

University Regulatory Frameworks, Quality and Learning and Teaching Policies as at January 2023

| REGULATORY FRAMEWORKS | Date of Approval | Date for Review | Implementation |
|---|-------------------------|----------------------------------|--|
| Taught Courses Regulatory Framework | July 2015 | Annually (Academic Registrar) | All taught courses designed to operate within this framework. Where necessary variations are required, these are subject to approval and set out in the Programme Specification. |

| UNIVERSITY STRATEGIES | Date of Approval | Date for Review | Implementation |
|--|-------------------------|------------------------|--|
| Learning and Teaching Strategy 2020-25 | July 2020 | July 2024 (DQED) | Defines the vision and priorities for strategic development of learning and teaching over the next period. |

| ACADEMIC POLICIES | Date of approval | Date for Review | Implementation |
|--|---|------------------------|--|
| Admissions Policy | July 2010, Last updated July 2020 | July 2022 | Sets principles for admissions and minimum entry requirements for undergraduate courses. |
| Assessment Policy | April 2010, and reviewed/ updated annually | July 2023 (DQED) | Requires all Schools/courses to have own formal statement of processes/ procedures for moderation of assessments and marking; recent update provides guidance on module assessment loading. |
| Blended and Online and Distance Learning | Issued April 2021 | January 2024 (DQED) | Guidance, guidelines and definitions. This paper provides guidance on matters related to the design of Highly Blended, Online and Distance Learning courses. It is an important reference document for the preparation of a proposal to APPG – see particularly the Definitions section (3) – and also for the planning of a course and the development of documentation for course approval. Colleagues are encouraged to discuss proposals with AQU and TEL Unit colleagues at an early stage of development. |
| Generic Grade Descriptors (Levels 4 - 7) | July 2020 | July 2024 (DQED) | Sets out the UW approach to generic level and grade descriptors for application to undergraduate and postgraduate taught course assessment. Fully reviewed during 2019/20 and replaces the UW Undergraduate Grade Descriptors (Levels 4 – 6) and the University Postgraduate Grade Descriptors (Level 7). |

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|--|-------------------------------------|--|--|
| Grade Descriptors – Level 8 (PGR) | January 2014, reviewed July 2020 | July 2023 | Important reference point for establishing module/assignment specific marking criteria. |
| Collaborative Academic Arrangements Policy | October 2012, revised January 2022 | August 2024 | Includes typology of collaborative provision, criteria for selection of partners and principles governing partnerships. |
| Course Closure, Suspension and Significant Change Policy and Procedures | January 2017, reviewed October 2022 | July 2025 | This policy and procedures are to be used where UW awards are being considered for course closure, suspension or significant change and apply to an undergraduate or taught postgraduate course. This applies to courses delivered through partner organisations as well as University based provision. |
| Student: Staff Liaison Committee Policy and Student Academic Representation Code of Practice | July 2010, reviewed September 2021 | August 2024/25 (Head of Academic Quality) August 2020 (Students' Union) | Following review, and in partnership with the Students' Union, from September 2020, Course Management Committees were replaced by Student: Staff Liaison Committees. |
| Curriculum Design Policy | October 2015, reviewed 2022 | Annually | Sets out the principles that underpin curriculum design for all courses at the University. [Note – the document has electronic links to all associated policies and guidance] |
| Inclusive Assessment and Reasonable Adjustment Policy | July 2016, reviewed September 2021 | Sept 2024 (DQED) | To be considered in conjunction with the University's Assessment Policy. |
| Marketing and Publicity Materials for UW/Collaborative Partnerships and Provision Delivered by Partner Organisations - Policy and Procedures for Approving | January 2011, reviewed Dec 2019 | Jan 2023 | Outlines for the University's collaborative partner organisations the responsibilities and processes for approving 'partner generated' marketing and public information (including print, electronic and web-based material) and their use in promotional activities for collaborative provision and agreements. |
| Module Evaluation Policy | May 2016, updated October 2021 | Sept 2024 | Sets policy for all modules to be formally evaluated each time they are run by means of anonymous standardised questionnaire. |

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| Peer-Supported Review of Teaching Policy and Form | July 2015 Reviewed July 2020 | July 2023 | From 2015/16 this replaced the Peer Learning through Observation Policy. All Schools are required to implement a scheme which engages all staff in professional dialogue about aspects of teaching and learning practice. |
| Personal Academic Tutoring Policy | July 2015, reviewed September 2019 | July 2022 (DQED) | Schools are responsible for implementation and evaluation. Reaffirms UW's commitment to providing a system of personal academic support embedded in courses which is 'front-loaded' and pro-active. The revisions give some flexibility to Schools and courses in delivering the student entitlements. Replaces the Academic Tutor Policy. |
| See entries for Placement and Work-based Learning | July 2012, reviewed September 2020 | July 2023 (Head of Collaborative Programmes) | Sets out expectations and requirements relating to course/modules that provide work-based learning and/or placement opportunities. |
| Progress Weeks Policy | September 2020 | Sept 2023 (Learning & Teaching Outcomes Manager) | Clarifies the principles and purpose of Progress Weeks – what underpins the concept and outlines the types of activities that might be undertaken by students. The terminology is specifically designed to emphasise focus at these points on student progression, success and retention. |
| Provision of Information for Prospective Students Policy | January 2018 | January 2021 (Head Academic Quality) | Sets out the principles for providing and approving good quality course information for prospective students to enable them to make informed decisions about what and where to study. It takes account of the guidance provided by the CMA (2015) and good practice guidance developed by HEFCE and QAA. |
| Registered Lecturers for UW Collaborative Academic Provision - Policy for the Approval of | January 2011, reviewed October 2021 | August 2024 (Head of Collaborative Programmes) | Sets out the criteria used to approve Registered Lecturers for collaborative academic provision during course approval or for staff joining the course team for new or existing courses following approval. |
| Student Attendance Policy | July 2018, reviewed August 2021 | August 2024 (Academic Registrar) | Provides a clear statement to students of the University's expectations with regards to attendance, and also to ensure all staff understand their responsibilities with respect to monitoring student attendance and engagement. |
| Student international mobility - Policy for the management of | October 2016, reviewed April 2022 | April 2025 (Head of International Experience) | Sets out the key principles and processes for managing international mobility at UW in relation to: <ul style="list-style-type: none"> • developing new partnerships for student international mobility • outgoing student mobility • incoming student mobility. |

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| Turnitin® Policy Statement | July 2014, reviewed October 2021 | October 2024 (Head of TEL and DQED) | The University uses Turnitin for the electronic management of assignments. It also continues to regard it as having a primary purpose at Level 4 to support students in understanding academic integrity and in the development and execution of the academic skills associated with referencing required in higher education. Turnitin will also be used to assist academic staff in the detection of plagiarism. |