2 years)	None stated
Imperial	3 (36 months)	4 (48 months)
SOAS	3	5
Salford	5	5
MPhil		
Exeter	3	5
Nottingham	4	8
King's	7	10
Dundee	3	5
Leeds	3	6
Bristol	2	4
Salford	3	3
PhD		
Exeter	4	7
Nottingham	6	12
King's	7	10
Dundee	4	6
Leeds	4	7
Bristol	4	7
Salford	5	9

c) Information on registration periods for students on current courses

The provision of exit awards for the first time in September 2018 highlighted that in some instances students remained on programmes longer than would have been expected according to the regulations. Further research into current student registration has shown that the areas highlighted by exit awards are not isolated in requiring attention. Clarification on regulations and absolute maximum periods will provide further support to departments in ensuring the currency of students' knowledge and skills and therefore the quality of their courses.

2) Proposed Minimum and Maximum Periods of Study

The minimum and maximum periods of study below are subject to the proposed implementation of:

- In-year remedying of failure on all courses in all years of study at UG level

They enable the University to maintain regulations while also providing a clear list of minimum and absolute maximum periods of study. AQSC is invited to review these periods to consider whether they are fit for purpose in terms of ensuring currency of knowledge and skills to provide quality provision in all areas and recommend their approval at Senate.

Minimum and Maximum Periods of Registration			
	Minimum (years)	Maximum – Full Time (years)	Maximum – Part-Time (years)
Undergraduate			
Bachelor's degree	3	5	8
Bachelor's degree with intercalated year	4	6	8
LLB	3	5	6
Integrated Master's Degree	4	6	N/A
MBChB	4	6	N/A
2+2 BSc and BA in collaboration with local colleges	4	6	N/A
FdA Foundation PT	4	N/A	6
BEng Applied Engineering PT	4	N/A	8
Foundation Year of BSc Management with Foundation Year; BSc Accounting and Finance with Foundation Year	1	3	N/A
Postgraduate Taught			
Master's	1	3	5
MRes	2	4	N/A
PG Dip	2 terms	3	5
PG Cert	1 term	3	5
PG Award	1 term	3	5
Postgraduate Research			
Master's by Research	1	3	5
MPhil	1	3	5
MD	2	4	5
PhD	3	8	10
PhD by published work	1	3	N/A
EngD	4	8	N/A
EdD	3	8	10

In addition, all students must take no more than three years to complete teaching and assessment which would normally be completed within one year.

3) Recommendation to AQSC

- 1) AQSC is invited to recommend to Senate the implementation of the minimum and maximum periods of study as outlined in section 2);
- 2) AQSC is invited to confirm the implementation of the recommendations in line with the Review of Assessment.

Committee route map for the project			
AQSC		21 February 2019	Request approval in principle and provide comment
Faculty Education Committees	Social Sciences	7 May 2019	
	Arts	8 May 2019	
	SEM	16 May 2019	
BGS		21 May 2019	
AQSC		6 June 2019	Request approval of defined maximum periods and regulation changes

Clare Watters
Assistant Registrar (Teaching & Learning)

April 2019

Spreadsheet paper placeholder

SEMEC.39/18-19 can be found at

<https://files.warwick.ac.uk/sciencefacultyboard/browse#SEMEC/2018-19/SEMEC+2019+05+16> in spreadsheet format.

UNIVERSITY OF WARWICK
FACULTY OF SCIENCE, ENGINEERING AND MEDICINE

Required Core Modules, Modules where no Resit is Offered, and
Designated Laboratory / Coursework Assessments
for First Year Science Courses 2018/19

NOTES:

To proceed, a student starting their course from Autumn 2013 onwards, must:

- Pass all required core modules
- Pass a minimum of 80 CATS
- Achieve an overall average of 40% (although marks for modules for which no resit is offered should be discounted for purposes of calculating the overall average for progression)

No marks can be condoned. (Exam grids should include an “80 CATS passed” column in which is recorded either “Y” or “N”.)

Required Core Modules

Departments should report their required core modules to the Science Faculty Undergraduate Studies Committee (SUGS) via the Secretariat in advance of the summer term meeting of SUGS. A required core module is a module which must be passed.

Modules where a resit is not offered

Departments should report to SUGS any modules where a resit is not offered.

Designated Laboratory / Coursework Assessments

Students who fail to achieve a mark of at least 40% in designated laboratory assessments, or designated practical assessments which cannot be re-sat, will be required to withdraw. Such assessments must be reported to SUGS at its meeting in the summer term. Students should have been given sufficient opportunity to remedy failure during the course of the year.

