

# Course Specific Regulations

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## 1. Faculty of Computing, Engineering and Science

| <b>Joint Board of Moderators – Course Specific Regulation for Assessment</b> |   |
|--|---|
| Course Code(s)   | <p>MSc in Civil and Structural Engineering JMSF012</p> <p>MSc in Civil Engineering and Environmental Engineering JMSF014</p> <p>MEng in Civil Engineering JMEF003</p>   |
| Detail   | <p>A successful reaccreditation visit by the Joint Board of Moderators (JBM) 16-17 June 2011 resulted in a number of recommendations that require a response from the Faculty. One of these concerns the pass mark for assessments at level 7.</p> <p>JBM is the professional body covering The Institution of Civil Engineers, the Institution of Structural Engineers, the Chartered Institution of Highways and Transportation, and the Institute of Highway Engineers.</p> <p>The following statement has been approved by FQAC, to be submitted to Regulations and External Examiners Committee.</p> <p>The Faculty of Advanced Technology requests derogation from University assessment regulations following recommendations made in the report of an accreditation visit by the Joint Board of Moderators (JBM). The following will apply at level 7 to students enrolled on a JBM accredited award. Hence for students enrolled onto either the; MSc in Civil and Structural Engineering, MSc in Civil Engineering and Environmental Engineering, or MEng in Civil Engineering</p> <p>The standard University-wide regulations will apply with the exception that, at the recommendation of the JBM, the pass mark for assessment at Level 7 will be 50%.</p> <p>To pass the module students must achieve an overall minimum module mark of 50% with each Learning Outcome being achieved once with no significant weakness. A significant weakness is defined as 0-39.99% and the module will be assigned an F2 grade.</p> <p>The standard University regulations will be applied at Level 7 to those students who do not wish to graduate with a JBM accredited degree.</p> |

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|  | <p>I approve the derogation as Chair of Regulations and Examiners subject to the following confirmation:</p> <p>That there are no shared modules on JBM accredited courses and any other courses (non JBM accredited). This is to avoid students being enrolled on a module with two different pass marks.</p> <p>Response received from AT by email 4th January 2012 confirming that any current shared modules will be allocated new module codes with a pass mark of 50% for students on JBM accredited courses and that students on these modules will be processed separately from those on non JBM accredited courses.</p>   |
| Approved and Date                                  | Approved by QAC, 4th April, 2012   |
| <b>BSc (Hons) Aircraft Maintenance Engineering</b> |  |
| Course Code(s)                                     | TBHMEF4_1- Full-Time<br>TBHMEP5_4- Part Time   |
| Detail   | <p>The Faculty may enrol some students to the above degree course who have already successfully completed a number of elements of their training with another organisation. In such cases students are not permitted to retake an examination, which they have already passed, that may be part of a South Wales module's assessment requirements, but would be required to undertake any other assessment elements of the module. It is, therefore, necessary that the Faculty be able to APL the examination element only of the module in such cases.</p> <p>This will apply to any module that contains a CAA examination.</p> <p>For the same reason, students who are repeating a module containing a CAA Examination will not be required to undertake the examination element.</p> |
| Additional Information                             | The provision of education and training, leading to license to practice, of aircraft maintenance engineers is governed by the Civil Aviation Authority (CAA) under the European Aviation Safety Agency (EASA) Part 147 license regulations. These regulations do not permit students to retake CAA examinations that they have previously passed.  |
| Approved and Date                                  | Approved by QAC 17th Oct 2012  |

| <b>Royal Institution of Chartered Surveyors (RICS): Modules for the MSc in Construction Project Management</b> |  |
|--|--|
| Course Code  | <p>MSc in Construction Project Management*</p> <p>JMSCNF7_1 (Full-time) TMS CNP5_1 (Part-time)</p> <p>BSc Quantity Surveying and Commercial Management* JBHF001 (Full-Time) JBHF002 (Part-time)</p> <p>BSc Project Management Surveying**</p> <p>JBHF034 (Full-time) JBHP021 (Part-Time)/ JBHF035 (Sandwich) MSc Asset Management**</p> <p>JMSF021 (Full-Time), JMSP021 (Part-Time)</p>  |
| Detail   | <p>Due to the stated requirements of the Royal Institution of Chartered Surveyors (RICS). The Chairperson has scrutinised the module descriptors and notes that the requirement is expressed in the statement included in each descriptor as follows: 'Students on the module will be required to achieve a minimum mark of 40% in every component of their assessment.'</p> <p>Where 'component' refers to each individual piece of coursework or examination. Chairperson's action has been taken to approve the above derogation to the regulations.</p>                                      |
| Approved and Date  | Approved by QAC, 17th Oct 2012   |
| <b>B.2.5.7 [c] Permission to undertake examinations abroad</b>   |  |
| Course Code  | <p>BSc (Hons) Electronic Systems Engineering</p> <p>JBHECP8 (Top Up)</p> <p>JHCEEP8 (Part-Time)</p>  |
| Detail   | <p>[c] Referral/deferral examinations may only be held at an existing collaborative partner institution of the University where appropriate conditions for examinations have been established or at a British Council office approved as an examination centre by Academic Registry.</p> <p>Some students on the BSc (Hons) Electronic Systems Engineering course are in the army and can be posted anywhere in the world, including a UK barracks. A derogation is requested for students on this course only, to allow them to sit examinations at a nominated military training facility.</p> |
| Approved and Date  | Approved by QAC, 18th April 2013   |

| <b>IET Accredited MEng Degrees</b> |  |
|------------------------------------|--|
| Course Code(s)                     | IET Accredited BEng degrees  |
| Detail                             | <p>A student's classification will be based on the following calculation of the average. The average of the marks will be calculated using the 240 credits obtained from at least 120 credits at level 5 and at least 120 credits at level 6. The level 5 average will be weighted at 0.3, and the level 6 average will carry a 0.7 weighting.</p> <p>It is a requirement of the IET that the project is passed at the first attempt. Students who are referred in their final project can only be awarded a non- accredited degree.</p> |
| Additional Information             | In addition to the above for the 2012/2013 academic year classifications will also be calculated on the average of all 120 credits at level 6 combined with the 40 credits (average of best 100 credits) at level 5. The student will then receive the better of the two averages.   |
| Approved and Date                  | Approved by QAC, 28th January 2014   |

#### **Admissions / Progression Regulations for MEng / BEng Degrees.**

| <b>IET Electrical Engineering</b>  | <b>Aeronautical Engineering</b>   | <b>Mechanical Engineering</b>   | <b>Automotive Engineering</b>  | <b>Civil Engineering</b>  |
|--|---|---|--|---|
| <p><b>Course Codes: BEng</b></p> <p>JBEF303- (Full-Time)<br/>JBEP303- (Part-Time)</p> <p><b>Course Codes: MEng</b></p> | <p><b>Course Codes: BEng</b></p> <p>JBEF005- (Full-Time)<br/>JBEP005- (Part-Time)<br/>JBEF006- (Sandwich)</p> <p><b>Course Codes: MEng</b></p> <p>JMEF005- (Full-Time)<br/>JMEP004- (Part-Time)</p> | <p><b>Course Codes: BEng</b></p> <p>JBEF001- (Full Time)<br/>JBEP001- (Part-Time)<br/>JBEF002- (Sandwich)</p> <p><b>Course Codes: MEng</b></p> <p>JMEF001- (Full-Time)<br/>JHDP013-</p> | <p><b>Course Codes: BEng</b></p> <p>JBEF009- (Full Time)<br/>JBEP007- (Part-Time)<br/>JBEF010- (Sandwich)</p> <p><b>Course Codes: MEng</b></p> | <p><b>Course Codes: BEng</b></p> <p>JBEF003- (Full Time)<br/>JBEP002- (Part-Time)<br/>JBEF004- (Sandwich)</p> <p><b>Course Codes: MEng</b></p> <p>JMEF003- (Full Time)<br/>JMEP002-</p> |



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|---|--|---|--|---|
|   | Time) JMEF006-<br>(Sandwich)   | (Part-Time)<br>JMEF002-<br>(Sandwich)   | JMEF026- (Full-<br>Time) JMEP025-<br>(Part-Time)   | (Part-Time)<br>JMEF004-<br>(Sandwich)   |
| Selection   |  |   |  |   |
|   |  | Students enrolled onto either the BEng or the MEng programme at level 4 and remain on that course until the end of level 5.   |  |   |
| Transfer from BEng – Level 4 to Level 5 MEng  |  |   |  |   |
| Not applicable – students remain on BEng / MEng until end of level 5 if originally enrolled on BEng/ MEng   | Not applicable – students remain on BEng / MEng until end of level 5 if originally enrolled on BEng / MEng   | Not applicable – students remain on BEng / MEng until end of level 5 if originally enrolled on BEng / MEng  | on BEng / MEng until end of level 5 if originally enrolled on BEng / MEng  | Not applicable – students remain on BEng / MEng until end of level 5 if originally enrolled on BEng / MEng  |
| Transfer from BEng – Level 5 to Level 6 MEng  |  |   |  |   |
| To progress from level 5 MEng onto Level 6 of the associated IET accredited MEng Engineering course the student is required to achieve the profile below:<br>an overall profile of at least 50% at level 5 on the MEng. | To progress from Level 5 MEng onto Level 6 of the MEng Aeronautical Engineering course the student is required to achieve the profile below:<br><br>-an overall profile of at least 60% at level 5 on the MEng.<br><br>-60% or above in Further Mathematics for Engineers and in two other aero specific | To progress from level 5 MEng onto Level 6 of the MEng Mechanical Engineering course the student is required to achieve the profile below:<br><br>-an overall profile of at least 60% at level 5 on the MEng.<br><br>-60% or above in Engineering Mathematics and | To progress from level 5 MEng onto Level 6 of the MEng Automotive Engineering course the student is required to achieve the profile below:<br><br>- an overall profile of at least 60% at level 5 on the MEng.<br><br>-60% or above in Engineering Mathematics, Mechanical Science and | To progress from level 5 MEng onto Level 6 of the MEng Civil Engineering course the student is required to achieve the profile below:<br><br>-an overall profile of at least 60% at level 5 on the MEng.<br><br>-60% or above in Structural Analysis, Mathematics, Geotechnics, |

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| <p>If passes are achieved at Level 5 and not the profile stipulated above then the student will proceed onto Level 6 of the BEng course.</p>  | <p>modules (Aerodynamics, Aircraft Systems &amp; Performance, and/ or Design for Aeronautical Engineers) at Level 5 or equivalent.</p> <p>If passes are achieved at Level 5 and not the profile stipulated above then the student will proceed onto Level 6 of the BEng (Hons) Aeronautical Engineering.</p> | <p>Mechanical Science and Thermofluids (Level 5) and If passes are achieved at level 5 and not the profile as seen above then the student will proceed onto level 6 of BEng Mechanical Engineering.</p> | <p>Thermofluids at Level If passes are achieved at level 5 and not the profile as seen above then the student will proceed onto level 6 of BEng Automotive Engineering</p> | <p>Construction Management and Hydraulics at Level 5</p> <p>-together with a minimum of 55% in any another module. If passes are achieved at level 5 and not the profile as seen above then the student will proceed onto level 6 of BEng Civil Engineering</p> |
| <p>Progression within MEng – Level 6 to Level 7</p>   |  |   |  |   |
| <p>To progress from level 6 MEng onto Level 7 of the associated IET accredited MEng Engineering course the student is required to achieve the profile below:</p> <p>-an overall profile of at least 50% at level 6 on the MEng. If passes are achieved at Level 6 and not</p> |  |   |  |   |

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| the profile stipulated above then the student will be considered for a BEng Course. |  |  |  |  |
| Transfer from other awards – onto BEng / MEng                                       |  |  |  |  |
|   | <p><b>Entry with Accredited Prior Learning</b></p> <p>Entry with Accredited Prior Learning will be dealt with on an individual basis. Prevailing guidance from the University and Royal Aeronautical Society/ Institution of Mechanical Engineers will be used</p> | <p>Successful completion of 120 credits at Level 4 on a <b>BSc Hons degree in Mechanical Engineering</b> (or equivalent) with a minimum average of 60%, a minimum of 60% in Design (Level 4) and a minimum of 70% in both Mathematics (Level 4) and mechanics (Level 4) will give the option of progression <b>onto MEng Level 5.</b></p> <p><b>Via a HNC/HND or Foundation Degree in Mechanical Engineering:</b>(Full time/sandwich/part-time) Entrants will be expected to have achieved a Higher National</p> | <p>Successful completion of 120 credits at Level 4 on an <b>HNC in Automotive Engineering</b> With 70% or above in Engineering Mathematics 1 and Mechanical Science and- 60% or above in Vehicle Electrical and Electronic Systems or Design and Manufacture and successful completion of NG1S210 as a bridging module will give the option of progression <b>onto BEng Level 5.</b></p> <p>Successful completion of 240 credits at Level 4 /5 on an <b>HND or FD in Automotive Engineering</b> with - 70% or above in Engineering</p> | <p>Successful completion of 120 credits at Level 4(1) on a <b>BSc Hons degree in Civil Engineering</b>, or equivalent, with a minimum average of 65% together with a minimum of 70% in Materials (Level 4), Mathematics (Level 4) and Mechanics (Level 4), together with a minimum of 55% in any another module. will give the option of progression <b>onto MEng Level 5. Via a Higher Certificate/Higher Diploma or Foundation Degree in Civil Engineering:</b> (Full-</p> |

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|--|--|---|---|---|
|  |  | <p>Certificate/Diploma or Foundation Degree in Mechanical Engineering (or equivalent) with a minimum of 60% in the core subject areas of Mathematics, Mechanical Science and Design, Engineering Materials and one other subject.</p> <p>They will normally be allowed 120 credits at Level 4 and, where appropriate, up to 40 credits at Level 5 under the CATS scheme. The students' previous academic study must be, in the view of the admissions officer, adequate preparation for direct entry on to this degree award. This will normally mean that the module profile of the students is similar to the HNC/D/Foundation Degree in Mechanical Engineering offered at the University of South Wales.</p> | <p>Mathematics 1 and Mechanical Science and - 60% or above in Measurement Systems will give the option of progression <b>onto BEng Level 5</b>.</p> <p>For progression from HNC/HND or FD any modules that are in common between the courses do not need to be repeated</p> | <p>time/sandwich/part-time) Entrants will be expected to have achieved a Higher National Certificate/Diploma or Foundation Degree in Civil Engineering (or equivalent) with a minimum of 60% in the core subject areas of Mathematics, Structural Analysis and Design, Engineering Materials and one other subject.</p> <p>-They will normally be allowed 120 credits at Level 4(1) and, where appropriate, up to 40 credits at Level 5(2) under the CATS scheme. The students' previous academic study must be, in the view of the admissions officer, adequate preparation for direct entry on to this degree award. This will normally mean that the module profile of the students is similar to the HNC/D/Foundation</p> |
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|---|---|--|--|---|
|   |   |  |  | Degree in Engineering (Civil) offered at the University of South Wales. |
| Approved by QAC, 20th June 2013                                 |   |  |  |   |
| <b>Aeroplane Aerodynamics, Structures and Systems – Avionic</b> |   |  |  |   |
| Course/Module Code  | Aeroplane Aerodynamics, Structures and Systems – Avionic<br>NG2U600   |  |  |   |
| Detail  | The University regulations state that the standard module size is 20 credits points, other modules must be multiples of the standard module size. A derogation to the regulations has been agreed for module NG2U600, which has been validated with 30 credits, as it is part of a course which is run under the CAA part 147 license where the number of hours to be studied and the curriculum to be followed is very strictly specified. The derogation is in place until re-validation whereby it should be aligned with the University’s regulatory framework. |  |  |   |
| Additional Information  | Derogation to the regulations to validate a module with 30 credits, as it is part of a course which is run under the CAA part 147 license where the number of hours to be studied and the curriculum to be followed is very strictly specified. The derogation is in place until re-validation whereby it should be aligned with the University’s regulatory framework.   |  |  |   |
| Approved and Date   | Approved by Chairs Action and reported to QAC, 26th March 2014  |  |  |   |
| <b>IET Accredited BEng degrees</b>                              |   |  |  |   |
| Detail  | Method A: 30% (average of all 120 credits level 5) + 70% (Average of all 120 credits level 6)-Revised classification regulations.<br><br>Method B: Average of all 120 credits at level 6 combined with the 40 credits (average of best 100 credit) at level 5- Old classification regulations.  |  |  |   |
| Additional Information  | Derogation to the regulations for this set of awards for the 2013/14 academic session only in relation to the classification methodology. %. The revised regs may disadvantage students who have completed their second year last academic session or were on a sandwich year. It is therefore proposed that for 2014 classification is calculated based on the 2 different methods of profiling level 5 credits and the best classification is adopted. In other words:  |  |  |   |

