**University Regulatory Frameworks, Quality and Learning and Teaching Policies as at November 2019**

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| **REGULATORY FRAMEWORKS** | **Date of Approval** | **Date for Review** | **Implementation** | **Implications for course design** |
| [Taught Courses Regulatory Framework](http://www.worcester.ac.uk/registryservices/documents/TaughtCoursesRegulatoryFramework.pdf)  | July 2015 | Annually | 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.  | There are a number of specific guidance documents relating to the design of undergraduate programmes, Foundation Degrees and Integrated Masters awards, available on the AQU webpages at <http://www.worc.ac.uk/aqu/658.htm> |

| **UNIVERSITY STRATEGIES** | **Date of Approval** | **Date for Review** | **Implementation** | **Implications for course design** |
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| [Learning and Teaching Strategy 2015-2018](https://www2.worc.ac.uk/aqu/documents/Learning_and_Teaching_Strategy.pdf)  | July 2016 | Spring 2019 (currently under review) | Defines the key goals and objectives for strategic development of learning and teaching over the next period.  |  |
| [Technology Enhanced Learning Strategy 2015–2019](https://www2.worc.ac.uk/aqu/documents/TEL_Strategy.pdf)  | July 2015 | Will be incorporated into new L+T Strategy from 2019/20 | This strategy focuses on the use of digital technologies for the purposes of learning and teaching and its effective management; as such it aligns closely with the University’s Learning and Teaching Strategy in setting specific priorities. |  |