Biological Sciences/MicroViro/Biomedical Science

<u>Required Core Modules</u>	CATS
(i) Molecules, Cell and Organisms (LF104)	24
(ii) Agents of Infectious Disease (BS127)	12
(iii) Physiology and Metabolism (BS129)	18
<u>Designated Laboratory / Coursework Assessments</u>	CATS
Laboratories (BS121 part)	18
<u>Modules with no resit</u>	
(iv) Laboratories and assessments (BS121)	30

Biochemistry

<u>Required Core Modules</u>	CATS
(i) Molecules, Cell and Organisms (LF104)	24
(ii) Physiology and Metabolism (BS129)	18
(iii) Physical Chemistry (LF101)	12
<u>Designated Laboratory Component</u>	CATS
Laboratories (BS120 part)	18
<u>Modules with no resit</u>	
(iv) Laboratories and assessments (BS120)	24

Progression Failure in LF101

Students obtaining less than 40% in LF101 but who have satisfied the requirements for progression for Biological Sciences/MicroViro/Biomedical Science students may transfer to one of these courses without resitting the failed Biophysical chemistry module.

Chemistry, Chemistry with Medicinal Chemistry

<u>Required Core Modules</u>	CATS
(i) Physical Chemistry (CH162)	24
(ii) Organic Chemistry (CH161)	24
(iii) Inorganic Chemistry (CH160)	24
(iv) Mathematics & Physics for Chemists (CH159)	12
<u>Designated Laboratory / Coursework Assessments</u>	CATS
<u>Modules with no resit</u>	
Laboratory component of CH155	30

Computer Science

<u>Required Core Modules</u>	CATS
(i) CS118 Programming for Computer Scientists	15
(ii) CS126 Design of Information Structures	15
(iii) CS130 Mathematics for Computer Scientists I	15
(iv) CS131 Mathematics for Computer Scientists II	15
(v) CS132 Computer Organisation and Architecture	15
(vi) CS133 Professional Skills	15
<u>Designated Laboratory / Coursework Assessments</u>	none
<u>Modules with no resit</u>	none

Computer Systems Engineering

<u>Required Core Modules</u>	CATS
(i) CS118 Programming for Computer Scientists	15
(ii) CS126 Design of Information Structures	15
(iii) CS132 Computer Organisation and Architecture	15
(iv) CS133 Professional Skills	15
(v) ES183 Engineering Mathematics and Systems Modelling	15
(vi) ES185 Electrical and Electronic Circuits	15
<u>Designated Laboratory / Coursework Assessments</u>	none
<u>Modules with no resit</u>	none

Discrete Mathematics

<u>Required Core Modules</u>	CATS
(i) CS118 Programming for Computer Scientists	15
(ii) CS126 Design of Information Structures	15
(iii) CS136 Discrete Mathematics and its Applications I	12
(iv) CS137 Discrete Mathematics and its Applications II	12
(v) MA106 Linear Algebra	12
<u>Designated Laboratory / Coursework Assessments</u>	none
<u>Modules with no resit</u>	none

Engineering

<u>Required Core Modules</u>	CATS
(i) ES190 Dynamics and Thermodynamics	15
(ii) ES191 Electrical and Electronic Circuits	15
(iii) ES192 Engineering Design	15
(iv) ES193 Engineering Mathematics	15
(v) ES194 Introduction to Engineering Business Management	15
(vi) ES195 Materials for Engineering	15
(vii) ES196 Statics and Structures	15
(viii) ES197 Engineering Modelling, Simulation and Computation	15
(ix) ES101 Professional Engineering Competences	5

Designated Laboratory / Coursework Assessments none

Modules with no resit none

Mathematics, Mathematics and Business Studies (G100, G103, G1NC)

<u>Required Core Modules</u>	CATS
(x) MA 131 Analysis	24
(xi) MA 106 Linear Algebra	12
(xii) MA 133 Differential Equations	12
(xiii) MA 134 Geometry and Motion	12

Designated Laboratory / Coursework Assessments none

Modules with no resit none

Mathematics and Economics (GL11)

<u>Required Core Modules</u>	CATS
(i) MA 131 Analysis	24
(ii) MA 106 Linear Algebra	12
(iii) MA 133 Differential Equations	12
(iv) MA 134 Geometry and Motion	12
(v) EC 107 Economics I	30

Designated Laboratory / Coursework Assessments none

Modules with no resit none

Mathematics and Philosophy (GV17)