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| Approved and Date | Approved by Chairs Action and reported to QAC, 26th March 2014   |
| <b>MComp</b>      |  |
| Detail            | <p>Derogation to the regulations for students wishing to study the Mcomp. The derogation includes details on the requirements for transferring from the BSc onto the Mcomp at various levels and progression from level 6 to level 7 within the Mcomp.</p> <p>Students are enrolled on the BSc (Hons) at level 4 and remain on that course until the end of level 5.</p> <p>To progress from level 5 BSc (Hons) onto level 6 of the MComp courses the student is required to achieve the profile below:</p> <ul style="list-style-type: none"> <li>-Successful completion of 120 credits at level 4 on the BSc (Hons);</li> <li>-Successful completion of 120 credits at level 5 on the BSc (Hons) with an overall profile of at least 50% across all modules.</li> </ul> <p>Transfer from Level 6 BSc (Hons) to Level 7 MComp</p> <p>To progress from level 6 BSc (Hons) onto level 7 of the MComp courses the student is required to achieve the profile below:</p> <ul style="list-style-type: none"> <li>-Successful completion of 120 credits at level 4 on the BSc (Hons);</li> <li>-Successful completion of 120 credits at level 5 on the BSc (Hons) with an overall profile of at least 50% across all modules;</li> <li>-Successful completion of 120 credits at level 6 on the BSc (Hons) with an overall profile of at least 50% across all modules.</li> </ul> <p>Progression within MComp – Level 6 to Level 7</p> <p>To progress from level 6 MComp onto level 7 of the MComp courses the student is required to achieve the profile below:</p> |

|                                       |   |
|---------------------------------------|---|
|                                       | <p>-Successful completion of 120 credits at level 4 on the BSc (Hons);</p> <p>-Successful completion of 120 credits at level 5 on the BSc (Hons) with an overall profile of at least 50% across all modules;</p> <p>-Successful completion of 120 credits at level 6 on the MComp with an overall profile of at least 50% across all modules.</p> <p>-If passes are achieved at level 6 are not the profile as seen above then the student will transfer onto the BSc (Hons) course or will discontinue.</p> <p>Transfer from other awards onto MComp</p> <p>Entry with Accredited Prior Learning will be dealt with on an individual basis.</p>  |
| Approved and Date                     | <p>Approved by Chairs Action and reported to QAC, 26th March 2014</p> <p>Amended May 2018 to include detail of Course Specific Regulation from 28<sup>th</sup> January 2014</p>   |
| <b>IET Accreditation Requirements</b> |   |
| Detail                                | <ol style="list-style-type: none"> <li>1. For undergraduate IEng and Partial CEng Accredited awards, all modules in the final 2 years of academic study will contribute towards the calculation of the final award on the basis of 30% contribution from the penultimate year and 70% from the final year of study. This excludes BSc (Hons) top up awards where the contribution is derived solely from the level 6 modules.</li> <li>2. For MEng Courses all modules in the final 3 years of academic study will contribute towards the calculation of the final award on the basis of 10% contribution from year 2, 40% from year 3 and 50% from the final year.</li> <li>3. Where a module comprises two or more assessment elements (e.g. examination and coursework), and where these element assess different learning outcomes (non-bonded), successful completion of the module will require a mark of greater than 10% less than the module pass mark in each element, as well as the overall module mark being above the normal pass mark (normally 40 or 50% for level 7 modules). This requirement only applies to assessment elements that contribute more than 30% towards the final module mark.</li> </ol> |

4. For accredited programmes a minimum of a 50% pass overall is required for MEng and MSc progression. All other accredited undergraduate courses require the student to achieve a pass grade in all modules, after referral, at the stage of study for progression to the next stage. Referral is in accordance with University regulations.
5. BEng students, who meet the minimum criterion for MEng progression (stated in 4), at the end of years 1 or 2 will be offered a transfer to the same named MEng Course progressing to the next year of study.
6. The pass mark for all level 7 modules will be 50%, regardless if the module is taken by either undergraduate or postgraduate students.
7. Student failing to achieve a pass mark of 50% in level 7 modules will normally be allowed to resit the failed element of assessment for these modules. The final mark for these modules after resit will be capped to 50%.
8. For all accredited courses all first attempt marks from the final year will be included in the degree classification. Resits will be permitted for those students failing to meet the module pass mark for the derogated award for the purpose of credit accumulation only.

For accredited MSc courses students will be required to achieve an average mark of 50% or greater for the diet of modules studied to attain an accredited Masters award. If this condition is satisfied:  
 Students will normally be permitted to resit up to 50% of the diet of taught modules for credit accumulation only as stated in 7, above, Students will normally be permitted to resit the project for credit accumulation only  
 Students who have one module in the 40%-50% range after referral will normally be eligible for compensation in that module with the exception of the Major Master project module.

The thresholds for merit and distinction will be in accordance with the University Regulations.  
 Those students failing to meet the criteria for an accredited award will be assessed for an unaccredited MSc under the normal University regulations for Masters Courses.

MSc Unaccredited Exit awards

| MSc in Electronics and Information Technology Course Exit Points |          |       |
|--|----------|-------|
| Award  | Criteria | Final |



|  |   |   |     |
|--|---|---|-----|
|  | MSc   | N/A   | Yes |
|  | PgDip   | Successful completion of 120 taught credits at L7   | No  |
|  | PgCert  | Successful completion of 60 taught credits at L7  | No  |
|  | MSc in Electronics                                | In the event of a student failing to meet the Derogated regulations for an accredited Masters but satisfying the criteria for an MSc under the University Regulations the students will be awarded an MSc in Electronics. | Yes |
|  | MSc in Optoelectronics Course Exit Points         |   |     |
|  | MSc   | N/A   | Yes |
|  | PgDip   | Successful completion of 120 taught credits at L7   | No  |
|  | PgCert  | Successful completion of 60 taught credits at L7  | No  |
|  | MSc in Electronics                                | In the event of a student failing to meet the Derogated regulations for an accredited Masters but satisfying the criteria for an MSc under the University Regulations the students will be awarded an MSc in Electronics. | Yes |
|  | MSc in Embedded Systems Design Course Exit Points |   |     |
|  | MSc   | N/A   | Yes |
|  | PgDip   | Successful completion of 120 taught credits at L7   | No  |

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|                   | PgCert  | Successful completion of 60 taught credits at L7  | No  |
|                   | MSc in Electronics  | In the event of a student failing to meet the Derogated regulations for an accredited Masters but satisfying the criteria for an MSc under the University Regulations the students will be awarded an MSc in Electronics.               | Yes |
|                   | MSc in Mobile and Satellite Communications Course Exit Points   |   |     |
|                   | MSc   | N/A   | Yes |
|                   | PgDip   | Successful completion of 120 taught credits at L7   | No  |
|                   | PgCert  | Successful completion of 60 taught credits at L7  | No  |
|                   | MSc in Communications Engineering   | In the event of a student failing to meet the Derogated regulations for an accredited Masters but satisfying the criteria for an MSc under the University Regulations the students will be awarded an MSc in Communications Engineering | Yes |
| Approved and Date | Reported to QAC 20 January 2015<br>Approved by Chairs Action 25 March 2015<br>Amended December 2016, approved by Academic Registrar   |   |     |
| <b>BEng/MEng</b>  |   |   |     |
| Detail            | B.2.8.1.2      Progression: Bachelor of Engineering to Master of Engineering<br><br>[a]      Students are provisionally selected to follow a Level 5 (Intermediate) MEng programme of study at the completion of a Level 4 (Certificate) BEng (Hons) programme of study subject to satisfying the BEng (Hons) progression criteria and achieving a minimum of 60 credits at 60% or above and 60 credits at 40% or above, with a maximum allowable referral of 20 credits. |   |     |

[b] Progression to an MEng programme of study will be confirmed at the completion of Level 5 (Intermediate) on the basis of a minimum standard of academic achievement in the Level 5 (Intermediate) assessments (phase 1) and the successful completion of phase 2, comprising a general engineering formal examination. The minimum performance normally required is:

- Phase 1 – a Level 5 (Intermediate) classification equivalent to an Upper Second Class or above (overall Level 5 classification grades of 60% or above).
- Phase 2 – a grade of 40% or above in the general engineering written examination.

[c] A student shall normally proceed to Year 5 of the MEng programme provided that their Year 4 studies, when classified according to the University standard regulations for BEng (Hons), is graded Upper Second Class or First Class. In arriving at this classification the individual project shall be remarked against the BEng (Hons) project criteria. In the event that the classification is lower, the student shall be awarded the BEng (Hons) classification determined and shall not proceed to the final stage). MEng candidates will receive counselling at the completion of their Year 4 studies.

#### B.2.8.2.2 Retrieval of failure: Bachelor of Engineering

[a] Level 6 (Honours) repeat/referral examinations will only be permitted for the purpose of accumulating credits. Once a student has achieved the necessary credit for the award after referral/repeat, the award and progression assessment board shall make the award at a classification that reflects the candidate's performance at the first attempt.

[b] The project must normally be passed at the first attempt and may not be referred or repeated. In exceptional circumstances, the project submission date may be extended up to a maximum of three months.

#### B.2.8.2.3 Retrieval of failure: Master of Engineering

[a] The project must be passed at the first attempt and may not be referred or repeated.

#### B.2.9.4 Bachelor of Engineering award

[a] The classification for a Bachelor of Engineering award will be calculated based on a candidate's performance at the first attempt; repeat/referral examinations will only be permitted for the purpose of accumulating credits.

#### B.2.9.5 Master of Engineering award

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|   | <p>[a] A student's Year 5 performance will be considered according to the University's standard regulations for the award of Master's degrees. In arriving at a classification the individual project will be marked against the MEng project criteria and must be passed at the first attempt.</p> <p>[b] If a student does not gain enough credit at the first attempt for the award of Master of Engineering the student will be awarded the BEng (Hons) degree and will be permitted referral under the University's standard regulations for the award of an MSc. In such circumstances an MSc project will be required since the individual MEng project marked at BEng (Hons) standard will have already been used to award the BEng (Hons) degree.</p> <p>[c] If a student, for good reason, is forced to withdraw from his/her studies before completing the final stage, a BEng (Hons) award may be made.</p> |
| Approved and Date   | Approved by QAC 11/06/2013  |
| <b>Foundation Degree in Veterinary Nursing</b>  |   |
| Course/Module Code  | BI2U001   |
| Detail  | Within the module BI2U001 Placement for Veterinary Nurses, students are required to undertake 12 OSCE exams (ten minutes each) to obtain a minimum required mark of 85% overall in order to pass the module. This is a requirement of the RCVS accrediting body.  |
| Approved and Date   | Approved by Chairs Action 25 March 2015   |
| <b>FdSc and BSc Professional Aviation Engineering Practice (Airways Aviation, Oxford) and FdSc and BSc Professional Aviation Pilot Practice (Marshall Aerospace, Cambridge)</b> |   |
| Detail  | Where modules have an embedded EASA MCQ examinations as part of the module's assessment, the student must achieve 75% or above in each EASA assessment to be successful in that element and the module. The EASA Part-66 regulation states that only after 90 days can a failed module's examination be retaken, unless dedicated re-training is provided by an Aviation Competence Centre where module examinations can be retaken after 30 days. The maximum number of retakes is 3 consecutive attempts, after the third attempt students would be required to wait 1 year before retaking the examination. This is regardless if these examinations were taken at other approved Part-147 Maintenance Training Organisations.   |

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| Approved and Date   | Approved by Chair's Action 27 June 2016  |
| <b>Engineering Foundation Year Progression Requirements</b> |  |
| Detail  | <p>Progression to the BSc (Hons) Civil Engineering<br/> Progression to the BSc (Hons) Electrical and Electronic Engineering<br/> Progression to the BSc (Hons) Mechanical Engineering</p> <p>Students are required to obtain a minimum of 100 credits and normally a minimum of 40 credits from the Mathematics, and subject specific modules listed in the curriculum of the prescribed subject foundation year course and outlined below.</p> <p>Progression to the BEng (Hons) Aeronautical Engineering<br/> Progression to the BEng (Hons) Civil Engineering<br/> Progression to the BEng (Hons) Electrical and Electronic Engineering<br/> Progression to the BEng (Hons) Mechanical Engineering</p> <p>Students are required to obtain a minimum of 100 credits and normally a minimum Level 3 average of 60% and an average of 60% in the Mathematics, and subject specific modules in the curriculum of the prescribed subject foundation year course and outlined below.</p> <p>Students who do not meet these requirements will be offered entry to the 1st Year of an appropriate BSc (Hons) degree in Engineering, subject to meeting the progression requirements for a BSc (Hons) degree course in Engineering.</p> <p>Subject Specific modules:<br/> Aeronautical Engineering – NG0S208 Foundation Engineering Principles<br/> NG0S310 Fundamentals of Flight</p> <p>Civil Engineering – NG0S208 Foundation Engineering Principles<br/> NG1S121 Conceptual Modelling and Sustainable Design</p> <p>Electrical and Electronic Engineering – NG0H900 Fundamentals of Embedded Systems<br/> NG0S851 Electrical Science</p> |

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|  | Mechanical Engineering - NGOS208 Foundation Engineering Principles<br>NGOS207 Fundamentals of Mechanical Engineering   |
| Approved and Date  | Approved by Mary Hulford, 1 August 2017  |
| <b>MSci Forensic Science, MSci Forensic Biology, MSci Forensic Chemistry, MSci Forensic Science with Criminology and MSci Forensic Investigation</b> |  |
| Detail   | <p><b>For students entering the course September 2016 onwards:-</b></p> <ol style="list-style-type: none"> <li>Students to achieve a minimum grade of 50% for 120 credits studied at level 5 to progress to level 6 (students failing to do so will be transferred onto the same named BSc (Hons) award).</li> <li>Students will obtain a minimum grade of 50% for 120 credits studied at level 6 to progress to level 7.</li> </ol>   |
| Approved and Date  | Approved by Linda Merriman, 24 <sup>th</sup> August 2015   |
| <b>MSci Chemistry and MSci Pharmaceutical Science</b>  |  |
|  | <p><b>MSci Chemistry</b></p> <ol style="list-style-type: none"> <li>Students to achieve a minimum grade of 50% for 120 credits studied at level 5 to progress to level 6 (students failing to do so will be transferred onto the BSc (Hons) Chemistry award).</li> <li>Students will obtain a minimum grade of 50% for 120 credits studied at level 6 to progress to level 7.</li> </ol> <p><b>MSci Pharmaceutical Science</b></p> <ol style="list-style-type: none"> <li>Students will achieve a minimum grade of 50% for 120 credits studied at level 5 to progress to level 6 (students failing to do so will be transferred onto the BSc (Hons) Pharmaceutical Science award).</li> <li>Students on will obtain a minimum grade of 50% for 120 credits studied at level 6 to progress to level 7.</li> </ol> |

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| Approved and Date | Approved by Linda Merriman, 24th August 2015 |
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## 2. Faculty of Creative Industries

