



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data			
Awarding Institution	University of the West of England (UWE)		
Teaching Institution	The SHELL Framework proposes to be a means whereby an alliance of higher education institutions, further education colleges, private education and training providers, and employers in the South West Region can operate within agreed quality management and credit accumulation and transfer regulations. The teaching institutions participating in the Scheme will vary and will be in accordance with arrangements detailed in appropriate academic agreements and the Framework regulations.		
Delivery Location	University of the West of England, Bristol (UWE Bristol)		
Study abroad / Exchange / Credit recognition	N/A		
Faculty responsible for programme	SHELL Award Framework		
Department responsible for programme	SHELL Award Framework		
Modular Scheme Title	SHELL Award Framework		
Professional Statutory or Regulatory Body Links	N/A		
Highest Award Title	Postgraduate: Graduate Cert, Graduate Diploma , PG Cert, PG Diploma, MA/MSc Professional Development, Undergraduate: Cert Ed, Cert Higher Ed, Diploma, FdA/FdSc, BA/BSc, BA/BSc(Hons) Professional Development		
Default Award Title	N/A		
Fall-back Award Title	N/A		
Interim Award Titles	N/A		
UWE Progression Route	N/A		
Mode(s) of Delivery	FT / PT / BL / DL		
Codes	UCAS:		JACS:
	ISIS2: Y01D and Y01E		HESA:
Relevant QAA Subject Benchmark Statements	This is a non-subject specific award within the context and workplace.		
First CAP Approval Date	February 2009	Valid from	September 2009
Revision CAP Approval Date	2 February 2016	Valid from	January 2016 (v2)
Version	2.		
Review Date			

Part 2: Educational Aims of the Programme

The Professional Development Awards aim to provide a flexible modular structure for negotiating programmes of study which have work-based learning at their core.

This programme aims to provide learners with:

- the opportunity to enhance their knowledge and skills and the ability to become more able, responsive and productive in their current or future roles by extending their current knowledge;
- the opportunity to develop intellectual, analytical and problem solving skills and encourage the development of mature and independent judgement;
- the skills to develop approaches to learning within the context of formal study as it relates to the workplace;
- an enthusiasm for enquiry and learning which will encourage learners to consider their studies as a stage of a lifelong educational process.

In addition the Professional Development Awards Framework as a whole will:

- offer a means by which employers and/or individual learners can negotiate a programme of study that best suits their needs and requirements;
- provide the opportunity to have learning recognised for the award of credit;
- facilitate the widening of access to and participation in higher education;
- encourage participants in the Framework to develop as independent learners who take responsibility for their own learning.

The flexible nature of the programme allows module/credit gathering options, which will suit progression through work and the demands of a career. The work based learning orientation, alongside its flexibility and bespoke nature, makes the SHELL Award Framework far more able to respond to the needs of a working population than a standard programme. This reflects the employability, work-focused, and student led themes within UWE's 2020 strategy.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The Professional Development Awards provide opportunities for organisations and individuals to develop tailored programmes to meet their needs and support learners to develop and demonstrate knowledge and understanding, qualities, skills and other attributes of benefit to their current workplace, or voluntary activities or future career aspirations. The Professional Development Awards also provide opportunities for learners to develop some or all of the graduate employability attributes detailed below. The learning outcomes below relate to how a learner engages and learns through and from work-based and work-related situations. For example, a learner, whatever their role, may demonstrate through their study high levels of intellectual and conceptual understanding of complex issues. Someone in a 'high level' role may need support and a learning structure to enable them to engage in a way which reflects upon the high level of complexity, uncertainty and/or responsibility required for the role and to apply this understanding to a wide range of intellectual challenges across a range of contexts.

It is the intention that the Professional Development Award learning outcomes will be used by learners, prospective learners and teaching teams as a reference point for the intended outcomes of each level of programme, and to satisfy the awarding body that the programme outcomes have been achieved and demonstrated through individual module assessment, including compulsory work-based learning project modules.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

A) Knowledge and understanding

Level 1 (FHEQ¹ Level 4):

The Learner:

- Can demonstrate knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study.
- Can demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

Level 2 (FHEQ Level 5):

The Learner:

- Can demonstrate knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- Can demonstrate ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.
- Can demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study

Level 3 (FHEQ Level 6): FHEQ²

The Learner:

Teaching/learning methods and strategies:

At all levels, teaching and learning methods and strategies should involve directed study tasks including the use of literature and reflective activities and learning from experience.