<u>Required Core Modules</u>	CATS
(i) MA 131 Analysis	24
(ii) MA 106 Linear Algebra	12
(iii) MA 133 Differential Equations	12
(iv) MA 134 Geometry and Motion	12
(v) PH 121 Issues in Philosophy	12
(vi) PH 126 Logic I	12
(vii) PH 131 Doing Philosophy of Mathematics	12

Designated Laboratory / Coursework Assessments none

Modules with no resit none

Mathematics and Physics

Required Core Modules CATS

(i)	MA 137 Mathematical Analysis	24
(ii)	MA 106 Linear Algebra	12
(iii)	PX 120 Electricity and Magnetism	12
(iv)	PX 148 Classical Mechanics and Relativity	12
(vi)	PX 145 Physics Foundations	12

Designated Laboratory / Coursework Assessments none

Modules with no resit:

PX129 Tutorial and possibly some MA* modules

PX150 Physics Programming Workshop 6

Mathematics and Statistics

Required Core Modules CATS

(i)	MA 106 Linear Algebra	12
(ii)	MA 137 Mathematical Analysis	24
(iii)	ST 104 Statistical Laboratory	12
(iv)	ST 115 Introduction to Probability	12

Designated Laboratory / Coursework Assessments none

Modules with no resit none

MORSE

Required Core Modules CATS

(i)	MA 137 Mathematical Analysis	24
(ii)	ST 115 Introduction to Probability	12
(iii)	EC 106 Introduction to Quantitative Economics	24
(iv)	MA 106 Linear Algebra	12
(v)	IB 104 Mathematical Programming I	12

<u>Designated Laboratory / Coursework Assessments</u>	none
<u>Modules with no resit</u>	none

Data Science

<u>Required Core Modules</u>	CATS
(i) CS118 Programming for Computer Scientists	15
(ii) CS126 Design of Information Structures	15
(iii) MA106 Linear Algebra	12
(iv) ST104 Statistical Laboratory	12
(v) ST115 Introduction to Probability	12

<u>Designated Laboratory / Coursework Assessments</u>	none
<u>Modules with no resit</u>	none

Physics and Physics with Business Studies

<u>Required Core Modules</u>	CATS
(v) PX 149 Mathematics for Physicists	24
(vi) PX 120 Electricity and Magnetism	12
(vii) PX 148 Classical Mechanics and Relativity	12
(viii) PX 145 Physics Foundations	12

<u>Designated Laboratory Component</u>	CATS
Physics Laboratory (PX 110)	30

Modules with no resit
 Electronics Workshop (PX140)
 Key Skills for Physics (PX146)
 Physics Programming
 Workshop (PX150)

Psychology

<u>Required Core Modules</u>	CATS
(i) Brain and Behaviour (PS111)	24
(ii) Psychology in Context (PS112)	24
(iii) Statistical Methods in Psychology (PS113)	12
(iv) Research Methods in Psychology (PS114)	18

(vii) Academic Skills for Psychologists (PS116) 18

Designated Laboratory / Coursework Assessments none

Modules with no resit none

WMG

Required Core Modules CATS

(i)	WM101 Applied Engineering Design	15
(ii)	WM102 Electrical and Electronic Principles	15
(iii)	WM103 Engineering Business Management and Operations	15
(iv)	WM104 Engineering Mathematics	15
(v)	WM105 Materials and Processing	15
(vi)	WM106 Static Mechanics and Energy Methods	15

Designated Laboratory / Coursework Assessments none

Modules with no resit none

EXAM 5 2019

UNIVERSITY OF WARWICK

Faculty of Science, Engineering and Medicine Education Committee

Departmental Conventions for Combining Assessed and Examined Components of Resit Modules for First-Year Examination Purposes

Department	Convention	Comments
Chemistry	Only resit examined element but mark recombined with previously completed assessed work to give new total. All students are required to pass <i>CH 159 Mathematics and Physics for Chemists</i>	