There are no Course Specific Regulations



### 3. Faculty of Business and Society

| MA Working for Children and Young People (Youth Work Initial Qualifying) |           |   |         |  |      |           |             |         |  |        |                       |      |  |         |                 |      |  |         |      |      |    |     |   |      |
|--|-----------|---|---------|--|------|-----------|-------------|---------|--|--------|-----------------------|------|--|---------|-----------------|------|--|---------|------|------|----|-----|---|------|
| Detail   |           | <p>1. The Course is endorsed by the Education and Training Standards Committee Wales (ETSCW).</p> <p>2. Set out below are the derogations to the Regulations required for the purposes of the Professional Body.</p> <p>A.2.7.2 Grading performance and awarding credit</p> <p>[a] Students must meet the overall module learning outcomes with no weaknesses to achieve a pass grade. A weakness is defined as less than 40% and the module will be assigned an F2 grade. Any specific learning outcome which must be passed in order for the module to be passed must be identified in the module definition.</p> <p>A.2.7.3 The mark scales</p> <p>[c] The postgraduate scale is used for all taught, Master’s level courses.</p> <table><tr><th>Code</th><th>Grade (%)</th><th>Description</th><th>Outcome</th></tr><tr><td></td><td>70-100</td><td>Pass with distinction</td><td>Pass</td></tr><tr><td></td><td>60-69.9</td><td>Pass with merit</td><td>Pass</td></tr><tr><td></td><td>40-59.9</td><td>Pass</td><td>Pass</td></tr><tr><td>F2</td><td>&lt;40</td><td>Fail:-a clear failure (not compensatable)</td><td>Fail</td></tr></table> |         |  | Code | Grade (%) | Description | Outcome |  | 70-100 | Pass with distinction | Pass |  | 60-69.9 | Pass with merit | Pass |  | 40-59.9 | Pass | Pass | F2 | <40 | Fail:-a clear failure (not compensatable) | Fail |
| Code   | Grade (%) | Description   | Outcome |  |      |           |             |         |  |        |                       |      |  |         |                 |      |  |         |      |      |    |     |   |      |
|  | 70-100    | Pass with distinction   | Pass    |  |      |           |             |         |  |        |                       |      |  |         |                 |      |  |         |      |      |    |     |   |      |
|  | 60-69.9   | Pass with merit   | Pass    |  |      |           |             |         |  |        |                       |      |  |         |                 |      |  |         |      |      |    |     |   |      |
|  | 40-59.9   | Pass  | Pass    |  |      |           |             |         |  |        |                       |      |  |         |                 |      |  |         |      |      |    |     |   |      |
| F2   | <40       | Fail:-a clear failure (not compensatable)   | Fail    |  |      |           |             |         |  |        |                       |      |  |         |                 |      |  |         |      |      |    |     |   |      |
| Additional Information   |           | <p>Excerpt from <b>Professional Youth Worker Endorsement Guidelines. Assessment methods within the programme Criteria</b></p> <p>Institutions must ensure that the assessment process has:</p> <ul style="list-style-type: none"><li>• a system of compensation (if any) which excludes failures in practice.</li></ul>   |         |  |      |           |             |         |  |        |                       |      |  |         |                 |      |  |         |      |      |    |     |   |      |

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|   | <a href="#">ETS CymruWales</a>   |
| Approved and Date                                       | Approved at Course Revalidation 30 March 2017<br>Reviewed August 2018  |
| <b>Postgraduate Diploma Legal Practice Course (LPC)</b> |  |
| Additional Information                                  | <p>Recitals</p> <ol style="list-style-type: none"> <li>1. The Course is regulated by the Professional Body and is the professional training programme for those intending to qualify as Solicitors.</li> <li>2. The Course is administered and managed by the Professional Body's regulatory framework for the Legal Practice Course as set out in the LPC Assessment Regulations and also in part, by the University's Regulations.</li> <li>3. Set out below are the derogations to the Regulations required for the purposes of the Professional Body.</li> <li>4. If any matter arises on which the LPC Assessment Regulations are silent, the Regulations will apply. In the event of conflict between the LPC Assessment Regulations and the Regulations, these LPC Assessment Regulations will prevail.</li> </ol> <p>Derogations</p> <ol style="list-style-type: none"> <li>1. Section A.1.4.5 and A.2.2.8 of the Regulations will not apply to the Course and the LPC Assessment Regulations will take precedence to the extent that students will have five years from their first attempt of their first assessment to complete the Course.</li> <li>2. Section A.2.3.10 of the Regulations will not apply to the Course and the LPC Assessment Regulations will take precedence to the extent that the Professional Body will only accept credit for prior certified learning from another Professional Body certified provider.</li> <li>3. The Regulations will not apply to the Skills modules, because the Professional Body requires that the Skills are assessed on the basis of a 'Competent' and 'Not Yet Competent' threshold.</li> </ol> |

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|  | <p>4. Section A.2.7.3 of the Regulations will not apply to the Course; the pass mark for Stage 1 and Stage 2 modules will be 50% in accordance with the Information Pack.</p> <p>5. Sections B.2.8.2, B.2.8.3, B.2.8.4, B.2.8.5 of the Regulations relating to retrieval of failures, referred assessments, repeating modules and compensation will not apply to the Course and the LPC Assessment Regulations will take precedence</p> <p>a. students studying the Skills modules will be given an in-course re- assessment prior to formal referral by an examination board and thereafter one further referral only (maximum of three attempts);</p> <p>b. students studying any Stage 1 module, not including the Skills module, will be given three attempts to pass that module;</p> <p>c. any student who fails a third attempt at a Stage 1 assessment, will fail Stage 1 in its entirety and will be required to re-enrol with attendance on the Stage 1 modules;</p> <p>d. Any student who fails a third attempt at a Stage 2 assessment can either re-enrol on the module or choose an alternative Stage 2 module to study;</p> <p>e. If a student does not pass all Stage 2 modules within five years of sitting their first Stage 1 assessment, they must complete Stage 1 and 2 again, including all assessments;</p> <p>f. No compensation or condonement is permitted in cases of partial failure on a Stage 1 or Stage 2 module;</p> <p>g. The students' transcript must clearly show the number of the attempt at which the student was successful on each Stage 1 and Stage 2 module</p> <p>Definitions</p> <p>"the Course" is the Legal Practice Course;</p> |
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|                                | <p>“the LPC Assessment Regulations” are the regulations that apply to the Course; “the Professional Body” is the Solicitors Regulation Authority; “the Regulations” refer to the University of South Wales’ Taught Degree Regulations;</p> <p>“the Skills” are those skills that will be taught and assessed as part of the Skills for Legal Practice and Litigation and Advocacy modules, namely Drafting, Writing, Interviewing and Advising, Practical Legal Research and Advocacy</p> <p>“Stage 1” includes Litigation and Advocacy, Business Law and Practice and Taxation, Property Law and Practice, Skills for Legal Practice (Professional Conduct and Regulation, Solicitors Accounts Rules and Wills and Administration of Estates and the Skills);</p> <p>“Stage 2” includes the following modules: Family Law and Practice, Employment Law and Practice, Commercial Property, Personal Injury and Clinical Negligence Litigation, Advanced Business and Corporate Law, Wills and Estates Planning and Advanced Criminal Litigation;</p> <p>“The University” the University of South Wales.</p> |
| Approved and Date              | <p>Approved at QAC, 20 March 2015</p> <p>Reviewed August 2018</p>   |
| <b>M. Law (Legal Practice)</b> |   |
| Detail                         | <p><b>Recitals &amp; Definitions:</b></p> <ol style="list-style-type: none"> <li>1. The MLaw (Legal Practice) is a four year integrated course which contains a mixture of purely academic modules and practice modules governed by the Solicitors Regulation Authority (the SRA). Those practice modules will be defined where applicable as ‘Professional Elements’.</li> <li>2. Levels 4 and 5 sit with the University’s regulations without the need for any derogation</li> <li>3. All course specific regulations requested relate to Level 6 and 7 Modules and in the main the Professional Elements of the course.</li> </ol> <p><b>The pace and duration of study</b></p> <p>A course specific regulation is required as under the SRA guidelines students have only 5 years within which to complete all assessments relating to the Professional Elements of the course. This limitation relates to the completion of Levels 6 and 7 only.</p>   |

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|  | <p><b>External Examiners</b></p> <p>The SRA will recruit, appoint and train external examiners for the Professional Elements of the course. The SRA will allocate external examiners to LPC providers and give each external examiner specific subject and other responsibilities for each of the providers to which he or she is allocated.</p> <p><b>Extenuating circumstances</b></p> <p>The SRA make it a requirement that all students sign a Confirmation of Fitness to Undertake Summative assessment Form before undertaking any summative assessment on the Professional Elements of the course. The University has now introduced a generic fit to sit policy which has not been derogated from but simply added to by the MLaw Regulations.</p> <p><b>Grading and certification of Awards</b></p> <p>A course specific regulation is required in respect of all pass marks on the Professional Elements of the course (save for the Skills which are awarded on a competent or not yet competent basis – see below). The pass mark is 50% as laid down by the SRA.</p> <p>Each Skill on the course cannot be awarded a percentage mark. They are assessed on a competent / not yet competent basis as laid down by the SRA There are specific requirements for student transcripts which are laid down in the SRA guidance for Providers. These transcripts are fundamentally different from those normally supplied by the University.</p> <p><b>Credits and Bonding</b></p> <ul style="list-style-type: none"> <li>• A course specific regulation is required for the use of 30 credit modules at Levels 6 and 7 of the course.</li> <li>• These 30 credit modules are as follows:</li> <li>• Property Law &amp; Practice (Module Code- LC3S060- level 6) (LC4U106- level 7)</li> <li>• Corporate, Business Law &amp; Practice (Module Code- LC3S038- level 6) LC4U103- level 7)</li> <li>• Employment Law &amp; Practice (LC3U101-Level 6) (LC4U101- level 7)</li> <li>• Family Law and Practice (LC3U130- Level 6) (LC4U102- Level 7)</li> <li>• Criminal Evidence Litigation (LC4U105- Level 7 )</li> <li>• Civil Procedure and Litigation (LC4U104-Level 7)</li> <li>• A further derogation is required as these modules will be partially bonded. Each will have three elements of assessments namely A1, A2 and A3 of which A1 and A2 will be bonded and A3 (the Professional Element) will be standalone.</li> <li>• The pass mark for A1 and A2 will be 40%</li> </ul> |
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|                                       | <ul style="list-style-type: none"> <li>• However a derogation will be required for A3 which will, under SRA regulations and as the Professional Element of the module, have a pass mark of 50%.</li> <li>• No compensation is allowed on these 30 credit modules.</li> </ul> <p><b>Compensation</b><br/>No compensation is allowed on the Professional Elements of the course in any circumstance.</p> <p><b>Referral / Repeat of Modules</b></p> <ul style="list-style-type: none"> <li>▪ Derogation is required from the standard University regulations on referrals/ repeats of the Professional Element modules as the SRA specifically provide for all referrals and re-sits as follows:</li> <li>▪ Skills are given an in-course re-assessment prior to formal referral by an examination board, then one further referral only.</li> <li>▪ A student failing a third attempt at Stage 1 assessment will fail Stage 1 in its entirety and be required to re-enrol with attendance.</li> <li>▪ A student failing a third attempt at a Stage 2 assessment will fail that Stage 2 assessment and be required to re-enrol with attendance.</li> </ul> <p><b>Final Awards</b><br/>The Final Award of the MLaw (Legal Practice) will be calculated using the standard University regulations.</p> |
| Date reported to QAC                  | Approved at QAC, 18th April 2013<br>Reviewed August 2018   |
| <b>LLB Legal Practice (Exempting)</b> |  |
| Detail                                | Derogations <ul style="list-style-type: none"> <li>1. The Regulations will apply to the Academic Modules on the Course, save in the circumstances described in derogation 3 below.</li> </ul>  |

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|  | <ol style="list-style-type: none"> <li>2. The LLB Legal Practice (Professional Elements) Assessment Regulations will apply to the Professional Modules on the Course.</li> <li>3. Section A.1.4.5 and A.2.2.8 of the Regulations will not apply to the Course and the LLB Legal Practice (Professional Elements) Assessment Regulations will take precedence to the extent that students will have five years from the first attempt of their first assessment to complete the Course.</li> <li>4. Section A.2.3.10 of the Regulations will not apply to the Course and the LLB Legal Practice (Professional Elements) Assessment Regulations will take precedence to the extent that the Professional Body will only accept credit for prior certified learning from another Professional Body certified provider.</li> <li>5. Section A.2.7.3 of the Regulations will not apply to the Skills elements of the Professional Modules, because the Professional Body requires the Skills to be assessed on the basis of a 'Competent' and 'Not Yet Competent' threshold.</li> <li>6. Section A.2.7.3 of the Regulations will not apply to the Professional Modules; the pass mark for all Professional Modules assessments will be 50% in accordance with the Information Pack.</li> <li>7. Sections B.2.8.2, B.2.8.3, B.2.8.4, B.2.8.5 of the Regulations relating to retrieval of failures, referred assessments, repeating modules and compensation will not apply to the Professional Modules and the LLB Legal Practice (Professional Elements) Assessment Regulations will take precedence to the extent that: <ol style="list-style-type: none"> <li>a. students studying the Skills modules will be given an in-course re-assessment prior to formal referral by an examination board and thereafter one further referral only (maximum of three attempts);</li> <li>b. students studying any other Professional Module not including the Skills will be given three attempts to pass that module;</li> <li>c. any student who fails a third attempt at a Stage 1 assessment, will fail Stage 1 in its entirety and will be required to re-enrol with attendance on the Stage 1 modules;</li> <li>d. Any student who fails a third attempt at a Stage 2 assessment can either re-enrol on the module or choose an alternative Stage 2 module to study;</li> <li>e. If a student does not pass all Stage 2 modules within five years of sitting their first Stage 1 assessment, they must complete Stage 1 and 2 again, including all assessments;</li> <li>f. No compensation or condonement is permitted in cases of partial failure on the Professional Modules;</li> </ol> </li> </ol> |
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|                   | <p>g. The students' transcript must clearly show the number of the attempt at which the student was successful on each Professional Module and the date of their success.</p> <p>8. Section A.2.8.1.e of the Regulations will not apply to the Professional Modules in so far as a student will be permitted to progress to year 3 of the Course carrying forward 40 credits of Professional Modules.</p>   |
| Additional Detail | <p><b><u>Recitals</u></b></p> <ol style="list-style-type: none"> <li>1. The Course is intended to provide a qualifying law degree for the purposes of the Professional Body and the Bar Standards Board which also exempts its graduates from the Legal Practice Course, the professional training programme for those intending to qualify as Solicitors.</li> <li>2. Regulation and assessment of the Course is based on two separate, but inter-related policies, the first is the Regulations and the second is the LLB Legal Practice (Professional Elements) Assessment Regulations, which incorporate the Professional Body's regulatory framework for the Legal Practice Course.</li> <li>3. Set out below are the derogations to the Regulations required for the purposes of the Professional Body.</li> <li>4. If any matter arises on which the LLB Legal Practice (Professional Elements) Assessment Regulations are silent, the Regulations will apply. In the event of conflict between the LLB Legal Practice (Professional Elements) Assessment Regulations and the Regulations, the LLB Legal Practice (Professional Elements) Assessment Regulations will prevail.</li> </ol> <p><b><u>Definitions</u></b></p> <p><b>"the Academic Modules"</b> are Contract Law and Problem Solving, Criminal Law, Legal Skills, Legal Systems and Sources, Tort and Transactional Learning, Public Law, Land Law, Law of European Union, Law on Trial, Law of Equity and Trusts;</p> <p><b>"the Course"</b> is the LLB Legal Practice (Exempting);</p> <p><b>"the LLB Legal Practice (Professional Elements) Assessment Regulations"</b> are the regulations that apply to the Professional Modules of the Course;</p> <p><b>"the Professional Body"</b> is the Solicitors Regulation Authority;</p> |



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|                                       | <p><b>“the Professional Modules”</b> are Litigation and Advocacy, Introduction to Legal Practice, Advanced Legal Practice, Business Law and Practice and Taxation, Property Law and Practice, Family Law and Practice, Employment Law and Practice, Commercial Property, Personal Injury and Clinical Negligence Litigation, Advanced Business and Corporate Law and Practice, Wills and Estates Planning and Advanced Criminal Litigation;</p> <p><b>“the Regulations”</b> refer to the University of South Wales’ Taught Degree Regulations;</p> <p><b>“the Skills”</b> are those skills that will be taught and assessed as part of the Advanced Legal Practice and Litigation and Advocacy modules, namely Drafting, Writing, Interviewing and Advising, Practical Legal Research and Advocacy;</p> <p><b>“Stage 1”</b> includes Litigation and Advocacy, Business Law and Practice and Taxation, Property Law and Practice, Introduction to Legal Practice (Professional Conduct and Regulation, Solicitors Accounts Rules and Wills and Administration of Estates) and Advanced Legal Practice (Professional Conduct and Regulation and the Skills);</p> <p><b>“Stage 2”</b> includes the following modules: Family Law and Practice, Employment Law and Practice, Commercial Property, Personal Injury and Clinical Negligence Litigation, Advanced Business and Corporate Law and Practice, Wills and Estates Planning and Advanced Criminal Litigation;</p> <p><b>“the University”</b> the University of South Wales.</p> |
| Approved and Date                     | <p>Chair’s Action 24<sup>th</sup> March 2015</p> <p>Reviewed August 2018</p>   |
| <b>LLB Legal Practice (Exempting)</b> |  |
| Detail                                | <p>The School of Law, Accounting and Finance is validating two LLB Legal Practice Courses; one with Legal Practice Course exemption by the Bar Standards Board, and one without. The latter is titled LLB Legal Practice (Non Exempting). The Curriculum Proposal Form was approved on 23 February 2015 and the validation event is scheduled to take place on 27 March 2015.</p> <p>The School is validating a “non exempting” course for students that fall foul of the exemption requirements but adhere to University of South Wales Taught Degree Regulations.</p>  |