Assessment:

Knowledge and skills in the work-based learning project modules are primarily assessed through individual written assignments and portfolios.

Assessment of more formally taught modules and modules for the assessment of experiential learning will use a range of approaches relevant to the providing institution (the 'teaching institution' referred to above in Section 1: Basic Data)

Activity is also cognisant of the Work-Based Learning Policy for the University.

¹ The Framework for Higher Education Qualifications in England, Wales and Northern Ireland
<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/default.asp>

² **QAA (2014) UK Quality Code for Higher Education** The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies
October 2014

Part 3: Learning Outcomes of the Programme

- Can demonstrate an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- Can demonstrate conceptual understanding that enables the student:
 - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
 - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline

Masters Level (FHEQ Level 7):

The Learner:

- Can demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- Can demonstrate a conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
- Can demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline

B) Intellectual Skills

Level 1 (FHEQ Level 4):

Teaching/learning methods and strategies

Part 3: Learning Outcomes of the Programme

<p>The Learner:</p> <ul style="list-style-type: none"> • Can evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work. <p>Level 2 (FHEQ Level 5): The Learner:</p> <ul style="list-style-type: none"> • Can use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. <p>Level 3 (FHEQ Level 6): The Learner:</p> <ul style="list-style-type: none"> • Can critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem • Can demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge <p>Masters Level (FHEQ Level 7): The Learner:</p> <ul style="list-style-type: none"> • Can deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data and communicate their conclusions clearly to specialist and non-specialist audiences • Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level 	<p>At all levels, teaching and learning methods and strategies should involve directed study tasks including the use of literature and reflective activities and learning from experience.</p> <p>Assessment Knowledge and skills in the work-based learning project modules are primarily assessed through individual written assignments and portfolios.</p> <p>Assessment of more formally taught modules and modules for the assessment of experiential learning will use a range of approaches relevant to the providing institution (the 'teaching institution' referred to above in Section 1: Basic Data)</p> <p>Activity is also cognisant of the Work-Based Learning Policy for the University.</p>
<p>C) Professional/Practical Skills</p> <p>Many professional/practical skills and</p>	<p>Teaching/learning methods and strategies</p>

Part 3: Learning Outcomes of the Programme

employability attributes can be developed within taught modules and modules for the assessment of experiential learning.

Level 1 (FHEQ Level 4):

The Learner:

- Can communicate the results of their study/work accurately and reliably, and with structured and coherent arguments.
- Can undertake further training and develop new skills within a structured and managed environment.

Level 2 (FHEQ Level 5):

The Learner:

- Can effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively.
- Can undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

Level 3 (FHEQ Level 6):

The Learner:

- Can apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- Can demonstrate the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable contexts
 - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Masters Level (FHEQ Level 7):

The Learner:

There should be provision of opportunities for learners to perform and practise specific professional/practical skills in context.

Assessment

Knowledge and skills in the work-based learning project modules are primarily assessed through individual written assignments and portfolios.

Assessment of more formally taught modules and modules for the assessment of experiential learning will use a range of approaches relevant to the providing institution (the 'teaching institution' referred to above in Section 1: Basic Data)

Activity is also cognisant of the Work-Based Learning Policy for the University.

Part 3: Learning Outcomes of the Programme

- Can demonstrate a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- Can demonstrate a conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses

D) Transferable skills and other attributes

Level 1 (FHEQ Level 4):

The Learner:

- Can demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 2 (FHEQ Level 5):

The Learner:

- Can demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.
- Can demonstrate the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 3 (FHEQ Level 6):

The Learner:

- Can critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- Can demonstrate the qualities and transferable skills necessary for

Teaching/learning methods and strategies

There should be opportunities to practise skills in specific settings as appropriate.

Assessment

Knowledge and skills in the work-based learning project modules are primarily assessed through individual written assignments and portfolios.

Assessment of more formally taught modules and modules for the assessment of experiential learning will use a range of approaches relevant to the providing institution (the 'teaching institution' referred to above in Section 1: Basic Data)

Activity is also cognisant of the Work-Based Learning Policy for the University.