Computer Science	Only resit examined element and the new mark for this resit alone is reported to the September Examination Board.	(a) Exceptions are made for those resitting as a first attempt. In these instances, marks from formal examinations may be recombined with those for previously completed assessed work to give a new total. (b) Where modules are 100% assessed by coursework, resits involve an assessment by written assignment, not an examination.
Engineering	All students are required to achieve $\geq 40\%$ in modules equating to 110 credits, including the core modules, and achieve $\geq 30\%$ in the remaining 15 credit module. Only resit examined element, for modules where coursework element is $\leq 20\%$ and the new mark for this resit alone is reported to the September Examination Board.. For all other modules resit examination element and/or coursework element; if element $\leq 39\%$ (examination and coursework element is then combined and reported to the September Examination Board)	Exceptions are made for those resitting as a first attempt. In these instances, marks from formal examinations may be recombined with those for previously completed assessed work to give a new total. In order to be eligible for a professionally accredited degree, students may accumulate a maximum of 30 credits of modules with overall marks of 30 - 39 % over the entirety of their degree. Students may therefore choose to resit modules in which they have achieved less than 40%, in order to maximise their chance of meeting the requirements for being awarded an accredited degree.
Life Sciences	Only resit examined element; this mark is recombined with previously completed assessed work to give new total.	Affects BS129. The assessed component in is worth only 20% of the module total meaning that students have opportunity to improve their mark to a pass level through the resit.
Mathematics	Only resit examined element and the new mark for this resit alone is reported to the September Examination Board.	Exceptions are made for those re-sitting as a first attempt. In these instances, marks from timed examinations may be recombined with those for previously completed assessed work to give a new total.

Physics	Only resit examined element and the new mark for this resit alone is reported to the September Examination Board.	Only affects PX149
Psychology	Only resit examined element and the new mark for this resit alone is reported to the September Examination Board.	Where a main subject is 100% assessed by coursework (PS114 Research Methods in Psychology, PS113 Statistical Methods in Psychology), resits involve new assessed work and the mark for this alone is reported to the September Examination Board.
Statistics	Only resit examined element and the new mark for this resit alone is reported to the September Examination Board.	Exceptions are made for those resitting as a first attempt. In these instances, marks from formal examinations may be recombined with those for previously completed assessed work to give a new total.
WMG	Only resit examined element and the new mark for this resit alone is reported to the September Examination Board.	Exceptions are made for those re-sitting as a first attempt. In these instances, marks from timed examinations may be recombined with those for previously completed assessed work to give a new total.

Appendix D

EXAM 5 2019

UNIVERSITY OF WARWICK

Faculty of Science, Engineering and Medicine Education Committee

Departmental Conventions for Combining Assessed and Examined Components of Resit Modules for First-Year Examination Purposes

Department	Convention	Comments
Chemistry	Only resit examined element but mark recombined with previously completed assessed work to give new total. All students are required to pass <i>CH 159 Mathematics and Physics for Chemists</i>	
Computer Science	Only resit examined element and the new mark for this resit alone is reported to the September Examination Board.	(a) Exceptions are made for those resitting as a first attempt. In these instances, marks from formal examinations may be recombined with those for previously completed assessed work to give a new total. (b) Where modules are 100% assessed by coursework, resits involve an assessment by written assignment, not an examination.
Engineering	All students are required to achieve $\geq 40\%$ in modules equating to 110 credits, including the core modules, and achieve $\geq 30\%$ in the remaining 15 credit module. Only resit examined element, for modules where coursework element is $\leq 20\%$ and the new mark for this resit alone is reported to the September Examination Board.. For all other modules resit examination element and/or coursework element; if element $\leq 39\%$ (examination and coursework element is then combined and reported to the September Examination Board)	Exceptions are made for those resitting as a first attempt. In these instances, marks from formal examinations may be recombined with those for previously completed assessed work to give a new total. In order to be eligible for a professionally accredited degree, students may accumulate a maximum of 30 credits of modules with overall marks of 30 - 39 % over the entirety of their degree. Students may therefore choose to resit modules in which they have achieved less than 40%, in order to maximise their chance of meeting the requirements for being awarded an accredited degree.

Life Sciences	Only resit examined element; this mark is recombined with previously completed assessed work to give new total.	Affects BS129. The assessed component in is worth only 20% of the module total meaning that students have opportunity to improve their mark to a pass level through the resit.
Mathematics	Only resit examined element and the new mark for this resit alone is reported to the September Examination Board.	Exceptions are made for those re-sitting as a first attempt. In these instances, marks from timed examinations may be recombined with those for previously completed assessed work to give a new total.
Physics	Only resit examined element and the new mark for this resit alone is reported to the September Examination Board.	Only affects PX149
Psychology	Only resit examined element and the new mark for this resit alone is reported to the September Examination Board.	Where a main subject is 100% assessed by coursework (PS114 Research Methods in Psychology, PS113 Statistical Methods in Psychology), resits involve new assessed work and the mark for this alone is reported to the September Examination Board.
Statistics	Only resit examined element and the new mark for this resit alone is reported to the September Examination Board.	Exceptions are made for those resitting as a first attempt. In these instances, marks from formal examinations may be recombined with those for previously completed assessed work to give a new total.
WMG	Only resit examined element and the new mark for this resit alone is reported to the September Examination Board.	Exceptions are made for those re-sitting as a first attempt. In these instances, marks from timed examinations may be recombined with those for previously completed assessed work to give a new total.