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|  | <p>The exemption requirements differ to the Taught Degree Regulations in several areas including registration periods and minimum pass marks. Therefore, the Faculty would like to request the following derogation to the Taught Degree Regulations.</p> <p>Recitals</p> <ol style="list-style-type: none"> <li>1. The Course is intended to provide a qualifying law degree for the purposes of the Professional Body and the Bar Standards Board which also exempts its graduates from the Legal Practice Course, the professional training programme for those intending to qualify as Solicitors.</li> <li>2. Regulation and assessment of the Course is based on two separate, but inter-related policies, the first is the Regulations and the second is the LLB Legal Practice (Professional Elements) Assessment Regulations, which incorporate the Professional Body's regulatory framework for the Legal Practice Course.</li> <li>3. Set out below are the derogations to the Regulations required for the purposes of the professional Body.</li> <li>4. If any matter arises on which the LLB Legal Practice (Professional Elements) Assessment Regulations are silent, the Regulations will apply. In the event of conflict between the LLB Legal Practice (Professional Elements) Assessment Regulations and the Regulations, the LLB Legal Practice (Professional Elements) Assessment Regulations will prevail.</li> </ol> <p>Derogations</p> <ol style="list-style-type: none"> <li>1. The Regulations will apply to the Academic Modules on the Course, save in the circumstances described in derogation 3 below.</li> <li>2. The LLB Legal Practice (Professional Elements) Assessment Regulations will apply to the Professional Modules on the Course.</li> <li>3. Section A.1.4.5 and A.2.2.8 of the Regulations will not apply to the Course and the LLB Legal Practice (Professional Elements) Assessment Regulations will take precedence to the extent that students will have five years from the first attempt of their first assessment to complete the Course.</li> </ol> |
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|  | <p>4. Section A.2.3.10 of the Regulations will not apply to the Course and the LLB Legal Practice (Professional Elements) Assessment Regulations will take precedence to the extent that the Professional Body will only accept credit for prior certified learning from another Professional Body certified provider.</p> <p>5. Section A.2.7.3 of the Regulations will not apply to the Skills elements of the Professional Modules, because the Professional Body requires the Skills to be assessed on the basis of a 'Competent' and 'Not Yet Competent' threshold.</p> <p>6. Section A.2.7.3 of the Regulations will not apply to the Professional Modules; the pass mark for all Professional Modules assessments will be 50% in accordance with the Information Pack.</p> <p>7. Sections B.2.8.2, B.2.8.3, B.2.8.4, B.2.8.5 of the Regulations relating to retrieval of failures, referred assessments, repeating modules and compensation will not apply to the Professional Modules and the LLB Legal Practice (Professional Elements) Assessment Regulations will take precedence to the extent that:</p> <ul style="list-style-type: none"> <li>a. students studying the Skills modules will be given an in-course re-assessment prior to formal referral by an examination board and thereafter one further referral only (maximum of three attempts);</li> <li>b. students studying any other Professional Module not including the Skills will be given three attempts to pass that module;</li> <li>c. any student who fails a third attempt at a Stage 1 assessment, will fail Stage 1 in its entirety and will be required to re-enrol with attendance on the Stage 1 modules;</li> <li>d. Any student who fails a third attempt at a Stage 2 assessment can either re-enrol on the module or choose an alternative Stage 2 module to study;</li> <li>e. If a student does not pass all Stage 2 modules within five years of sitting their first Stage 1 assessment, they must complete Stage 1 and 2 again, including all assessments;</li> <li>f. No compensation or condonement is permitted in cases of partial failure on the Professional Modules;</li> <li>g. The students' transcript must clearly show the number of the attempt at which the student was successful on each Professional Module and the date of their success.</li> </ul> |
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|                   | <p>8. Section A.2.8.1.e of the Regulations will not apply to the Professional Modules in so far as a student will be permitted to progress to year 3 of the Course carrying forward 60 credits of Professional Modules.</p>   |
| Additional Detail | <p>Definitions</p> <p>“the Academic Modules” are Contract Law and Problem Solving, Criminal Law, Legal Skills, Legal Systems and Sources, Tort and Transactional Learning, Public Law, Land Law, Law of European Union, Law on Trial, Law of Equity and Trusts;</p> <p>“the Course” is the LLB Legal Practice (Exempting);</p> <p>“the LLB Legal Practice (Professional Elements) Assessment Regulations” are the regulations that apply to the Professional Modules of the Course; “the Professional Body” is the Solicitors Regulation Authority;</p> <p>“the Professional Modules” are Litigation and Advocacy, Introduction to Legal Practice, Advanced Legal Practice, Business Law and Practice and Taxation, Property Law and Practice, Family Law and Practice, Employment Law and Practice, Commercial Property, Personal Injury and Clinical Negligence Litigation, Advanced Business and Corporate Law, Wills and Estates Planning and Advanced Criminal Litigation; “the Regulations” refer to the University of South Wales’ Taught Degree Regulations; “the Skills” are those skills that will be taught and assessed as part of the Advanced Legal Skills and Litigation and Advocacy modules, namely Drafting, Writing, Interviewing and Advising, Practical Legal Research and Advocacy; “Stage 1” includes Litigation and Advocacy, Business Law and Practice and Taxation, Property Law and Practice, Introduction to Legal Practice (Professional Conduct and Regulation, Solicitors Accounts Rules and Wills and Administration of Estates) and Advanced legal Practice (the Skills);</p> <p>“Stage 2” includes the following modules: Family Law and Practice, Employment Law and Practice, Commercial Property, Personal Injury and Clinical Negligence Litigation, Advanced Business and Corporate Law, Wills and Estates Planning and Advanced Criminal Litigation;</p> <p>“the University” the University of South Wales.</p> |
| Approved and Date | <p>Chairs Action 24<sup>th</sup> March 2015</p> <p>Reviewed August 2018</p>   |

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| <b>Association of Chartered Certified Accountants (ACCA)</b><br>Diploma of Higher Education Professional Accounting |   |
| Detail  | <p>Explanation</p> <p>The usual University of South Wales pass mark per module is 40%. However, the pass mark for each module (known as a 'paper') of the Association of Chartered Certified Accountants (ACCA) Professional Qualification is 50%. This is determined by ACCA, who set the aims, learning outcomes and detailed syllabi for the qualification and who set external examinations for each paper which are offered at a large number of centres worldwide. At USW we offer the Fundamentals Level of the ACCA Professional Qualification as an <i>internally assessed course</i>. Students sit assessments (assignments and exams) for each module (paper) that are written by USW. These lead to exemptions from the equivalent external ACCA paper, and accrued credits lead to intermediate USW awards (a Certificate of Higher Education and a Diploma of Higher Education).</p> <p>This derogation proposes that the overall pass mark per USW Fundamentals Level module be set at 50%, to be consistent with the external ACCA papers. The minimum mark per element of assessment (assignment or exam) will be 40%, but candidates must achieve a weighted average of 50% overall (the assignment carries a 30% weighting of the overall grade and the exam a 70% weighting). The higher pass mark ensures that students are properly prepared for the Professional Level of the ACCA Professional Qualification, which is only assessed externally. Our pass rates at the Professional Level are consistently high and ensure that we are able to maintain Platinum accreditation, the highest available level of accreditation.</p> |
| Additional Information  | <p>Derogation wording</p> <p>The overall pass mark per USW ACCA Fundamentals Level internally-assessed module is set at 50%, rather than the standard USW pass mark of 40%. The minimum mark per element of assessment (assignment or exam) is set at 40%, but candidates must achieve a weighted average of 50% overall (the assignment carries a 30% weighting of the overall grade and the exam a 70% weighting).</p>  |
| Approved and Date   | 09/07/2014<br>Reviewed August 2018  |
| <b>Association of Chartered Certified Accountants (ACCA)</b><br>Diploma of Higher Education Professional Accounting |   |
| Course/Module Code  | Newport Campus Code:<br><br>Full-Time- YDEF002  |

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|   | Part-Time- YDEP002   |
| Detail  | <p>Explanation</p> <p>Fundamentals Level modules F4 to F9 each have 30 credits attached to them. Standard USW Regulations state that progression to the next level of the programme can only occur when carrying a maximum of 20 credits to be re-sat. This derogation proposes that a 30 credit module be allowed to be carried over, to allow one module to be carried over.</p> <p>It should be noted that ACCA rules allow F level skills papers (F4 to F9) to be sat in any order. Thus although it is recommended that students sit the papers in order, it is not essential. This derogation proposes that the same level of flexibility is given to students sitting the internal USW papers as those sitting external papers as it will mirror ACCA regulations to meet market demands. The derogation will not impact on the maximum registration period proposed in the third derogation below.</p> |
| Additional Information  | <p>Derogation wording</p> <p>Fundamentals Level modules F4 to F9 each have 30 credits attached to them. Candidates are allowed to carry over one of these modules for re-sit while progressing to the next level of the programme. (Usually, per standard USW regulations, only 20 credits can be carried over.)</p> <p>Students will be encouraged to study a minimum of 2 modules per year but will be allowed to study just one module (whether 20 or 30 credits) if they so wish.</p> <p>In accordance with ACCA rules, papers F4-F9 can be studied and sat in any order, thus students will be allowed to choose any combination of these papers if they so wish.</p> <p>Students will be restricted to sitting a maximum of four exams at any one diet.</p>  |
| Approved and Date   | <p>29/05/2014</p> <p>Reviewed August 2018</p>  |
| <b>Association of Chartered Certified Accountants (ACCA)</b><br>Diploma of Higher Education Professional Accounting |  |
| Detail  | <p>Explanation</p> <p>Standard USW Regulations state that the maximum registration periods for a Diploma of Higher Education is eight years. ACCA allows unlimited repeats. It is proposed that the part time maximum registration period for the Diploma of Higher Education is removed to ensure consistency with the requirements set by ACCA.</p>  |

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| Additional Information  | <p>Derogation wording</p> <p>Remove the part time maximum registration period for the Diploma of Higher Education to ensure consistency with the requirements set by ACCA.</p>  |
| Approved and Date   | <p>29/05/2014</p> <p>Reviewed August 2018</p>   |
| <b>Association of Chartered Certified Accountants (ACCA)</b><br>Diploma of Higher Education Professional Accounting |   |
| Detail  | <p>In 2016, ACCA introduced a seven-year time limit to complete the Professional level. As a result, ACCA agreed there would be no time limit for passing examinations F1-F9 at the Fundamentals level of the ACCA Qualification. However, ACCA strongly recommends students take examinations on a regular basis as this increases the chances of success.</p> <p>Students have seven years to pass the examinations at Strategic Professional level (Strategic Business Leader, Strategic Business Reporting and two option modules). If a student does not pass all the Professional level examinations within seven years, ACCA will remove any passes that were achieved more than seven years ago and students will need to resit. The seven-year time limit starts when a student passes their first Professional level exam.</p>                        |
| Additional Information  | <p>Current Regulation:</p> <p>A.2.8.3 Retrieval of failure<br/>A.2.8.3.1 Resits</p> <p>[b] Students take the resit at the earliest available opportunity.</p> <p>Derogation Wording:</p> <p>Students are allowed to take the resit at the earliest available opportunity. For example a student enrolled in December can resit in June rather than August if they so wish and if a resit exam is available. If a student attempts a paper in August for the first time, they must resit it in December, if a paper is available, or then the following June if one is available. Resits are held during the resit period.</p> <p>Students must resit and pass their Strategic Professional level (Strategic Business Leader, Strategic Business Reporting and two option modules) within seven years of passing their first Professional level examination.</p> |

| Approved and Date                                  | Approved by Chairs action 19 June 2017<br>Reviewed August 2018  |             |                           |                    |      |           |             |                           |                    |  |        |      |       |             |  |         |      |              |       |  |         |      |              |      |  |         |      |       |      |
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| <b>BA Youth and Community Work</b>                 |   |             |                           |                    |      |           |             |                           |                    |  |        |      |       |             |  |         |      |              |       |  |         |      |              |      |  |         |      |       |      |
| <b>BA Youth and Community Work (Youth Justice)</b> |   |             |                           |                    |      |           |             |                           |                    |  |        |      |       |             |  |         |      |              |       |  |         |      |              |      |  |         |      |       |      |
| Modules  | 1. SD1S05 Role of Youth and Community Worker 1<br>2. SD1S06 Role of Youth and Community Worker 2<br>3. SD2S07 Developing Effective Youth and Community Work 1<br>4. SD2S06 Developing Effective Youth and Community Work 2<br>5. SD3S02 Becoming A Critical & Reflective Practitioner (1) (Leadership)<br>6. SD3S01 Becoming A Critical & Reflective Practitioner (2) (Supervision)   |             |                           |                    |      |           |             |                           |                    |  |        |      |       |             |  |         |      |              |       |  |         |      |              |      |  |         |      |       |      |
| Detail   | <p>1. The Course is endorsed by the Education and Training Standards Committee Wales (ETSCW).<br/>2. Set out below are the derogations to the Regulations required for the purposes of the Professional Body.</p> <p>A.2.7.2 Grading performance and awarding credit</p> <p>[a] Students must meet the overall module learning outcomes with no weaknesses to achieve a pass grade. A weakness is defined as less than 40% and the module will be assigned an F2 grade. Any specific learning outcome which must be passed in order for the module to be passed must be identified in the module definition.</p> <p>A.2.7.3 The mark scales</p> <p>[b] The undergraduate marking scale aligns the grades with recognised degree classifications and Edexcel grades as in the table below.</p> <table><tr><th>Code</th><th>Grade (%)</th><th>Description</th><th>Honours degree equivalent</th><th>Edexcel equivalent</th></tr><tr><td></td><td>70-100</td><td>Pass</td><td>First</td><td>Distinction</td></tr><tr><td></td><td>60-69.9</td><td>Pass</td><td>Upper second</td><td>Merit</td></tr><tr><td></td><td>50-59.9</td><td>Pass</td><td>Lower second</td><td>Pass</td></tr><tr><td></td><td>40-49.9</td><td>Pass</td><td>Third</td><td>Pass</td></tr></table> |             |                           |                    | Code | Grade (%) | Description | Honours degree equivalent | Edexcel equivalent |  | 70-100 | Pass | First | Distinction |  | 60-69.9 | Pass | Upper second | Merit |  | 50-59.9 | Pass | Lower second | Pass |  | 40-49.9 | Pass | Third | Pass |
| Code   | Grade (%)   | Description | Honours degree equivalent | Edexcel equivalent |      |           |             |                           |                    |  |        |      |       |             |  |         |      |              |       |  |         |      |              |      |  |         |      |       |      |
|  | 70-100  | Pass        | First                     | Distinction        |      |           |             |                           |                    |  |        |      |       |             |  |         |      |              |       |  |         |      |              |      |  |         |      |       |      |
|  | 60-69.9   | Pass        | Upper second              | Merit              |      |           |             |                           |                    |  |        |      |       |             |  |         |      |              |       |  |         |      |              |      |  |         |      |       |      |
|  | 50-59.9   | Pass        | Lower second              | Pass               |      |           |             |                           |                    |  |        |      |       |             |  |         |      |              |       |  |         |      |              |      |  |         |      |       |      |
|  | 40-49.9   | Pass        | Third                     | Pass               |      |           |             |                           |                    |  |        |      |       |             |  |         |      |              |       |  |         |      |              |      |  |         |      |       |      |



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|                        | F2   | <40 | Fail:-(not compensatable) | Fail | Fail |  |
| Additional Information | <p>Excerpt from <b>Professional Youth Worker Endorsement Guidelines. Assessment methods within the programme Criteria</b></p> <p>Institutions must ensure that the assessment process has:</p> <ul style="list-style-type: none"> <li>• a system of compensation (if any) which excludes failures in practice.</li> </ul> <p><a href="http://etswales.org.uk/home.php?page_id=5148">http://etswales.org.uk/home.php?page_id=5148</a></p> |     |                           |      |      |  |
| Approved and Date      | <p>Approved by Chair's Action 8/2/2017</p> <p>Reviewed August 2018</p>   |     |                           |      |      |  |