Part 3: Learning Outcomes of the Programme

employment requiring:
- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature

Masters Level (FHEQ Level 7): The Learner:

- Can demonstrate:
-the exercise of initiative and personal responsibility
-decision making in complex and unpredictable contexts
- Can demonstrate the qualities and transferable skills necessary for employment requiring:
-the exercise of initiative and personal responsibility
- decision making in complex and unpredictable situations
- Is able to continue to advance their knowledge and understanding, and to continue to develop new skills to a high level
- Can demonstrate the independent learning ability required for continuing professional development

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

There are no common pathways through the Professional Development Awards to a generic 'Professional Development' award. The compulsory element of work-based learning must be at least 15 credits for each award. For an Honours Degree the compulsory element of work-based learning must be at least 30 credits at level 3 and for the Masters Degree at least 40 level M credits as a major work-based project which includes research or evidence-based work. This is normally taken as the final module of a Professional Development award.

Other than the completion of a compulsory work-based learning project module, the remainder of the award will reflect individual and employer choice. The learning opportunities will be negotiated through an agreed approval process so that the credit accumulation of learning and assessment will demonstrate relevance to an employer and individual/employee.

Part 4: Student Learning and Student Support

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the SHELL Award Framework, teaching is a mix of scheduled, independent, and work-based learning.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

Description of any Distinctive Features

Initially, in order to be eligible to study through the scheme, it is proposed that individuals should normally have been employed in the past 18 months, be self-employed or engaged in voluntary activity and have been working to an appropriate level. Learners will be considered for entry to the scheme to pursue the most appropriate level of study based on qualifications and/or their personal, professional or educational experience following guidance provided in line with UWE's entry requirements and admissions policy. For example, someone with no previous academic qualifications, who is working in a senior role in an organisation, may well consider studying a Masters level qualification. A Programme Manager will have responsibility for the oversight of advice to employers in the region and individual learners on matching skills and experience to a particular level of HE study to help to determine the route an employee/individual could pursue and for evaluating a learner's potential to succeed.

The design of this programme has been influenced by a number of factors and distinctive features such as:

- The requirement to develop new strategies of learning fit for a demand-led programme.
- Widening participation in Higher Education.
- Offering a framework for managing and coordinating credit achieved through a range of vehicles and providers. For example an AL/AEL claim (see Appendix 1 for outline of the amounts of AL/AEL/SAF Credit transfers possible into this academic framework).
- Promoting flexibility of educational opportunity in terms of geography, time and place.
- The requirement to provide a programme, which has specified stepping on/off points which are directly related to specific roles, skill sets and competencies.
- A focus on the improved employability and career prospects at organisational and individual level.
- Offering an alternative route to traditional programmes.
- The ability to use the, normally, final compulsory work-based learning module to define the pathway to either a Arts or Sciences qualification.

Module delivery will be supported by a range of student-centred approaches e.g. distance learning, and will include learning sets which could be face-to-face and/or supported

Part 4: Student Learning and Student Support

electronically.

The University with its named partners are committed to providing an organised system of student support in relation to both academic and personal concerns. It also recognises the need to ensure that learners have access to comprehensive information on the availability of resources and sources of help. This commitment will be demonstrated through:-

- The provision of a Programme Managers
- The Professional Development Programme Governance Group to provide academic and strategic oversight.
- Bespoke Negotiated Learning Plans (NLP) for individual learners.
- Provision of web-based support information and module handbooks for the compulsory work-based learning project modules
- Access to libraries resources and services including 24/7 online help and computer suites
- Student adviser and study skills support
- A named contact for enquiries: Professional Development Coordinator

Part 5: Assessment

Delete one of the following statements as appropriate

B: Approved variant to University Academic Regulations and Procedures ref AB 10/3/7

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

The Professional Development programme team is committed to adult learning approaches that include the development of learning contracts and critical and independent enquiry for the work-based elements. Assessment methods reflect adult learning principles that allow students to shape and develop academic work that focuses on current work based learning. These may include written assignments, practise assessment and examination of professional/work profiles.

Other than the completion of a compulsory work-based learning project module, the remainder of the award will reflect individual and employer choice. The learning and assessment opportunities will be negotiated through an agreed approval process so that the credit accumulation of learning and assessment will demonstrate relevance to an employer and individual/employee.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **student**, including:
 level and credit requirements
 interim award requirements
 module diet, including compulsory and optional modules

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **Professional Development student**, including:
 level and credit requirements
 module diet, including compulsory and optional modules
The following awards may be granted (please be aware that Interim Awards are not applicable):