2018-19 Membership of the Faculty First Year Board of Examiners

Science, Engineering and Medicine

Chair	Dr D Wood
Deputy Chair	Dr E Rushforth
Chemistry	Dr D Murdock, Dr M Tosin
Computer Science	Dr L He, Dr J Sinclair
Engineering	Dr C Mias, Dr Ian Tuersley
Life Sciences	Dr P Young , Dr D Franklin , Dr K Wallis
Mathematics	Dr I Capdeboscq, Dr D Wood
Physics	Dr N d'Ambrumenil, Dr T Hase
Psychology	Dr J Adelman , Dr G Gray , Dr A von Muhlenen
Statistics	Dr P Constantinou, Professor David Hobson
WMG	Professor Kevin Neailey, Dr E Rushforth

UNIVERSITY OF WARWICK

For the meeting of the Student Learning Experience and Engagement Committee to be held on 10 April 2019 in CMR 1.0, University House

Subject	Module Evaluation
Report prepared by	Dr Cathy Hampton (Chair of Module Evaluation Learning Circle) Amber Thomas (Module Evaluation Learning Circle)
Purpose of the Report	To summarise progress made towards introducing a centralised student module feedback service and implementing standardised questions in module evaluation.
Recommendations	<ol style="list-style-type: none">1. To <u>consider</u> the governance questions in section G of this paper.2. To <u>agree</u> that SLEEC supports the WIHEA ME learning circle in building online guidance resources for staff and students (recommendations of staff who could assist in this endeavour would be welcome).3. To <u>agree</u> that the committee will undertake a critical review of such guidance at a later stage.4. To <u>consider</u> who leads on Module Evaluation in departments and in Teaching Quality, and to set clear expectations about reporting of module evaluation processes and outcome.5. To <u>consider</u> an appropriate timescale for these processes.
Circulation status	This paper is <u>unrestricted</u> and members are encouraged to consult their constituencies in advance of their meeting to inform their contributions.
Feedback from other committees	SLEEC is the first committee to consider this paper.

Route Map for this Paper		
Committee	Date	Action Requested/ Taken
Student Learning Experience & Engagement Committee	10/04/2019	To <u>consider</u> recommendations.
Faculty Education Committees	May 2019	For information

SLEEC Paper on Module Evaluation

A. Context/background

In the academic year 2017-18, a WIHEA Module Evaluation Learning Circle was formed to consider module evaluation practices and propose a centralised module evaluation process appropriate to the Warwick context, informed by scholarship. Working with ITS, the outcomes were as follows:

- Creation of revised module evaluation guidance (now published: see link below)
- Creation of a core question set (now published: see link below)
- Launch of a centralised online Student Module Feedback Service

In April 2018 a summary paper came to SLEEC from Prof Van der Velden proposing a refreshed approach to Module Evaluation in the light of the above. This was then agreed by the University Education Committee

<https://warwick.ac.uk/services/aro/dar/quality/categories/feedback/moduleevaluation/smfpoli cy>.

In the summer of 2018, departments were invited to participate in a pilot study of the centrally-supported Student Module Feedback (SMF) Service. 6 departments agreed to participate in the 2018 – 19 study (English, IATL, History, SMLC, CIM, STPS). In addition, 4 departments use a supported self-service model with the core recommended questions and some use of reporting functionalities (CES, Chemistry, Statistics, Life Sciences).

Other departments have also made use of the new module evaluation questionnaire in some form (CLL, CTE, Classics)

There have been several review points as follows:

1. Staff survey (WIHEA fellows invited to participate and to circulate amongst their departments).

DEPARTMENT	No. OF RESPONDENTS
CLL	3
CTE	2
Chemistry	2
Classics	1
Engineering	1
Foundation studies	1
History	2
IATL	5

Life Sciences	3
Maths	1
SMLC	9
Sociology	1
WMG	3

2. WIHEA Module Evaluation Learning Circle meeting 26th February. Discussed the above survey and other user experiences.
3. SMF key users feedback session 28th Feb 2019, which also included input to service design.

There was a good deal of overlap in the issues coming forward from these meetings, and our report synthesizes these.