#### 4. Faculty of Life Sciences and Education

| <b>BSc (Hons) Systemic Counselling</b> |  |
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| Detail                                 | <p>The Family Institute in the School of Psychology and Therapeutic Studies request a derogation to the Regulations based upon professional body requirements (British Association of Counselling and Psychotherapy) to;</p> <ul style="list-style-type: none"> <li>a) allow reassessment within the module delivery (and before the meeting of the Subject Board) of those assessments which directly assess the Competence of counselling practice and skill within the relevant modules FI2D002 Communication Skills and counselling Process; FI3D002 Communication and Therapeutic Practice and FI3D001 First Person Inquiry and Therapeutic Practice.</li> <li>b) Require that students must achieve a minimum mark of 40% in each element of each assessment to pass any module.</li> </ul>  |
| Additional Information                 | <ul style="list-style-type: none"> <li>a) Where a student is in practice as a counsellor-in-training and has failed an assessment which directly measures their competence as a practitioner, the failure to achieve a pass mark may indicate a potential risk to clients. In this situation it is in the interests of the client, The Family Institute, the University and of course the placement agency if the student's practice is reassessed as soon as possible. If the student's second submission is also graded as a fail by the staff team, the student can be required to suspend practice until the meeting of the Subject Board at which the grades are confirmed. These will be the usual dates at which 1<sup>st</sup> and 2<sup>nd</sup> sittings are confirmed.</li> </ul> <p>The BSc (Hons) Systemic Counselling is currently accredited with the BACP (British Association of Counselling and Psychotherapy). This derogation request is consistent with BACP requirements:</p> <p><i>B6.4 To ensure public safety, the course must assess students at appropriate key stages throughout the training for:</i></p> <ul style="list-style-type: none"> <li><i>i. readiness/competence to practise counselling/ psychotherapy, and</i></li> <li><i>ii. the ability to monitor and manage the therapeutic process.</i></li> </ul> |

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|   | <p><i>B6.6 Formal procedures must be in place to terminate the training of incompetent, incapable or ethically unsound trainees.</i></p> <p>b) The BACP Course Accreditation Scheme requires an accredited course to meet all the stated criteria of skills and knowledge. It is therefore not appropriate for a student to be able to compensate between, for example, skills, theory and personal awareness / values. This requirement is consistent with the other BACP accredited courses at USW.</p>   |
| Approved and Date                                   | 9 August 2017, QAC  |
| <b>Postgraduate Certificate in Education (PcET)</b> |   |
| Course/Module Code                                  | QPCF002   |
| Detail  | <p>Professional Graduate Certificate in Education (PcET)</p> <p>The School of Psychology, Early Years, Education and Therapeutic Studies would like to request a derogation of regulations based upon the need to allow examination assessment boards to be held at the end of Term 1 to process and ratify students' results enabling them to progress to Term 2. This derogation will apply to the <i>Introduction to Teaching</i> module.</p> <p><u>Introduction to Teaching</u></p> <p>The Introduction to Teaching module is an essential part of the students' professional development as teachers. It is the first module for which they are assessed on the course and, as such, it is important that they are given formal feedback at the earliest opportunity. For the module Introduction to Teaching, the team would wish to offer an in-year resit to those who are referred, many of whom are delivering a lesson for the first time and who benefit greatly from the written and oral feedback they receive from tutors and peers. Until they pass this first module, they are unable to progress onto the Professional Practice module which means, effectively, that they would be unable to complete the course in that academic year. The intention would be to hold the assessment boards as follows:</p> <p>First sitting assessment board to be held after the completion of the Introduction to Teaching module</p> <p>Students will be given 3 weeks in which to be re-assessed in the referred module.</p> |

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|  | Second sitting assessment board to be held as soon as all re-assessments are completed.  |
| Approved and Date  | 12 May 2015  |
| <b>Professional Certificate in Education (PcET) and Pathways</b> |  |
| Title of Course(s)   | Professional Graduate Certificate in Education (PcET)<br>Professional Certificate in Education (PcET)<br>and pathways  |
| Course/Module Code   | ED1H028- Preparing to Teach<br>ED1H029- Preparing to Teach ESOL<br>ED1H030- Preparing to Teach Adult Numeracy and Maths<br>ED1H031- Preparing to Teach Adult Literacy and Communication  |
| Detail   | <p>The School of Education, Early Years, and Social Work would like to request a derogation of regulations based upon the need to allow examination assessment boards to be held at the end of Term 1 to process and ratify students' results enabling them to progress to Term 2. This derogation will apply to the <b><i>Preparing to Teach</i></b> modules;</p> <p>ED1H028- Preparing to Teach<br/>ED1H029- Preparing to Teach ESOL<br/>ED1H030- Preparing to Teach Adult Numeracy and Maths<br/>ED1H031- Preparing to Teach Adult Literacy and Communication</p> <p><b><u>Preparing to Teach</u></b></p> <p>The Preparing to Teach module is an essential part of the students' professional development as teachers. It is the first module for which they are assessed on the course and, as such, it is important that they are given formal feedback at the earliest opportunity. For the module Preparing to Teach, the team would wish to offer an in-year resit to those who are referred, many of whom may be delivering a lesson for the first time and who benefit greatly from the written and oral feedback they receive from tutors and peers. Until they pass this first module, they are unable to progress onto the Professional Practice module which means, effectively, that they would be unable to complete the course in that academic year.</p> |

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|   | <p>The intention would be to hold the assessment boards as follows:</p> <ul style="list-style-type: none"> <li>• First sitting assessment board to be held after the completion of the Preparing to Teach module.</li> <li>• Students will be given 3 weeks in which to be re-assessed in the referred module.</li> <li>• Second sitting assessment board to be held as soon as all re-assessments are completed.</li> </ul>   |
| Approved and Date   | Approved by Mary Hulford (15 <sup>th</sup> November 2016)  |
| <b>Generic course specific regulations in relation to Prescribing</b> |  |
| Course/Module Codes   | <p>Derogation relates to following modules: PE3S039Law, Ethics and Nurse Prescribing PE4S051Law, Ethics and Nurse Prescribing PE3S045 Prescribing from the Community Nurse Prescribers Formulary (CPF) (V150) PE4D017 Independent Prescribing PE4D022 Supplementary Prescribing</p> <p>Module attached to following courses:</p> <p>BSc Community Health Studies (Practice Nursing) QBHCAF9_3, QBHCAP9_3<br/> BSc Community Health Studies (Children's Community Nursing) QBPCAF8_1, QBHCAF9_4, QBHCAP9_4<br/> BSc Community Health Studies (District Nursing) QBHCAF9_1, QBHCAP9_1<br/> BSc Community Health Studies (Community Learning Disabilities Nursing) QBHCAF9_2, QBHCAP9_2<br/> MSc Community Health Studies (Practice Nursing) QMSP016<br/> MSc Community Health Studies (Children's Community Nursing) QMSP013<br/> MSc Community Health Studies (District Nursing) QMSP015<br/> MSc Community Health Studies (Community Learning Disabilities Nursing) QMSP014</p> <p>MSc Advanced Clinical Practitioner QMSPGP7_1, QMSPGF7_4, QMSP020<br/> MSc Diabetes QMSCAP0_1, QPDHIP9_1, QMSP034<br/> MSc Professional Practice QMSP006, QMSF005<br/> MSc Professional Practice (Learning Disability) QMSP007<br/> MSc Professional Practice (Mental Health) QMSP008<br/> MSc Professional Practice (Research) QMSP010, QMSF011</p> |

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|  | MSc Professional Practice (Social Care Management) QMSF006, QMSP012<br>MSc Professional Practice (Vulnerable Person) QMSP011, QMSF013<br>MSc Preventative Cardiovascular Medicine QMSP043)   |
| Detail   | <p>Several modules are bound by the Nursing and Midwifery Council (NMC) standards/ General Pharmaceutical Council (GPhC)/Health and Care Professions Council (HCPC) and contain elements that require pass marks that are different from the standard University of South Wales pass marks.</p> <p>Module descriptors for modules governed by these regulations clearly state the elements of assessments and the related pass marks. Derogations are approved for all such modules. Examples are the Prescribing from the Community Practitioner Nurse Prescribers Formulary module, the Supplementary Prescribing module and the Independent Prescribing module.</p> |
| Approved and Date  | Approved by QAC, 17th October 2012   |
| <b>Generic course specific regulations in relation to clinical placement in Nursing, Midwifery and Social Work</b> |  |
| Course/Module codes  | BN (Hons) Nursing (Adult Nursing)<br>Full Time- QBHF012<br>Part-Time- QBHP007<br><br>BN (Hons) Nursing (Learning Disability Nursing) Full-Time- QBHF016<br>Part-Time - QBHP011<br><br>BN (Hons) Nursing (Mental Health Nursing) Full-Time QBHFCF7_2<br>Part-Time- QBHP009<br><br>BN (Hons) Nursing (Child Health Nursing) Full-Time- QBHF014<br>Part-Time- QBHP007<br><br>BMid (Hons) Registered Midwife<br>QBHFCF0_1  |

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|                                  | <p>BSc (Hons) Social Work<br/>QBHF311</p> <p>BA (Hons) Social Work<br/>QBHF311</p> <p>Clinical Skills 1- AU4S032</p>  |
| Detail                           | Some modules in these areas require completion of a certain number of weeks clinical placement in addition to the written assessment/examinations. Irrespective of the marks achieved in the assessments, the modules cannot be passed unless the required number of weeks are completed.   |
| Approved and Date                | Approved by QAC, 17th October 2012  |
| <b>MSc Diagnostic Ultrasound</b> |   |
| Course/Module Code               | <p>MSc Diagnostic Clinical Ultrasound (Abdomen and Small Parts) QMSHIP9_4</p> <p>MSc Diagnostic Clinical Ultrasound (General Abdomen and Superficial Structures); QMSP026</p> <p>MSc Diagnostic Clinical Ultrasound (Gynaecology); QMSHIP9_6</p> <p>MSc Diagnostic Clinical Ultrasound (Musculoskeletal 1: Lower Limb); QMSP027</p> <p>MSc Diagnostic Clinical Ultrasound (Musculoskeletal 1: Upper Limb); QMSP028</p> <p>MSc Diagnostic Clinical Ultrasound (Musculoskeletal) (QMSHIP9_7);</p> <p>MSc Diagnostic Clinical Ultrasound (Obstetrics &amp; Related Gynaecology, FAU &amp; HRP); QMSP025</p> <p>MSc Diagnostic Clinical Ultrasound (Obstetrics and Related Gynaecology); QMSHIP9_5</p> <p>MSc Diagnostic Clinical Ultrasound (Obstetrics &amp; Rel. Gynaecology 1:Trimester 1&amp;3) ; QMSP024</p> <p>MSc Diagnostic Clinical Ultrasound (Vascular Ultrasound - General Department); QMSP029</p> <p>MSc Diagnostic Clinical Ultrasound (Vascular Ultrasound QMSFCP9_6</p> |
| Detail                           | In a recent validation and accreditation event for an MSc Diagnostic Ultrasound, it became apparent that a derogation of regulations was required in connection to OSCE exams. OSCE exams must be passed at 60% and not 40%. The accrediting body, the Consortium for the Accreditation of Sonographic Education (CASE), do not have any written criteria as they act on behalf of 6 member organisations and therefore look at each accreditation on its own merit. A statement has been received from the Chair of CASE supporting the derogation, as follows:  |

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|   | <p>"Your response is quite straightforward. An OSCE assessment is linked to clinical practice and practitioner competency so the higher pass mark is instituted. I would hope that your university would see the sense in this and support a move away from their regulations in this case" –" it can be supported by other leaders operating this principle."</p> <p>Therefore, in order to meet the standards of the accreditation body, the Consortium for the Accreditation of Sonographic Education (CASE), the following derogation is required: The pass mark for any OSCE assessment is 60%</p>   |
| Approved and Date   | Approved by the Chairperson of the Quality Assurance Committee, 9th July 2009   |
| <b>MSc/PgD/PgCert in Diagnostic Clinical Ultrasound courses</b> |   |
| Course/Module Code  | <p>MSc Diagnostic Clinical Ultrasound (Abdomen and Small Parts) (QMSHIP9_4)-Part Time</p> <p>MSc Diagnostic Clinical Ultrasound (Clinical Echocardiography) (QMSHIP9_3)- Part Time</p> <p>MSc Diagnostic Clinical Ultrasound (General Abdomen and Superficial Structures) (QMSP026)-Part Time</p> <p>MSc Diagnostic Clinical Ultrasound (Gynaecology) (QMSHIP9_6)-Part Time</p> <p>MSc Diagnostic Clinical Ultrasound (Musculoskeletal 1: Lower Limb) (QMSP027)- Part Time</p> <p>MSc Diagnostic Clinical Ultrasound (Musculoskeletal) (QMSHIP9_7)- Part Time</p> <p>MSc Diagnostic Clinical Ultrasound (Obstetrics &amp; Related Gynaecology, FAU &amp; HRP) (QMSP025)- Part Time</p> <p>MSc Diagnostic Clinical Ultrasound (Obstetrics and Related Gynaecology) (QMSHIP9_5)</p> <p>MSc Diagnostic Clinical Ultrasound (Obstetrics &amp; Rel. Gynaecology 1:Trimester 1&amp;3) (QMSP024)- Part Time</p> <p>MSc Diagnostic Clinical Ultrasound (Vascular Ultrasound – General Department) (QMSP029)- Part Time</p> <p>MSc Diagnostic Clinical Ultrasound (Vascular Ultrasound) (QMSFCF9_6)- Full Time</p> |



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|  | MSc Diagnostic Clinical Ultrasound (Vascular Ultrasound) (QMSFCP9_6)- Part Time  |
| Detail                                 | <p>Due to professional body requirements (Consortium for the Accreditation of Sonographic Education (CASE)</p> <p>The derogations are as follows:</p> <p>1) The pass mark for the theoretical assessment of the course be increased to 50%.</p> <p>2) The clinical practical assessments are PASS/FAIL.</p>  |
| Approved and Date                      | Approved by QAC, 26th March 2014   |
| <b>Master of Chiropractic (MChiro)</b> |  |
| Course Code                            | QMSF012  |
| Detail                                 | <p>The General Chiropractic Council (UK professional regulatory body) requires derogation to University regulations in relation to the recognition of awards for the purpose of registration with the GCC as follows:</p> <p>The four year integrated masters course must be completed within six years. It must be noted that there may be occasions when this longer period would fall outside the period.</p>   |
| Additional Detail                      | Following a comprehensive mapping exercise, students who have successfully completed a minimum of 360 HE credits or 180 ECTS in a General Chiropractic Council or European Council on Chiropractic Council accredited chiropractic degree programme, will be eligible to apply to complete the final training year of the Master of Chiropractic (MChiro). Eligible students would have to pass a Clinic Entrance OSCE assessment at the Welsh Institute of Chiropractic to be considered for this advanced entry. |
| Approved and Date                      | Approved by Chairs Action and reported to QAC, 26th March 2014   |

| <b>Bachelor of Nursing Awards</b> |   |
|-----------------------------------|---|
| Course/Module Code                | <p>Course Code</p> <p>Bachelor of Nursing (Adult) (QBHF012)- Full Time<br/> Bachelor of Nursing (Adult) (QBHP007)- Part Time<br/> Bachelor of Nursing (Child Health) (QBHF014)- Full Time<br/> Bachelor of Nursing (Child Health) (QBHP009)- Part Time<br/> Bachelor of Nursing (Learning Disabilities) (QBHF016)- Full Time<br/> Bachelor of Nursing (Learning Disabilities) (QBHP011)- Part Time<br/> Bachelor of Nursing (Mental Health) (QBHF017)- Full Time<br/> Bachelor of Nursing (Mental Health) (QBHP012)- Part Time</p>  |
| Detail                            | <p>The above awards consist of three 40 credits modules per year. In accordance with the All Wales Assessment Strategy, each module is based upon theory (50%) and clinical practice (50%).</p> <p>The standard University module size is 20 credits but it was not felt viable to split each 20 credit module into 10 credits of theory and 10 credits of clinical practice. University progression regulations allow a student to progress to the next stage carrying up to 20 credits, i.e. repeating a module that has been failed at first and second sitting in addition to studying the next stage.</p> <p>Depending on their overall performance, Bachelor of Nursing students who pass the clinical assessment part of a module but fail the theoretical assessment are given an opportunity to resist the theoretical assessment before the second sitting assessment board. If the theoretical assessment is failed a second time, a derogation is sought to allow students who have failed one 40 credit module to progress to the next stage and retain the clinical assessment pass grade, i.e. the student is in effect only repeating 20 credits. Students would repeat the theory part of the module only.</p> <p>If a student passes the theory part of the module but fails the clinical assessment a similar derogation is sought. These cases are rare. Such students would not be 'repeating' the module but would still be classed as 'referred' in the module since the opportunity for reassessment is not available before the second sitting assessment board. Students who do not pass the clinical assessment part during the reassessment opportunity will be discontinued from the award in accordance with Professional Regulatory requirements. Students are informed of this in writing prior to undertaking the further practice assessment.</p> |