ENTRY ↓	<p>Award/Primary Target:</p> <p>Certificate Professional Development</p> <ul style="list-style-type: none"> • Credit requirements – 60 at level 0 or above with not less than 50 at level 1 or above <p>OR</p> <p>Graduate Certificate Professional Development (this award is designed to build on existing intellectual attainment and develop new knowledge and skills in a professional discipline)</p> <ul style="list-style-type: none"> • Credit requirements – 60 at level 1 or above with not less than 40 at level 3 or above • 	<p>Compulsory modules</p> <p>At least one 15+ credit work-based learning project module at any level</p>	<p>Optional modules</p> <p>Any work-based learning project module</p> <p>Any other UWE module or unit of study</p> <p>Credit-rated learning opportunities from other awarding bodies</p> <p>Modules with negotiated content (which may include non-credit rated learning opportunities), learning outcomes and assessment)</p>
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→ GRADUATION

ENTRY ↓	Award/Primary Target: Certificate of Higher Education Professional Development <ul style="list-style-type: none"> • Credit requirements – 120 at level 0 or above with not less than 100 at level 1 or above 	Compulsory modules At least one 15+ credit work-based learning project module	Optional modules Any work-based learning project module Any other UWE module or unit of study Credit-rated learning opportunities from other awarding bodies Modules with negotiated content (which may include non-credit rated learning opportunities), learning outcomes and assessment)
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→ **GRADUATION**

<p>ENTRY with a UWE level 1/FHEQ level 4 portfolio or equivalent professional qualification or approved experience ↓</p>

UWE level 2 FHEQ Level 5	<p>Award/Primary Target:</p> <p>Diploma Professional Development</p> <ul style="list-style-type: none"> • Credit requirements – 200 at level 0 or above with not less than 180 at level 1 or above and not less than 80 at level 2 or above <p>FdA/FdSc Professional Development</p> <ul style="list-style-type: none"> • Credit requirements – 240 at level 0 or above with not less than 220 at level 1 or above and not less than 100 at level 2 or above and must include 40 credits of work-based learning, 20 at level 1 or above and 20 at level 2 or above 	<p>Compulsory modules</p> <p>At least one 15+ credit work-based learning project module</p> <p>Foundation Degree qualification at least 30 credits of work-based learning</p>	<p>Optional modules</p> <p>Any work-based learning project module</p> <p>Any other UWE module or unit of study</p> <p>Credit-rated learning opportunities from other awarding bodies</p> <p>Modules with negotiated content (which may include non-credit rated learning opportunities), learning outcomes and assessment</p>
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→ GRADUATION

ENTRY
with a level 2/FHEQ level 5 portfolio or
 equivalent professional qualification or approved experience



ENTRY
↓

<p>level 3 FHEQ Level 6</p>	<p>Award/Primary Target:</p> <p>BA/BSc Professional Development</p> <ul style="list-style-type: none">• Credit requirements – 300 credits at level 0 or above of which not less than 280 are at level 1 or above, not less than 100 are at level 2 or above and not less than 60 are at level 3 or above <p>BA(Hons)/BSc (Hons) Professional Development</p> <p>Credit requirements – 360 credits at level 0 or above with not less than 340 at level 1 or above, not less than 200 at level 2 or above and not less than 100 at level 3 or above</p>	<p>Compulsory modules</p> <p>For BA/BSc At least one 15+ credit work-based learning project module</p> <p>For BA(Hons)/ BSc (Hons) At least one 30+ credit level 3 work-based learning project module including research or evidence-based work</p>	<p>Optional modules</p> <p>Any work-based learning project module</p> <p>Any other UWE module or unit of study</p> <p>Credit-rated learning opportunities from other awarding bodies</p> <p>Modules with negotiated content (which may include non-credit rated learning opportunities), learning outcomes and assessment</p>
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ENTRY
with a UWE level 3/FHEQ level 6 portfolio
 (First degree or equivalent professional qualification or approved experience)



UWE level 3/FHEQ Level 6	<p>Award/Primary Target:</p> <p>Graduate Diploma Professional Development</p> <ul style="list-style-type: none"> • Credit requirements – 120 credits at level 1 or above with not less than 80 at level 3 or above 	<p>Compulsory modules</p> <p>At least one 15+ credit work-based learning project module</p>	<p>Optional modules</p> <p>Any work-based learning project module</p> <p>Any other UWE module or unit of study</p> <p>Credit-rated learning opportunities from other awarding bodies</p> <p>Modules with negotiated content (which may include non-credit rated learning opportunities), learning outcomes and assessment</p>
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ENTRY
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<p>UWE level M FHEQ Level 7</p>	<p>Award/Primary Target:</p> <p>Postgraduate Certificate Professional Development</p> <ul style="list-style-type: none">• Credit requirements – 60 at level M (up to 20 will be allowed at level 3) <p>Postgraduate Diploma Professional Development</p> <p>Credit requirements – 120 at level M (up to 40 will be allowed at level 3)</p>	<p>Compulsory modules</p> <p>At least one 15+ credit work-based learning project module</p>	<p>Optional modules</p> <p>Any work-based learning project module</p> <p>Any other UWE module or unit of study</p> <p>Credit-rated learning opportunities from other awarding bodies</p> <p>Modules with negotiated content (which may include non-credit rated learning opportunities), learning outcomes and assessment</p>
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→ GRADUATION