B. SMF (Student Module Feedback) Service uptake

www.warwick.ac.uk/smf

For the 6 supported departments participating in the pilot study of the online service we received 2675 responses for 147 modules and produced 347 analytical reports.

The service has been well-received.

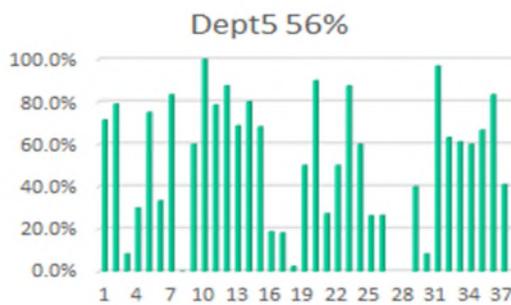
The benefits of using the service are:

- Easy to adopt core questions
- Students complete a simple online form on Moodle, this can be done in-class on a mobile phone
- Data is collected anonymously
- Staff can use the system to send an email to non-respondents without breaching anonymity
- Staff can see a preview of results during and immediately after the survey closes (access to this can be customised)
- Supported set-up of surveys available (some departments have not needed support)
- Custom advanced reports available on request with data and free text comments
- Custom advanced reports available on request aggregating data from multiple modules and across time
- Opportunity for greater consistency
- Efficiency gains: staff in departments can focus on interpretation, action and feedback loops rather than the administration of paper forms or bespoke technical solutions

Departments have different models of adoption that reflect their delivery structure, with some departments asking students to complete multiple surveys in a single session.

There has been some concern about whether online completion would reduce response rates. The university has never collected data on response rates so there is no data set for comparison. However, it is notable that even within the same student cohort, on the same

week, using the same tool, response rates in a sample department vary from 0%, 20%, 50%, 80%, 100%, as can be seen in the graph below (horizontal axis shows the response rates for modules in dept 5, anonymised by number; 56% = average response rate across dept).



The key success factors are: how the module leader communicates the SMF process to students, whether they set aside time in class and whether they emphasise that they will act on the feedback.

In designing the service we considered a range of technical approaches and aimed for “good enough” rather than “snazzy”. We’re not hearing a need to make the technical approach any more sophisticated so we’re planning to stay with the current solution but to enhance the service and support offer.

The biggest concern we are hearing, and the biggest barrier to uptake, is a need for **clarity on data handling**. See below, E and F.

C. Questions uptake

<https://warwick.ac.uk/services/aro/dar/quality/categories/feedback/moduleevaluation/>

The **core questions** have been relatively well-received. Some departments have tweaked them, some have changed the order, and many departments have added to them.

Adjustments of any kind to the **core** questions will make it harder to aggregate data across modules, programmes, departments and faculties. It is, however, relatively easy to create aggregate reports if the first six questions are stable and in the same order. As long as additional questions are added as Question 7 etc., it would still be possible to extract only questions 1-6.

D. Challenges to ME questionnaire design

While the set questions have been largely well-received, the module-level design of the forms has given rise to some problems / challenges which we acknowledge:

1. In complex modules that incorporate highly diverse teaching delivery models there is concern that generic module-level surveys may not produce meaningful data for teaching and learning (e.g.: language modules with separate teaching instances using diverse pedagogies such as writing, speaking and listening)
2. In team-taught modules, potential conflicts between the oversight needs of module leaders and precise feedback to individual tutors on a module have been noted.

Should individual tutors be named on ME questionnaires? If not, how can these tutors receive information about the impact of their teaching? Are we risking discriminating against tutors by depriving them of specific feedback that may be used in applications for promotion or for annual review? It was noted that in modules taught by a single member of staff, this issue does not arise.

3. Should there, therefore, be centrally-agreed variants to the standard form? How many?

We note the above, whilst also recalling that the WIHEA learning circle favoured a module-centric rather than teacher-centric approach to evaluation in order both to avoid problems of bias and to emphasize the focus on teaching and learning processes rather than on personality. The learning circle will continue to work at getting this balance right.