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|  | A derogation is sought to split one 40 credit module into two 20 credit modules for the purposes of progression allowing marks to be retained for the passed element and subject to the details above.  |
| Approved and Date  | Approved by Regulations and Examiners Sub-Group July 2011   |
| <b>Education</b>   |   |
| Detail   | Some modules in this area require completion of a certain number of weeks teaching practice in addition to the module assessment. Irrespective of the marks achieved in the assessments, the module cannot be passed unless the required number of weeks are completed.   |
| Approved and Date  | Approved QAC, 17th Oct 2012   |
| <b>University Certificate in Counselling Skills and Postgraduate Diploma in Integrative Counselling and Psychotherapy and the Postgraduate Diploma Cognitive Behavioural Psychotherapy</b> |   |
| Course/Module Code   | PGDip Integrative Counselling and Psychotherapy (QPDP002) PGDip Cognitive Behavioural Psychotherapy (QPDP003) Postgraduate Certificate Counselling Skills QPCP309   |
| Detail   | <p>Detail</p> <p>The School of Psychology, Early Years and Therapeutic Studies would like to request a derogation of regulations based upon professional body requirements (British Association of Counselling and Psychotherapy) to allow examination assessment boards to be held at the end of Semester 1 to process and ratify students' results enabling them to progress to Semester 2.</p> <p>This derogation will apply to the Certificate in Counselling Skills, Postgraduate Diploma in Integrative Counselling and Psychotherapy and the Postgraduate Diploma Cognitive Behavioural Psychotherapy courses.</p> <p>Postgraduate Certificate in Counselling Skills:</p> <p>The Postgraduate Certificate in Counselling Skills is an entry requirement for the PG Diplomas referred to below. The course is very much part of the professional training</p> |

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|  | <p>The original derogation referred to the course as a University Certificate in Counselling Skills, however, following amendment this is now the Postgraduate Certificate in Counselling Skills offered by USW and is an entry requirement for the professional training in counselling and psychotherapy Students on the Certificate must pass each assignment in its own right.</p> <p>The rationale for this is as follows:</p> <p>The University Certificate develops both counselling skills and academic ability. These assessments need to stand in their own right otherwise there is potentially that a student could be awarded a University Certificate in Counselling Skills who has not passed a skills assessment. This would not be an acceptable position from which to apply to the professional training (PG Dips).</p> <p>It is the intention to hold the examination assessment boards as follows:</p> <p>First sitting examination assessment board be held after the completion of Module one.</p> <p>Students will be given 4/5 weeks to be re-assessed in the skills assessment/resubmit, following which a second sitting examination board will be held.</p> <p>Second sitting examination assessment boards will be held following the completion of the elective modules.</p> <p>Students will be given 4/5 weeks to be re-assessed in the skills assessment/resubmit, following which a second sitting examination board will be held.</p> <p>Postgraduate Diploma in Integrative Counselling and Psychotherapy and the Postgraduate Diploma Cognitive Behavioural Psychotherapy:</p> <p>Students on the above courses must pass each assignment in its own right. The nature of these courses is that students enrol on three modules at the beginning of Semester 1, and one module needs to be successfully completed by the end of semester 1. A second module needs to be successfully undertaken and completed in semester 2, with the 3rd module running throughout the year.</p> <p>It is the intention to hold the examination assessment boards as follows:</p> <p>First sitting examination assessment board to be held after the completion of Modules 1 (year 1) and 4 (Year 2).</p> |
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|                            | Students will be given 4/5 weeks in which to resubmit, following which a second sitting examination board will be held. Any student who has failed the assessments following the second sitting examination board will need to be exited from the course as they will be ineligible to progress to Modules 2 (year 1) or 5 (year 2), or to continue on modules 3 and 6 respectively.   |
| Approved and Date          | Approved by QAC, 26th March 2014   |
| <b>PGCE / Cert Ed PcET</b> |  |
| Detail                     | <p>The PGCE / Cert Ed PcET programmes in the School of Education (listed below) are delivered at the Caerleon Campus and at collaborative partnership institutions (CPI) across Wales. FE college mergers resulted in different former SouthWales provision and former Newport provision occurring at some CPIs and therefore a request for revalidation in 2013- 2014 was made in order to align provision. This was agreed.</p> <p>The outgoing courses were validated as pass/fail for all modules and the assessment procedures were consequently very sophisticated with established assessment criteria for all module learning outcomes. To convert these to assessment percentages would be a significant amount of work which could not be completed by the start of the 2013/14 academic session.</p> <ul style="list-style-type: none"> <li>• PGCE / Cert Ed Post-Compulsory Education and Training (Part-Time) Course<br/>Code: QCDP300</li> <li>• Professional Graduate Certificate in Education: PcE ESOL. Course Code: QCDF008 (Full-Time), QCDP008 (Part-Time).</li> <li>• Professional Graduate Certificate in Education: PcE Adult Numeracy, Course<br/>Code: QPGP303 (Part-Time)</li> <li>• Professional Graduate Certificate in Education: PcE Adult Literacy. Course<br/>Code: QPGP302 (Full-Time), QPGP302 (Part-Time)</li> <li>• Certificate in Education: ESOL. Course Code: QCDF004 (Full-Time), QCDP004 (Part-Time).</li> <li>• Certificate in Education: Adult Numeracy. Course code: QCDP302 (Part-Time)</li> <li>• Certificate in Education: Adult Literacy. Course code: QCDP301(Part-Time)</li> <li>• Certificate in Teaching ESOL. Course code: QCTP302 (Part-Time)</li> <li>• Certificate in Teaching Adult Numeracy. Course code: QCTP301 (Part-Time)</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• Certificate in Teaching Adult Literacy. Course code: QCTP300 (Part-Time)</li> </ul>   |
| Approved and Date   | Approved by QAC, 28th January 2014   |
| <b>Bachelor of Nursing and Bachelor of Midwifery awards</b> |  |
| Course/Module Code  | <p>Bachelor of Nursing (Adult) (QBHF012)- Full-Time Bachelor of Nursing (Adult) (QBHP007)- Part Time Bachelor of Nursing (Child Health) (QBHF014)- Full-Time Bachelor of Nursing (Child Health) (QBHP009)- Part-Time<br/>           Bachelor of Nursing (Learning Disabilities) (QBHF016)- Full-Time Bachelor of Nursing (Learning Disabilities) (QBHP011)- Part-Time Bachelor of Nursing (Mental Health) (QBHF017)<br/>           Bachelor of Nursing (Mental Health) (QBHP012)</p> <p>Bachelor of Midwifery (QBHF0_1)- Full-Time<br/>           Bachelor of Midwifery (Short Programme) (QBHF0_3)- Full-Time<br/>           Bachelor of Midwifery (Short Programme) (QBHP0_2)- Part-Time</p>   |
| Detail  | <p>Due to the Nursing and Midwifery Council (NMC) regulations relating to progression, all nursing and midwifery students studying the Bachelor of Nursing and Bachelor of Midwifery Programmes must successfully pass all theoretical and clinical elements within 12 weeks of the next stage of the programme.</p> <p>The University of South Wales regulations permit a student to enter a repeat of module following a second referral in the module.</p> <p>The NMC regulation does not allow sufficient time for a repeat of module and therefore this application for a derogation is made to allow students who have been referred at second attempt to undertake a third attempt sitting to enable progression providing the student passes at third sitting.</p> |
| Approved and Date   | <p>Approved by Chair of QAC, 10 February 2015<br/>           Reported to QAC, 25 March 2015</p>  |

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| <b>Police Duties and Law 1</b>   |   |
| Module Code  | PC1D012   |
| Detail   | The pass mark for the module Police Duties and Law 1 (Certificate in Knowledge of Policing) is increased to 60%.  |
| Approved and Date  | Approved by Chair of QAC, 05 August 2014  |
| <b>BSc / Postgraduate Diploma / MSc Community Health Studies Programme</b> |   |
| Course/Module Code   | <ul style="list-style-type: none"> <li>- BSc Community Health Studies (Children's Community Nursing) (QBHCAF9_4)- (Full-Time)</li> <li>- BSc Community Health Studies (Children's Community Nursing) (QBHCAF9_4)-(Part-Time)</li> <li>- BSc Community Health Studies (Community Learning Disabilities Nursing) (QBHCAF9_2)- (Full-Time)</li> <li>- BSc Community Health Studies (Community Learning Disabilities Nursing) (QBHCAF9_2)- (Part Time)</li> <li>- BSc Community Health Studies (District Nursing) (QBHCAF9_1)- (Full- Time)</li> <li>- BSc Community Health Studies (District Nursing) (QBHCAF9_1)-(Part- Time)</li> <li>- BSc Community Health Studies (Practice Nursing) (QBHCAF9_3)- (Full- Time)</li> <li>- BSc Community Health Studies (Practice Nursing) (QBHCAF9_3)- (Part-Time)</li> <li>- MSc Community Health Studies (Children's Community Nursing) (QMSP013)- (Part-Time)</li> <li>- MSc Community Health Studies (District Nursing) (QMSP015)- (Part-Time)</li> <li>- MSc Community Health Studies (Practice Nursing) (QMSP016)- (Part-Time)</li> </ul> |
| Additional Information   | (Course has been revalidated and will have new course titles and codes from September 2015)   |
| Detail   | This programme has a Specialist Practice Qualification (SPQ) for district nurse, practice nurse, children's community nurse and community learning disability pathways.   |

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|  | <p>The derogation is to allow a 30 credit module Fundamentals of Community Practice Module to be used as part of this programme.</p> <p>Module code for Fundamentals of Community Practice- CA3U001 (Level 6), CA4U002 (Level 7)</p>  |
| Approved and Date  | Approved by Chair of QAC, 24 March 2015   |
| <b>Post Qualifying Module (Assessing and Supervising Social Work Students)</b> |   |
| Course/Module Code   | SW3S008, SW4U001  |
| Detail   | <p>The derogation is to allow two 30 credit modules titled 'Assessing and Supervising Social Work Students', one at Level 6 and one at Level 7. The course team acknowledges the usual size for modules with the University are in multiples of 10 credits. However we wish to apply for derogation from this for the following reason.</p> <p>The current 20 credit module is undertaken as a stand-alone module by qualified social workers who wish to become practice assessors. The 20 credit module sits outside the Continuing Professional Education and Learning (CPEL) framework. By increasing the credit value to 30 credits, it will bring the modules in line with other modules within the CPEL framework. This framework applies to all Social Workers who qualify from 2012 onwards. The objectives of CPEL are to improve the standard of Social Work practice and assist with the recruitment, retention and development of experienced Social Workers.</p> <p>The CPEL framework is directly linked to the national career pathway for Social Workers in Wales. All Social Workers that qualified post 2012 now complete a 30 credit Consolidation of Practice Module. This module is the first post qualifying module that Social Workers complete. It forms the first stage of the CPEL Framework and in South East Wales it is delivered through a partnership of the 9 Local Authorities and USW and Cardiff Metropolitan University). Once this has been completed Social Workers can move onto complete the Experience Practitioner Programme. The Experienced Practitioner Programme is delivered through The Alliance (Bangor University, Cardiff University Glyndwr University and Swansea University) and consists of 60 credits assessed at Level 6 or Level 7; 30 credits are gained through core modules and a further 30 credits are gained by students completing an area of specialist enquiry.</p> |



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|                   | <p>In order to provide a variety of opportunities to qualified Social Work practitioners and their employers we are looking to provide a 30 credit module in relation to practice assessing at both Level 6 and Level 7 that can be APCL into the Experienced Practitioner programme as an area of specialist enquiry. This has been discussed with the CPEL Co-ordinator who confirmed that if the module has approval from the Care Council for Wales then it will fit within the framework as outlined below.</p> <p>32.2 Candidates may be considered, on an individual basis, as exempt from the 30 credit module Specialist Area of Enquiry where they have satisfied the programme that they have undertaken comparable learning which is equivalent in terms of academic level of learning, size of the award in terms of credits and the relevance of the learning to current social work practice. The Care Council for Wales' document Comparing Predecessor and Other Post Qualifying Awards with Continuing Professional Education and Learning Programmes (2014) will be used to ensure the appropriate mapping of learning outcomes and to identify where pre-existing credits have come from. Mechanisms will be built in to the admissions procedure to ensure the establishment of rigorous protocols for determining equivalence on an on-going and future basis.</p> <p>3.2.3 Entry with exemption shall normally be available when recognition is being given for previous study gained within five years prior to admission to the programme of study. In allowing five years, consideration will be given to how the candidate has engaged with and used their learning during that time and how they have maintained an on-going and regular knowledge base within the time-frame.</p> <p>(Taken from the EPP handbook CPEL Framework)</p> <p>By increasing the module to 30 credits at either Level 6 or 7 will meet the market needs of the employers and the diverse needs of potential candidates. It will also reinforce our ability to respond and adapt to the changing requirements of post qualifying social work education.</p> <p>The module will have to gain approval from the Care Council for Wales but it is worth noting that nearly all practice assessing modules have moved or are proposing to move to 30 credit modules.</p> |
| Approved and Date | Approved by QAC 9 June 2015  |

| MA Education and Linked Named Awards |  |
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| Detail                               | The derogation is to allow continued use of 30 credit modules as part of this course which is due for review and revalidation in 2016-17. Currently the MA Education & LNA is built around modules, which are in units of 30 credits and multiples thereof (the Dissertation module is 60 credits). The course team acknowledges the usual size for modules with the University are in multiples of 20 credits.  |
| Approved and Date                    | Approved by QAC 09 June 2016   |
| Social Work                          |  |
| Detail                               | <p>All modules on the Social Work course are bound by the Framework for the Degree in Social Work in Wales (2013). The Framework provides a structure for standardising the learning outcomes at Levels 4, 5 and 6 of the Social Work degree. Curriculum is therefore developed and approved in accordance with the Framework and approved by the Care Council for Wales. The Framework structure therefore reflects the <i>Code of Practice for Social Care Workers</i>, the National Occupational Standards for Social Work, the Benchmark Statements for Social Work and the QAA level descriptors for Higher Education. Stipulated in section 1.2 of the Framework is the following;</p> <p><b>Assessment and Levels</b></p> <p><i>1.1. By the end of the programme students will need to be able to meet the standards described in the National Occupational Standards for Social Work.</i></p> <p><i>1.2. As the social work degree is an integrated academic and professional award leading to professional regulation, in order to pass the degree, students must:</i></p> <ul style="list-style-type: none"> <li>• <i>successfully complete each level of learning before proceeding to the next;</i></li> <li>• <i>pass at least 200 days of assessed practice learning;</i></li> <li>• <i>provide evidence of competence against the six Key Roles of Social Work as defined by the twenty NOS for Social Work 2011;</i></li> <li>• <i>demonstrate a growing understanding, analysis and application of the Care Council's Code of Practice for Social Care Workers;</i></li> <li>• <i>pass all assessed components of academic work.</i></li> </ul> |

Despite all of the modules on the Social Work course being core and unbonded, USW Regulations for Taught Courses stipulate that if a student has achieved a pass mark (40 or above) for the module and has no significant weaknesses (a mark above 30) in an element of assessment, then they have passed the module.

It is understood by CCfW and HE institutions that to meet National Occupational Standards for Social Work, students must pass ALL elements of assessed work with a minimum mark of 40 to ensure professional competency on course completion.

Therefore, a derogation is sought to ensure that students will only have passed a module if they have achieved a pass mark (40 or above) for the module and have no weakness (a mark of 40 or above) in an element of assessment. This applies to the all modules on the Social Work course, listed below.