| **ACADEMIC POLICIES** | **Date of approval** | **Date for Review** | **Implementation** | **Implications for course design** |
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| [Admissions Policy](http://www.worcester.ac.uk/registryservices/documents/AdmissionsPolicy.pdf)  | July 2010,Updated annually | Annually | Sets principles for admissions and minimum entry requirements for undergraduate courses. | Important point of reference in establishing course admissions policies. |
| [Assessment Policy](http://www.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf)  | April 2010, and reviewed, updated annually | Annually (to be updated summer 2019 to reflect agreed amendments etc) | 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. | Essential point of reference for design of course and module assessment strategies, and also for establishing arrangements for moderation. |
| [Grade Descriptors – Level 4-6 (UG)](http://www.worc.ac.uk/aqu/documents/GenericUndergraduateGradeDescriptors.pdf)   | June 2007, revised July 2011 | 2016/17 (to be reviewed 2019/20) | Important reference point for establishing module/assignment specific marking criteria.  |  |
| [Grade Descriptors - Level 7 (Masters)](http://www.worcester.ac.uk/aqu/documents/Grade_Descriptors_-_Level_7_Masters.pdf) | June 2008,revised July 2011 | 2018/19 (to be reviewed 2019/20) | Important reference point for establishing module/assignment specific marking criteria. |  |
| [Grade Descriptors – Level 8 (PGR)](http://www.worc.ac.uk/aqu/documents/Grade_Descriptors_-_Level_8_PGR.pdf)  | January 2014, reviewed August 2016 | 2016/17 (to be reviewed 2019/20) | Important reference point for establishing module/assignment specific marking criteria. |  |
| [Collaborative Academic Arrangements Policy](http://www.worc.ac.uk/aqu/documents/Collaborative_Academic_Arrangements_Policy%281%29.pdf)  | Approved October 2012, revised September 2014  | 2015/16 (currently under review) | Includes typology of collaborative provision, criteria for selection of partners and principles governing partnerships. | Important reference point in early stages of consideration of potential new partnerships. |
| [Course Closure, Suspension and Significant Change](https://www2.worc.ac.uk/aqu/documents/CourseClosureSuspensionSignificantChangePolicy.pdf)  | January 2017, reviewed September 2019 | August 2022 (Head of Academic Quality) | These 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. |  |
| [Course Management Committees](https://www2.worc.ac.uk/aqu/documents/CourseManagementCommittees.pdf)and [Student Academic Representation Code of Practice](https://www.worcsu.com/pageassets/yourvoice/reps/staff/Academic-Representation-System-Code-of-Practice_19-20%281%29.pdf)  | July 2010,reviewed August 2019Revised July 2014, reviewed August 2019 | 2019/20 (Head of Academic Quality)August 2020(Students’ Union) |  | Integral to management of courses. |
| [Curriculum Design Policy](http://www.worc.ac.uk/aqu/documents/CurriculumDesignPolicy.pdf)  | Approved 2015 -reviewed October 2019 | 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] | Essential point of reference for those responsible for developing new courses or reviewing existing courses; Guidance on writing learning outcomes and developing assessment criteria also available. |
| [[Diversity and Equality policies, schemes and action plans (for race, disability, gender)](http://www.worc.ac.uk/personnel/655.htm)](http://www.worc.ac.uk/personnel/655.htm) | Various  | n/a | Legal obligation for HEIs to promote equality and to monitor; all statements include specific actions relating to learning and teaching/student experience. | All courses expected to take account of equality and diversity and inclusion as principles in course design. |
| [Ethics Policy](https://www2.worc.ac.uk/researchworcester/)  | October 2014  | Last update June 2017 | Sets out the principles and procedures for ethical approval of research.  | Should feed into the design of all modules with a research component. |
| [Flexible and Distributed Learning (including distance, e-learning and blended learning): Quality Standards](http://www.worc.ac.uk/aqu/documents/QSforFlexibleDistributedLearning.pdf)  | Approved September 2006,reviewed July 2014 | 2016/17 (under review) | Sets out expectations relating to courses/ modules delivered in non-standard and/or mainly by distance/learning technologies. | Point of reference for design/ development of courses/modules that involve significant delivery in distance/on-line modes of learning. Involvement of e-learning team in design and development considered essential. |
| [Inclusive Assessment, making reasonable adjustments and providing for alternative assessment arrangements - policy and procedures](http://www.worc.ac.uk/aqu/documents/Inclusive_assessment_and_reasonable_adjustments_policy_and_procedures.pdf)   | July 2016 | Spring 2019(DDS) | 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 for Approving](http://www.worc.ac.uk/aqu/documents/PolicyforApprovingMarketingandPublicityMaterials.pdf)  | Approved January 2011, amended July 2013, and Jan 2018 | 2019/20 | 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.  | Need to ensure all parties aware of and implement policy from outset, to first advertising of a programme. |
| [Module Evaluation Policy](http://www.worc.ac.uk/aqu/documents/Module_Evaluation_Policy.pdf) [Guidance for Use and Dissemination of Module Evaluation Results](http://www.worc.ac.uk/aqu/documents/Module_Evaluation_-_Guidance_for_the_Use_and_Dissemination_of_Results.pdf) [Module Evaluation Questionnaire](http://www.worc.ac.uk/aqu/documents/Module_Evaluation_Questionnaire.docx) [Module Evaluation Response Form](http://www.worc.ac.uk/aqu/documents/Module_Evaluation_Response_Form.docx)  | May 2016 | 2018/19 (to be reviewed 2019/20) | Sets policy for all modules to be formally evaluated each time they are run by means of anonymous standardised questionnaire. |  |
| [Peer-Supported Review of Teaching Policy](https://www2.worc.ac.uk/aqu/documents/Peer_Supported_Review_of_Teaching_Policy.docx) | July 2015 | July 2018 (to be reviewed 2019/20)  | For 2015/16 this replaces 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](https://www2.worc.ac.uk/aqu/documents/Personal_Academic_Tutoring_Policy.pdf) | July 2015Reviewed 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. | Should be an integral part of the design of course and provision of academic support for students. |
| See entries for [Placement and Work-based Learning](http://www.worcester.ac.uk/aqu/658.htm)  | Approved July 2012 | July 2019 (SC) | Sets out expectations and requirements relating to course/modules that provide work-based learning and/or placement opportunities. | All courses that include work-based learning and/or student placements are required to carry out a risk assessment,provide student and employer/mentor handbooks for validation and complete the audit record.  |
| [Provision of Information for Prospective Students Policy](https://www.worc.ac.uk/aqu/documents/Provision_of_Information_for_Prospective_Students_Policy%281%29.pdf) | 31st 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.  | Implications for course design are at the pre-CSG approval stage. Template is available for course teams to provide the requisite details.  |
| [Registered Lecturers for UW Collaborative Academic Provision - Policy for the Approval of](http://www.worcester.ac.uk/aqu/documents/Registered_Lecturer_Policy.pdf)  | Approved January 2011, reviewed November 2014  | 2018/19 (SC) | Sets out the criteria used to approve Registered Lecturers for collaborative academic provision during course approval or for staff joining the course team for new or existing courses following approval. | Important reference point for University Schools, Partner Course Leaders and Course Teams and HE Managers/those responsible for staffing UW courses in partner organisations. |
| [Student Attendance Policy](https://www.worcester.ac.uk/registryservices/documents/Student_Attendance_Policy_July_2018.pdf)  | 4th July 2018 | 2019 (KP/WBJ) | 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](http://www.worc.ac.uk/aqu/documents/StudentInternationalMobilityPolicy.pdf) | October 2016 | 2019/20Head of International Experience | Sets out the key principles and processes for managing international mobility at UW in relation to:* developing new partnerships for student international mobility
* outgoing student mobility
* incoming student mobility.
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| [Turnitin® Policy Statement](http://www.worc.ac.uk/aqu/documents/Turnitin_Policy_Statement.pdf) | July 2014 with amendments 2017 and 2018 | 2021 | 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.  | Courses are expected to use Turnitin as an educational tool for level four students, and to provide them with structured opportunities to submit formative work and discuss originality reports.  |