E. Understanding the processing of questionnaire data

The efforts made by some departments to customize their surveys beyond the simple addition of extra questions seems to point to a level of confusion about what the uniformity of data afforded by a central online system is *for*, and whether it does have a purpose beyond QA and pedagogical development at module level. Links between SMF and improving teaching and learning on any given module have been conceptualised in broad, perhaps abstract, terms. We note the following:

- There are such variable practices within departments that there are very different assumptions about what, if any, data should be shared and with whom
- It seems to be uncommon to aggregate data above the level of a programme, so there is not a strong driver for data structure consistency
- there has not yet been a need for departments to aggregate their data for subject groupings such as TEF

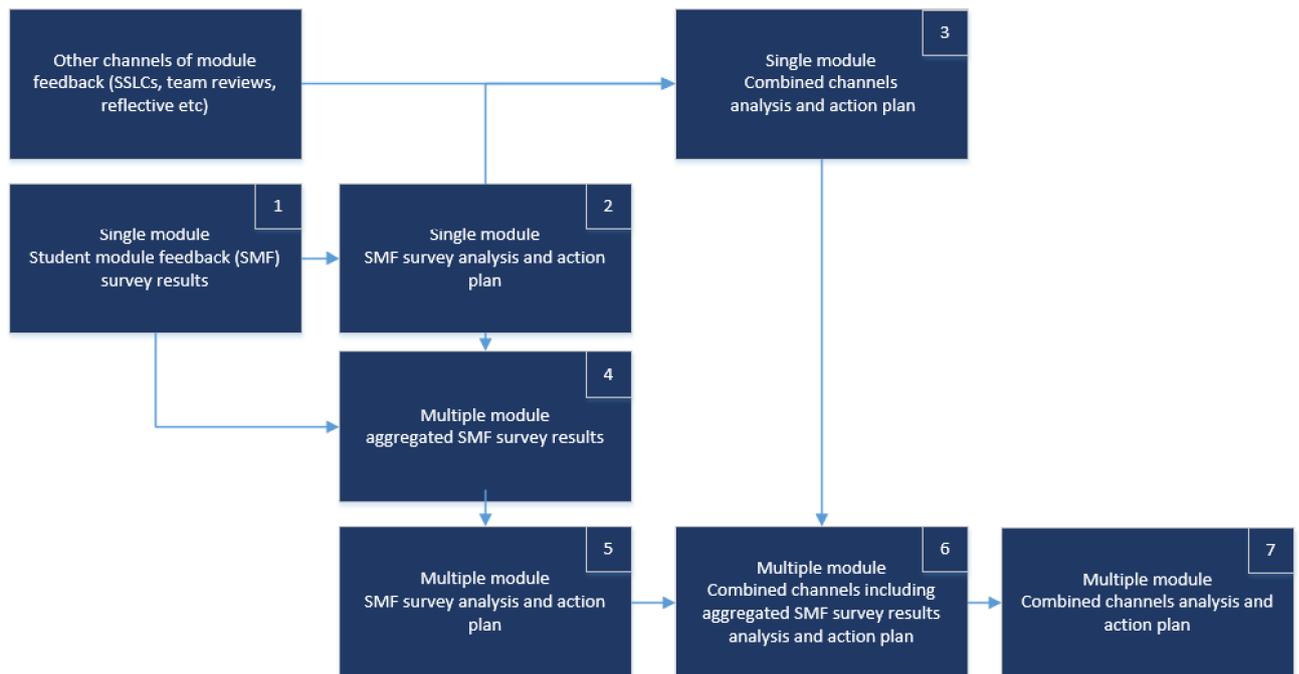
These variables are inevitable given the past absence of any centralised system: we note the benefits of sharing comparable data in terms of co-development across departments and faculties and efficiency gains, but it is clear that responsible processes need to be put in place to reduce uncertainty about what the intentions are around the data.

F. Data handling and sharing

- The module evaluation paper scanning solution has been used by some departments for a decade and those departments have trusted the service to steward their data and only supply it to the Head of Department or their nominated delegates.
- Some departments new to using a central service have understood that the service won't share their data without their involvement, but have concerns that this could change in future.
- Some departments don't trust that a central service would steward their data and are suspicious that the service would share their data without their involvement.

This raises the question of **what departments should be doing with module evaluation data**. This is an area of practice about which the University needs to provide clearer and deeper guidance, and we need to have that discussion.

MODULE FEEDBACK PROCESS FLOW CHART



It is possible to produce a wide range of reports at different steps in the feedback cycle and they will be useful for different things. A preliminary classification of the usefulness of the different types of reports is shown in the table below, which sets out the value of the different steps in the process to stakeholders.