**Level 4**

| Module Code | Module Title                                      | Credits | Module Status |
|-------------|---|---------|---------------|
| SW1S040     | Human Growth and Social Sciences                  | 20      | Core          |
| SW1S041     | Communication Skills in Social Work               | 20      | Core          |
| SW1D002     | Foundations for Practice and Personal Development | 40      | Core          |
| SW1S001     | Social Work Processes                             | 20      | Core          |
| SW1S004     | Law and Social Policy                             | 20      | Core          |

**Level 5**

| Module Code | Module Title  | Credits | Module Status |
|-------------|---|---------|---------------|
| SW2D003     | Outcome Focused Practice in Social Work                       | 40      | Core          |
| SW2S033     | Application of Legislation and Ethics in Social Work Practice | 20      | Core          |
| SW2S029     | Integrating Research with Social Work and Social Care         | 20      | Core          |

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|                   | SW2D004  | Development of Social Work Identity                          | 40             | Core                 |
|                   | <b>Level 6</b>   |  |                |                      |
|                   | <b>Module Code</b>   | <b>Module Title</b>  | <b>Credits</b> | <b>Module Status</b> |
|                   | SW3D001  | Social Work with Individuals, Families and Communities       | 40             | Core                 |
|                   | SW3S016  | Integrating Research in Social Work and Social Work Practice | 20             | Core                 |
|                   | SW3D002  | Competence in Social Work Practice                           | 40             | Core                 |
|                   | SW3S018  | Inter-Professional and Multi-agency Working                  | 20             | Core                 |
|                   | <b>BSc (Hons) Social Work (Glyntaff)</b>                             |  |                |                      |
|                   | SW3S016 Integrating Research in Social Work and Social Work Practice |  |                |                      |
|                   | SW3S017 Competence in Social Work Practice                           |  |                |                      |
|                   | SW3S018 Inter-Professional and Multi-Agency Working                  |  |                |                      |
|                   | SW3T004 Social Work with Individuals, Families and Communities       |  |                |                      |
|                   |  |  |                |                      |
|                   | <b>BA (Hons) Social Work</b>   |  |                |                      |
|                   | G106628 Dissertation   |  |                |                      |
|                   | G107346 Interprofessional Practice                                   |  |                |                      |
|                   | G107347 Becoming a Critically Reflective Social Work Practitioner    |  |                |                      |
| Approved and Date | Approved at QAC 14 <sup>th</sup> September 2016                      |  |                |                      |

**BA (Hons) Primary Studies; Certificate of Higher Education Introduction to Secondary Teaching; BSc (Hons) Secondary Design and Technology; BSc (Hons) Secondary Science with Mathematics; BSc (Hons) Secondary Mathematics with ICT; BSc (Hons) Secondary Mathematics with Science; BSc (Hons) Secondary Science with ICT; PGCE Secondary Design and Technology**

**Detail**

The modules listed below are bound in the Development Plan Document and contain elements that require pass marks that are different from the standard USW pass marks. Module descriptors for modules governed by these regulations clearly state the elements of assessments and the related pass marks; i.e. each element of assessment must be passed with a minimum mark of 40%. Courses leading to Qualified Teacher Status (QTS) and design of provision is informed by the Qualified Teacher Status Standards (QTS) (Wales 2009 No 25). To meet these standards and to fully prepare student teachers for their first appointment, provision has been validated at HE levels 4, 5, 6, and 7 to model assessment design in the secondary sector.

USW Regulations for Taught Courses stipulate that if a student has achieved a pass mark (40 or above) for the module and has no significant weaknesses (a mark above 30) in an element of assessment, then they have passed the module.

Therefore, a derogation is sought to ensure that students will only have passed a module if they have achieved a pass mark (40 or above) for the module and have no weakness (a mark of 40 or above) in an element of assessment. This applies to all modules listed below.

One exception to the above are the online examinations for Skills for Teaching 2 (G107912 & G107913) as, to pass this module, the literacy and numeracy examinations require 60% for each component.

Modules:

**BA (Hons) Primary Studies**

| Module  | Title                                |
|---------|--------------------------------------|
| G107900 | Skills for Teaching 1                |
| G107901 | Skills for Teaching 1 (Welsh Medium) |
| G107912 | Skills for Teaching 2                |
| G107913 | Skills for Teaching 2 (Welsh Medium) |

PGCE Secondary Design and Technology

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|--|---|---|
|  | Module  | Title                                       |
|  | G107952   | Research in Design and Technology Education |
|  | G107954   | IPD   |
|  | <b>Certificate of Higher Education Introduction to Secondary Teaching</b>   |   |
|  | Module  | Title                                       |
|  | G108332   | Introduction to Mathematics                 |
|  | G108334   | Introduction to English                     |
|  | G108333   | IT and Computing                            |
|  | G108336   | Education                                   |
|  | G108337   | Science                                     |
|  | G108335   | Mathematics                                 |
|  | G108500   | Introduction to Graphics and Systems        |
|  | G108502   | Introduction to Food and Textiles           |
|  | G108501   | Design Skills in Design and Technology      |
|  | <b>B.Sc. (Hons) Secondary D&amp;T Year 1 of 3</b>   |   |
|  | Module  | Title                                       |
|  | G107929   | DT1: Technical Skills                       |
|  | G107931   | DT1: Pedagogical Skills                     |
|  | G107930   | DT1: Design Skills                          |
|  | G107932   | Education                                   |
|  | <b>B.Sc. (Hons) Secondary Year 1 of 2 (Mathematics with Science; Mathematics with ICT; Science with Mathematics; Science with ICT) and B.Sc. (Hons) Secondary D&amp;T Year 2 of 3</b> |   |
|  | Module  | Title                                       |
|  | G107941   | Major Mathematics 1                         |
|  | G107942   | Minor Mathematics 1                         |
|  | G107943   | Major Science 1                             |
|  | G107944   | Minor Science 1                             |
|  | G107945   | IT and Computing 1                          |
|  | G107936   | IPD 1                                       |
|  | G107933   | DT2: Advanced Technical Skills              |

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|--------------------------|---|------------------------------------|
|                          | G107934   | DT2: Advanced Design Skills        |
|                          | G107935   | DT2: Advanced Subject Study        |
|                          | B.Sc. (Hons) Secondary Year 2 of 2 (Mathematics with Science; Mathematics with ICT; Science with Mathematics; Science with ICT) and B.Sc. (Hons) Secondary D&T Year 3 of 3  |                                    |
|                          | Module  | Title                              |
|                          | G107940   | IPD 2                              |
|                          | G107951   | Applied Professional Project       |
|                          | G107939   | DT3: Final Project                 |
|                          | Essential English for Teaching  |                                    |
|                          | Module  | Title                              |
|                          | EDIS029   | Essential English for Teaching     |
|                          | Essential Mathematics for Teaching  |                                    |
|                          | Module  | Title                              |
|                          | EDIS030   | Essential Mathematics for Teaching |
| Approved and Date        | Approved by Chair’s Action 21 September 2016  |                                    |
| ProfCE, PcET, PgCE, PGCE |   |                                    |
| Additional Information   | Professional Certificate in Education ( <b>ProfCE</b> ) in Post compulsory Education and Training (PcET); Professional Graduate Certificate in Education ( <b>PgCE</b> ) in Post compulsory Education and Training (PcET); Postgraduate Certificate in Education ( <b>PGCE</b> ) in Post compulsory Education and Training (PcET).  |                                    |
| Detail                   | All PcET courses lead to professional recognition for teachers/trainers in the Post compulsory sector. In order to fully prepare pre- and in-service trainee teachers, our provision has been validated at HE levels 4, 5, 6, and 7.<br><br>At validation, module descriptors for all the modules that are part of the above qualifications clearly stated that all components of assessments were non-bonded – individual assessments must be passed with a minimum mark of 40% across all components. Additionally no modules were compensatable – all modules within the course must be passed with a minimum mark of 40%. |                                    |

This does not align with USW Regulations for Taught Courses which stipulate that if a student has achieved a pass mark (40 or above) for the module and has no significant weaknesses (a mark above 30) in an element of assessment, then they have passed the module.

Therefore, a derogation is sought to ensure that students will only have successfully passed a module if they have achieved a pass mark (40 or above) for the module and have no weakness (a mark of 40 or above) in an element of assessment. This applies to all modules listed below.

A derogation is sought to ensure that students will only have passed the course if they have achieved a pass mark (40 or above) for each module, therefore compensation regulations will not apply. This would normally be dealt with by assigning a status of 'core' to each module, however course design prevents this as there is a degree of optionality on the course.

#### Modules

| Code            | Level | Module:                                  | Module Leader                    |
|-----------------|-------|--|----------------------------------|
| Level 4 Modules |       |  |                                  |
| ED1H028         | 4     | Preparing to Teach                       | Wendy Wilkins                    |
| Level 5 Modules |       |  |                                  |
| ED2H051         | 5     | Learning and Applying Pedagogy           | Mark Joyce                       |
| ED2H052         | 5     | Role of ICT in FE                        | Elaine Evans                     |
| ED2H053         | 5     | Blended Learning Applications            | Elaine Evans                     |
| ED2H054         | 5     | Introduction to Essential Skills Support | Janette Gibney                   |
| ED2S055         | 5     | Independent Study                        | Rachel Stubley & Martin Williams |
| ED2S053         | 5     | Professional Practice 1                  | Wendy Wilkins                    |



|  |                 |   |  |                                  |
|--|-----------------|---|--|----------------------------------|
|  | ED2S054         | 5 | Introduction to Teaching                                   | Janette Gibney                   |
|  | ED2S055         | 5 | Planning and Assessing Learning                            | Janette Gibney & Wendy Wilkins   |
|  | ED2S056         | 5 | Enhancing Learning, Teaching & Assessment                  | Elaine Evans                     |
|  | ED2S057         | 5 | Curriculum Development for Inclusive Learning              | Martin Williams                  |
|  | ED2S058         | 5 | Introduction to Curriculum Design for Blended Learning     | Elaine Evans                     |
|  | ED2S059         | 5 | Teaching in a Bilingual Setting                            | Wendy Wilkins                    |
|  | ED2S060         | 5 | Independent Study  | Rachel Stubley & Martin Williams |
|  | ED2S061         | 5 | Mentoring in Post Compulsory Education and Training (PCET) | Martin Williams                  |
|  | Level 6 Modules |   |  |                                  |
|  | ED3D03          | 6 | Professional Practice (FT)                                 | Janette Gibney & Rachel Stubley  |
|  | ED3S019         | 6 | Professional Practice 2                                    | Wendy Wilkins                    |
|  | ED3S020         | 6 | Mentoring in Post Compulsory Education and Training (PCET) | Martin Williams                  |
|  | ED3S021         | 6 | Independent Study  | Rachel Stubley & Martin Williams |
|  | ED3S022         | 6 | Introduction to Teaching                                   | Janette Gibney                   |
|  | ED3S023         | 6 | Planning and Assessing Learning                            | Janette Gibney & Wendy Wilkins   |
|  | Level 7 Modules |   |  |                                  |

|                   |                           |   |   |                                  |  |
|-------------------|---------------------------|---|---|----------------------------------|--|
|                   | ED4D001                   | 7 | Professional Practice (FT)                  | Janette Gibney & Rachel Stubley  |  |
|                   | ED4S075                   | 7 | Independent Study                           | Rachel Stubley & Martin Williams |  |
|                   | ED4S077                   | 7 | Enhancing Learning, Teaching and Assessment | Elaine Evans                     |  |
| Approval and Date | 10 <sup>th</sup> May 2017 |   |   |                                  |  |

## 5. The Royal Welsh College of Music and Drama

| Eligibility and classification regulations undergraduate Drama awards |   |
|---|---|
| Detail  | <p>Proposal for 2015/16 (eligibility):</p> <ol style="list-style-type: none"> <li>1. Revising the existing derogation to reflect the name change from BA (Hons) Theatre Design to BA (Hons) Design for Performance. Existing BA Theatre Design students have opted to transfer to the new award:</li> <li>2. Revising the existing derogation to reflect the name change from BA (Hons) Stage Management to BA (Hons) Stage Management and Technical Theatre: Student aren't able to transfer to the new award consequently the derogation should remain for both awards</li> </ol> <p>Proposal for 2015/16 (classification):</p> <ol style="list-style-type: none"> <li>3. Revising the existing derogation to reflect the name change from BA (Hons) Theatre Design to BA (Hons) Design for Performance. Existing BA Theatre Design students have opted to transfer to the new award:</li> <li>4. Revising the existing derogation to reflect the name change from BA (Hons) Stage Management to BA (Hons) Stage Management and Technical Theatre: Student aren't able to transfer to the new award. Consequently the derogation should remain for both awards</li> </ol> |
| Additional Information  | Revised Derogation for 2015/16: (Eligibility)   |

|  |   |
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|  | <p>The College minimum credit requirements for the three year BA Hons Acting, BA Hons Design for Performance, BA Hons Stage Management and BA Hons Stage Management and Technical Theatre within the total 360 credits for the award are 120 at Level 4, 120 at Level 5, and 120 at Level 6. Its exit awards are set at a minimum of 240 credits for the Diploma of Higher Education, and a minimum of 120 credits for the Certificate of Higher Education.</p> <p>To be eligible for the University of South Wales award of BA (Hons) Acting/Design for Performance/Stage Management/Stage Management and Technical Theatre at the Royal Welsh College of Music and Drama, a candidate shall:</p> <ul style="list-style-type: none"> <li>a) have pursued the approved programme for a period of three years at the College;</li> <li>b) have attained 360 credits of which at least 120 must be at level 6 (Honours) or above, 120 at Level 5 or above and 120 at Level 4 or above.</li> </ul> <p>To be eligible for the University award of Diploma of Higher Education a candidate shall:</p> <ul style="list-style-type: none"> <li>a) have pursued the approved programme for a period of two years at the College:</li> <li>b) have attained 240 credits of which at least 120 must be at level 5 (intermediate) or above and 120 at Level 4 (Certificate) or above.</li> </ul> <p>To be eligible for the University award of Certificate of Higher Education a candidate shall:</p> <ul style="list-style-type: none"> <li>a) have pursued the approved programme for a period of one year at the College;</li> <li>b) have attained 120 credits at Level 4 or above.</li> </ul> <p>Revised derogation for 2015/16: (Classification)</p> <p>Classification of the following Undergraduate Drama Awards:</p> <p>BA (Hons) Stage Management<br/> BA (Hons) Stage Management and Technical Theatre<br/> BA (Hons) Acting<br/> BA (Hons) Design for Performance:</p> |
|--|---|