ENTRY (First degree or equivalent professional qualification or approved experience)			
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UWE level M FHEQ Level 7	Award/Primary Target: MA/MSc Professional Development <ul style="list-style-type: none"> Credit requirements – 180 credits at level 3 or above with not less than 120 at level M 	Compulsory modules There must be a total of 60 credits at level M studied within the award of which there must be at least one 40+ credit level M work-based project module including research or evidence-based work	Optional modules None

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*:

Initially, in order to be eligible to study through the scheme, it is proposed that individuals should normally have been employed in the past 18 months, be self-employed or engaged in voluntary activity and have been working to an appropriate level. Learners will be considered for entry to the scheme to pursue the most appropriate level of study based on qualifications and/or their personal, professional or educational experience following guidance provided in line with UWE's entry requirements and admissions policy. For example, someone with no previous academic qualifications, who is working in a senior role in an organisation, may well consider studying a Masters level qualification. A Programme Manager will have responsibility for the oversight of advice to employers in the region and individual learners on matching skills and experience to a particular level of HE study to help to determine the route an employee/individual could pursue and for evaluating a learner's potential to succeed.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

[QAA UK Quality Code for HE](#)
 National qualification framework
 Subject benchmark statements
 Qualification characteristics for [Foundation degrees](#) and [Master's degrees](#) (if applicable)

[University strategies and policies](#)
 Staff research projects
 Any relevant PSRB requirements
 Any occupational standards
 Reference should be made to the graduate outcomes identified in the [QAA-HEA Guidance](#)

Part 8: Reference Points and Benchmarks

Staff research projects:

- *A Realistic Longitudinal Evaluation of Work-Based Learning of Qualified Nurses, Lesley Moore and Jane Bridger, University of the West of England, 2008.*
- *Part of the Bigger Picture: Foundation Degree Learners' Experiences in UWE Federation Partner Colleges, Kate Thomas, University of the West of England, 2008*

The recommendations from the Periodic Curriculum Review - October 15th 2013 – are reflected in this document.

UWE Work-Based Learning Policy.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

Periodic Curriculum Review included external/internal stakeholder and current student feedback. The bespoke nature of the Professional Development Awards requires regular work with employers and stakeholders to ensure currency and relevance of the programmes.

APPENDIX 1

The following document was submitted to Academic Board March 2010 AB10/ outlining the amount of academic credit (also expressed as SAF Credit) students could import into the awards. This forms an element of the entry requirements to the awards so is included here as an appendix (see overleaf)

**Ref: Academic Board March 2010 AB10/
Shell Award Framework**

Integrated Professional Development awards: Credit Requirements and maximum amounts of external credit UWE will recognise

Award	Credit Requirements	Maximum accredited learning permitted under Academic Regulations (two thirds of the total credit requirements D6.61R refers)	Maximum SAF Credit UWE will recognise for IPD awards as validated (Ref approved programme specification)	Difference
Certificate (Cert)	60 as per Regs	40	45	5
Certificate of Higher Education (CertHE)	120 as per Regs	80	105	25
Diploma (Dip)	200 as per Regs	130	185	55
Diploma of Higher Education (DipHE)	240 as per Regs	160	225	65
Foundation Degree (FdA/FdSc)	240 as per Regs	160	225	65
Degree (BA/BSc)	300 as per Regs	200	285	85
Degree with Honours (BA(Hons)/BSc(Hons))	360 as per Regs	240	325	85
Graduate Certificate (GradCert)	60 as per Regs	40	45	5
Graduate Diploma (GradDip)	120 as per Regs	80	105	25
Postgraduate Certificate (PGCert)	60 as per Regs	40	45	5
Postgraduate Diploma (PGDip)	120 as per Regs	80	105	25
Masters Degree (MA/MSc)	180 as per Regs	120	125	5

FOR OFFICE USE ONLY

First CAP Approval Date	February 2009			
Revision CAP Approval Date	2 February 2016	Version	2	Link to RIA
Next Periodic Curriculum Review due date				
Date of last Periodic Curriculum Review				