Process steps	Staff who teach on module	Module convenor	students on module	SSLCs	QA in Dept, eg TEG	TEF	Subject TEF
1	HIGH	MEDIUM	LOW	LOW	LOW	N/A	LOW
2	HIGH	HIGH	MEDIUM	LOW	LOW	N/A	LOW
3	HIGHEST	HIGHEST	HIGHEST	LOW	MEDIUM	N/A	LOW
4	N/A	MEDIUM	N/A	MEDIUM	MEDIUM	LOW	LOW
5	N/A	MEDIUM	N/A	MEDIUM	HIGH	LOW	MEDIUM
6	N/A	LOW	N/A	HIGHEST	HIGHEST	MEDIUM	HIGHEST
7	N/A	LOW	N/A	MEDIUM	MEDIUM	HIGHEST	HIGH

G. Governance questions:

We ask SLEEC to **ENDORSE a RECOMMENDATION** that the University should:

1. Identify the senior owner for module evaluation processes at Education Executive level
2. Check the documentation types listed above and recommend which are more useful for TEG, TEF and subject TEF
3. Ask departments to declare their reporting strategies and schedules
4. Consider the benefits of harmonizing strategies and schedules across faculties
5. Provide clear guidance about the ownership of SMF survey data (including guidance about the governance processes involved in seeking to change the current understanding that the data belongs to departments)
6. Review the policy guidance at point 7 (<https://warwick.ac.uk/services/aro/dar/quality/categories/feedback/moduleevaluation/smfpolicy>), which currently states :
7. Departments are also strongly encouraged to use SMF outcomes (qualitative and/or quantitative) as part of their module information provision for prospective students (for instance to inform module choice, or steer study behaviours).

The WIHEA ME learning circle is keen that the module evaluation process be viewed as having an ongoing, iterative role in improving the teaching and learning experience on a module. Guidance point 6 stresses the many variables involved in gathering and interpreting data. For this reason, we ask SLEEC to consider whether point 7 of the guidance should be reworded or withdrawn.

H. Developing effective processes for using SMF in teaching and learning

The WIHEA learning circle identified centralised guidance/examples in the following areas as desirable:

1. Student-centred tools and materials for enhancing understanding of how Module Evaluation contributes to good pedagogical practice
2. Information about how to achieve effective feedback loops and engage with the student voice
3. Information about departmental and/or staff-to-staff dialogue in response to module feedback (including guidance on what to do when surveys throw up difficult questions)

The Learning Circle will consult with departments on the following questions:

- a. The benefits of assembling a variety of case studies to be housed on central module evaluation pages. Given our other questions about consistency in ME, will case studies provide pertinent guidance for departments? Do they risk presenting a confusing picture?
- b. How best should we communicate the aims of SMF to students in a dedicated web space?
- c. Will a template for departmental-level Module Evaluation web pages be helpful in achieving a level of consistency across departments (particularly important for students who straddle two or more departments). What might this look like?

I. Understanding Departmental Practices

Arising from this analysis of the opportunities and barriers for improved Module Evaluation practice, the Learning Circle will consult departments on the following questions:

- a. Are you aware of the Module Evaluation Guidance?
<https://warwick.ac.uk/services/aro/dar/quality/categories/feedback/moduleevaluation>
- b. Is there a module evaluation lead in your department? Who is it?
- c. Are there particular members of staff who support the surveys? Does everyone understand their responsibilities over the data?
- d. Where do you store data and documentation about module evaluation? Who has access?
- e. When in the term/year do you run the survey? Is it the same for all your modules?
- f. What do you tell students about what you do with the survey, how and why you run it, etc?
- g. How do you collate and analyse the results?
- h. What is your model for disseminating results in team-taught modules? [different models]
- i. Do you use the central SMF tool?
<https://warwick.ac.uk/services/its/serviceessupport/academictechnology/teaching/smf/>
- j. If not, what do you use and who is in charge of the tool?
- k. In addition to the core questions, will you add more questions? What is the cap on additional questions, and will that be coordinated across the dept?
- l. Who is responsible for action planning and do they understand their responsibilities?
- m. Do module leaders know what to do when there are issues to resolve?
- n. Who does module evaluation documentation get shared with? [all staff on module, students on module, SSLC etc etc?]
- o. How does feedback to students take place?

Recommendations to SLEEC

1. To consider the governance questions in section G of this paper.
2. To agree that SLEEC supports the WIHEA ME learning circle in building online guidance resources for staff and students (recommendations of staff who could assist in this endeavour would be welcome).
3. To agree that the committee will undertake a critical review of such guidance at a later stage.
4. To consider who leads on Module Evaluation in departments and in Teaching Quality, and to set clear expectations about reporting of module evaluation processes and outcome.
5. To consider an appropriate timescale for these processes.

Dr Cathy Hampton
Amber Thomas
Module Evaluation Learning Circle

Natasha Nakariakova
Service Owner, IT Services

26/03/2019