|  |  |
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|  | <p>The University classification regulations state that for Method 1 the highest 60 credits from Level 5 together with the 120 credits at level 6 will be counted in the calculation of the classification average.</p> <p>For drama undergraduate awards, the academic standard and professional standing of vocational training undertaken at the College is demonstrated through achievement in the following Level 5 assessed performance/production modules:</p> <p>BA (Hons) Stage Management<br/> SM3001 Production Placements 60 credits at Level 5<br/> BA (Hons) Stage Management and Technical Theatre<br/> SMT205            Production Placements 2            20 credit Level 5<br/> SMT206            Production Placements 3            20 credits Level 5<br/> BA (Hons) Acting<br/> ACT202            Shakespeare            20 credits Level 5<br/> ACT204            Vocal Skills            20 credits Level 5<br/> ACT 205            Singing            20 credits Level 5<br/> ACT 206            Movement Skills            20 credits Level 5<br/> BA (Hons) Design for Performance:<br/> DP2001            Productions (BA2)            60            Level 5</p> <p>Thus the Level 5 performance/production module must be included in the average even if it is the lowest grade. The University's award regulations are revised as follows:</p> <ol style="list-style-type: none"> <li>1. Students on undergraduate degree programmes are given honours classification at the end of the period in which they attain the minimum credit required for an honours degree, i.e. 360 credits.</li> <li>2. The level 5 (intermediate grades) are usually determined at the end of the period in which students attain the minimum credit for completion of the Diploma in Higher Education, i.e. 240 credits.</li> <li>3. The classification is calculated as follows:<br/> Method 1 [BA Stage Management]<br/> Calculate the average of the marks from the best 60 credits at level 5 and the 120 credits at level 6. The 60 credits at level 5 must include the mark for the 40 credits for the production placement module.</li> </ol> |
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|                        | <p>Method 1 [BA stage Management and Technical Theatre]<br/>Calculate the average of the marks from the best 60 credits at level 5 and the 120 credits at level 6. The 60 credits at level 5 must include the mark for the 40 credits for the production placement module.</p> <p>Method 1 [BA Design for Performance]<br/>Calculate the average of the marks from the 60 credit production modules at level 5 and the 120 credits at level 6.</p> <p>Method 1 [BA Acting]<br/>Calculate the average of the marks from the best 60 credits at level 5 and the 120 credits at level 6. The 60 credits at Level 5 are taken from the best 20 credit modules at Level 5.</p> <p>Method 2 [All]<br/>Calculate the average of the marks from the 120 level 6 credits.<br/>The Student receives the better of the two averages above and is awarded a classification based on the table below.</p> <table border="1"> <thead> <tr> <th>Mean %</th><th>Classification</th></tr> </thead> <tbody> <tr> <td>69.5 – 100%</td><td>First Class Honours Degree</td></tr> <tr> <td>59.5 – 69.49%</td><td>Upper Second Class Honours Degree</td></tr> <tr> <td>49.5 – 59.49</td><td>Lower Second Class Honours Degree</td></tr> <tr> <td>39.5 – 49.49%</td><td>Third Class Honours Degree</td></tr> </tbody> </table> | Mean % | Classification | 69.5 – 100% | First Class Honours Degree | 59.5 – 69.49% | Upper Second Class Honours Degree | 49.5 – 59.49 | Lower Second Class Honours Degree | 39.5 – 49.49% | Third Class Honours Degree |
|------------------------|--|--------|----------------|-------------|----------------------------|---------------|-----------------------------------|--------------|-----------------------------------|---------------|----------------------------|
| Mean %                 | Classification   |        |                |             |                            |               |                                   |              |                                   |               |                            |
| 69.5 – 100%            | First Class Honours Degree   |        |                |             |                            |               |                                   |              |                                   |               |                            |
| 59.5 – 69.49%          | Upper Second Class Honours Degree  |        |                |             |                            |               |                                   |              |                                   |               |                            |
| 49.5 – 59.49           | Lower Second Class Honours Degree  |        |                |             |                            |               |                                   |              |                                   |               |                            |
| 39.5 – 49.49%          | Third Class Honours Degree   |        |                |             |                            |               |                                   |              |                                   |               |                            |
| Date approved by Chair | Not applicable   |        |                |             |                            |               |                                   |              |                                   |               |                            |
| Date approved by QAC   | Not applicable   |        |                |             |                            |               |                                   |              |                                   |               |                            |

| Progression and Resit Regulations Drama |   |  |        |                         |  |        |                         |  |        |                         |  |        |                         |  |        |                         |  |
|---|---|--|--------|-------------------------|--|--------|-------------------------|--|--------|-------------------------|--|--------|-------------------------|--|--------|-------------------------|--|
| Detail                                  | <p>Proposal for 2015/16: to apply for an extension to the following derogation to cover the new award of BA Hons Stage Management and Technical Theatre</p> <p>Existing Undergraduate Stage Management Production Resits</p> <p>Applicable to the following modules:</p> <p>SM1001 Production Placements 40 credits at Level 4 (2 placements each an assessed component)</p> <p>SM2001 Production Placements 40 credits at Level 5 (4 placements each and assessed component)</p> <p>SM3001 Production Placements 60 credits at Level 6 (4 placements each and assessed component)</p> <p>Students have the right to a resit in up to and including 50% of the credits taken in any academic year except in relation to production placements. This right is for one re-sit for the assessments of each failed module only. In respect of a failed production placement, a candidate has the right to a re-sit provided he/she has not previously failed and retrieved a production placement. A candidate who fails a second production placement will not have the right to a re-sit and will be required to withdraw from the programme.</p>   |  |        |                         |  |        |                         |  |        |                         |  |        |                         |  |        |                         |  |
| Additional Information                  | <p>Proposed Derogation: Undergraduate Stage Management and Technical Theatre Production Resits</p> <p>Applicable to the following modules:</p> <table><tr><td>SMT105</td><td>Production Placements 1</td><td>40 credits Level 4 (2 placements each an assessed component)</td></tr><tr><td>SMT205</td><td>Production Placements 2</td><td>20 credits Level 4 (2 placements each an assessed component)</td></tr><tr><td>SMT206</td><td>Production Placements 3</td><td>20 credits Level 4 (2 placements each an assessed component)</td></tr><tr><td>SMT303</td><td>Production Placements 4</td><td>30 credits Level 4 (2 placements each an assessed component)</td></tr><tr><td>SMT304</td><td>Production Placements 5</td><td>30 credits Level 4 (2 placements each an assessed component)</td></tr></table> <p>Students have the right to a referral in up to and including 50% of the credits taken in any academic year except in relation to production placements. This right is for one referral for the assessments of each failed module only. In respect of a failed production placement, a candidate has the right to a referral provided he/she has not previously failed and retrieved a production placement. A candidate who fails a second production placement will not have the right to a referral and will be required to withdraw from the Course.<sup>1</sup></p> <p>Rationale:</p> <ol style="list-style-type: none"><li>1. The professional expectations of the course</li></ol> |  | SMT105 | Production Placements 1 | 40 credits Level 4 (2 placements each an assessed component) | SMT205 | Production Placements 2 | 20 credits Level 4 (2 placements each an assessed component) | SMT206 | Production Placements 3 | 20 credits Level 4 (2 placements each an assessed component) | SMT303 | Production Placements 4 | 30 credits Level 4 (2 placements each an assessed component) | SMT304 | Production Placements 5 | 30 credits Level 4 (2 placements each an assessed component) |
| SMT105                                  | Production Placements 1   | 40 credits Level 4 (2 placements each an assessed component) |        |                         |  |        |                         |  |        |                         |  |        |                         |  |        |                         |  |
| SMT205                                  | Production Placements 2   | 20 credits Level 4 (2 placements each an assessed component) |        |                         |  |        |                         |  |        |                         |  |        |                         |  |        |                         |  |
| SMT206                                  | Production Placements 3   | 20 credits Level 4 (2 placements each an assessed component) |        |                         |  |        |                         |  |        |                         |  |        |                         |  |        |                         |  |
| SMT303                                  | Production Placements 4   | 30 credits Level 4 (2 placements each an assessed component) |        |                         |  |        |                         |  |        |                         |  |        |                         |  |        |                         |  |
| SMT304                                  | Production Placements 5   | 30 credits Level 4 (2 placements each an assessed component) |        |                         |  |        |                         |  |        |                         |  |        |                         |  |        |                         |  |

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|  | <p>Students are being trained to perform roles within a production/live event team. They undertake a programme of technical and management skills training which is then tested in the delivery of a live event/production. Failure to perform an assigned role within the event team is rare. However, in those instances where a student demonstrates repeated incompetence in an assigned role they will be unable to achieve the appropriate level to progress satisfactorily through the programme.</p> <p>2. Impact on fellow students:<br/>The course schedule is dependent on a set number of production opportunities each year and as such, the opportunities for resitting a production placement are limited. Students requiring multiple resit opportunities would impact the number of opportunities open to fellow students</p>   |
| Date approved by Chair   | Not applicable   |
| Date approved by QAC   | Not applicable   |
| <b>Eligibility and classification regulations for undergraduate Music awards</b> |  |
| Detail   | <p>3.1 Eligibility</p> <p>The College minimum credit requirements for the four year BMus Hons and BMus Hons Jazz within the total 480 credits for the award are 120 at Level 4, 180 at Level 5, and 180 at Level 6.</p> <p>To be eligible for the University of South Wales award of BMUs Hons/BMus Hons Jazz at the Royal Welsh College of Music and Drama, a candidate shall:</p> <p>a) have pursued the approved programme for a period of four years at the College;<br/>b) have attained a minimum of 480 credits including a minimum of 120 at Level 4, 180 at Level 5 and 180 at Level 6.</p> <p>To be eligible for the University award of Diploma of Higher Education a candidate shall:</p> <p>a) have pursued the approved programme for a period of two years at the College:<br/>b) have attained a minimum of 240 credits including a minimum of 120 at Level 5 or above</p> |

|                        | <p>To be eligible for the University award of Certificate of Higher Education a candidate shall:</p> <p>a) have pursued the approved programme for a period of one year at the College;</p> <p>b) have attained a minimum of 120 credits at Level 4 or above</p>   |        |                |             |                            |               |                                   |              |                                   |               |                            |
|------------------------|--|--------|----------------|-------------|----------------------------|---------------|-----------------------------------|--------------|-----------------------------------|---------------|----------------------------|
| Additional Information | <p>3.2 Classification</p> <p>The classification regulations for the BMus Hons/BMus Hons Jazz awards are as follows: Students on BMus/BMus Jazz degree programmes are given honours classification at the end of the period in which they attain the minimum credit required for a BMus honours degree, i.e. 480 credits.</p> <p>The level 5 (intermediate grades) are determined at the end of the period in which students attain 180 credits at level 5 (300 credits in total).</p> <p>The classification is calculated as follows:</p> <p>Method 1<br/>Calculate the average of the marks from the best 90 credits at level 5 and the 180 credits at level 6. The 90 credits at level 5 must include the mark for the 40 credit Repertoire and Style (MUS301)/Jazz Repertoire and Style (MUJ301) module.</p> <p>Method 2<br/>Calculate the average of the marks from the 180 level 6 credits.<br/>The Student receives the better of the two averages above and is awarded a classification based on the table below.</p> <table> <tr> <th>Mean %</th><th>Classification</th></tr> <tr> <td>69.5 – 100%</td><td>First Class Honours Degree</td></tr> <tr> <td>59.5 – 69.49%</td><td>Upper Second Class Honours Degree</td></tr> <tr> <td>49.5 – 59.49</td><td>Lower Second Class Honours Degree</td></tr> <tr> <td>39.5 – 49.49%</td><td>Third Class Honours Degree</td></tr> </table> <p>Rationale for Derogation:</p> | Mean % | Classification | 69.5 – 100% | First Class Honours Degree | 59.5 – 69.49% | Upper Second Class Honours Degree | 49.5 – 59.49 | Lower Second Class Honours Degree | 39.5 – 49.49% | Third Class Honours Degree |
| Mean %                 | Classification   |        |                |             |                            |               |                                   |              |                                   |               |                            |
| 69.5 – 100%            | First Class Honours Degree   |        |                |             |                            |               |                                   |              |                                   |               |                            |
| 59.5 – 69.49%          | Upper Second Class Honours Degree  |        |                |             |                            |               |                                   |              |                                   |               |                            |
| 49.5 – 59.49           | Lower Second Class Honours Degree  |        |                |             |                            |               |                                   |              |                                   |               |                            |
| 39.5 – 49.49%          | Third Class Honours Degree   |        |                |             |                            |               |                                   |              |                                   |               |                            |



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|  | <p>The University classification regulations state that for Method 1 the highest 60 credits from Level 5 together with the 120 credits at level 6 will be counted in the calculation of the classification average.</p> <p>In respect of the BMus and the BMus Jazz awards, 180 credits are undertaken at level 5 and 180 credits are undertaken at Level 6. It follows that the equivalent average for the BMus and BMus Jazz awards should be based on the best 90 credits at level 5 and the 180 credits at level 6.</p> <p>The derogation request arises from the choice of the best 90 credit at level 5 and is consistent with the derogation approved for the previous classification regulations. The academic standard and professional standing of the vocational training undertaken at the College is demonstrated through achievement in assessed performance. As a consequence, the Level 5 performance module must be included in the average even if it is the lowest grade.</p>  |
| Date approved by Chair                             | Not applicable  |
| Date approved by QAC                               | Not applicable  |
| <b>Classification of Postgraduate Awards Drama</b> |   |
| Detail   | <p>Proposal for 2015/16: to apply for an additional derogation to cover the new award of MA Design for Performance. The MA Theatre Design award will continue to be available to existing students.</p> <p><b>MA Stage and Event Management</b><br/>The average of all credits comprising the award will be calculated. A distinction will be awarded if the average is 69.5% or more and a mark of 70 or more is achieved in the Professional Practice Portfolio. Otherwise a merit will be awarded if the average is 59.5% or more. Otherwise a pass will be awarded if the average is 39.5% or more.</p> <p><b>MA Theatre Design</b><br/>The average of all credits comprising the award will be calculated. A distinction will be awarded if the average is 69.5% or more and a mark of 70 or more is achieved in the Professional/Alternative Practice Portfolio module (TD8108). Otherwise a merit will be awarded if the average is 59.5% or more. Otherwise a pass will be awarded if the average is 39.5% or more.</p> <p><b>MA Design for Performance</b></p> |

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|                        | <p>The average of all credits comprising the award will be calculated. A distinction will be awarded if the average is 69.5% or more and a mark of 70 or more is achieved in the Professional/Alternative Practice Portfolio module (DP705). Otherwise a merit will be awarded if the average is 59.5% or more. Otherwise a pass will be awarded if the average is 39.5% or more.</p> <p><b>MA Acting for Stage Screen and Radio</b></p> <p>The average of all credits comprising the award will be calculated. A distinction will be awarded if the average is 69.5% or more and a mark of 70 or more is achieved in the Independent Performance Production module (AC7506). Otherwise a merit will be awarded if the average is 59.5% or more. Otherwise a pass will be awarded if the average is 39.5% or more.</p> <p><b>MA Scenic Arts and Construction for Stage and Screen</b></p> <p>The average of all credits comprising the award will be calculated. A distinction will be awarded if the average is 69.5% or more and a mark of 70 or more is achieved in the Professional Practice Portfolio module (EP7006A). Otherwise a merit will be awarded if the average is 59.5% or more. Otherwise a pass will be awarded if the average is 39.5% or more.</p> <p><b>MA Musical Theatre</b></p> <p>The average of all credits comprising the award will be calculated. A distinction will be awarded if the average is 69.5% or more and a mark of 70 or more is achieved in the Public Performance module (MTH705). Otherwise a merit will be awarded if the average is 59.5% or more. Otherwise a pass will be awarded if the average is 39.5% or more.</p> |
| Additional Information | <p>Rationale for Derogation:</p> <p>The academic standard and professional standing of the vocational training undertaken at the College is demonstrated through achievement in assessed performances/productions.</p> <p>As a consequence, the achievement of distinction can only be demonstrated by the achievement of distinction in the performance/production modules.</p>   |
| Date approved by Chair | Not applicable   |
| Date Approved by QAC   | Not applicable   |

| <b>Postgraduate Awards Music</b>                                   |   |
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| Detail   | <p>5.1 Pass Mark is set at 50%</p> <p>No changes proposed for 2015/16<br/>Within the UK conservatoire sector, the pass mark for MMus/MA/Postgraduate Diploma programmes is 50%. This however ensures that all UK conservatoire sector MMus/MA/Postgraduate Diploma students are graded on a comparable scale.</p> <p>In keeping with the above, the College has a derogation of regulations which would permit module resits to be capped at 50%;</p>   |
| Date approved by Chair   | Not applicable  |
| Date approved by QAC   | Not applicable  |
| <b>Eligibility and Classification of Postgraduate Awards Music</b> |   |
| Detail   | <p>Classification</p> <p>Proposal for 2015/16: amendment to the derogation to include the addition of several new awards titles (please note that approved framework for postgraduate awards in music allows for the introduction of new award titles which are based on existing modules or minor amendments thereof. The new titles have been approved by CQAC)</p> <p>Eligibility</p> <p>Proposal for 2015/16: amendment to the existing derogation to cover the Postgraduate Certificate Award.</p> |
| Additional Information   | <p>Classification</p> <p>Derogations for the following Postgraduate Music Awards (All of which share a common modular framework)</p>  |

|  |  |
|--|--|
|  | PG Diploma Jazz<br>MA Jazz<br>PG Diploma Music Performance<br>MA Music Performance<br>MMus<br>PG Diploma Orchestral Performance<br>MA Orchestral Performance<br>MMus Orchestral<br>Performance<br>PG Diploma Historical Performance<br>MA Historical Performance<br>MMus Historical Performance<br>PG Diploma Composition<br>MA Composition<br>MMus Composition<br>PG Diploma Creative Audio & New Media<br>MA Creative Audio & New Media<br>MMus Creative Audio & New Media<br>PG Diploma Repetiteurship<br>PG Diploma Orchestral Conducting<br>Conducting<br>PG Diploma Choral Conducting<br>PG Diploma Brass Band Conducting<br>MA Brass Band Conducting<br>MMUS Brass Band Conducting<br>PG Diploma Piano Accompaniment<br>MA Piano Accompaniment<br>MMus Piano Accompaniment<br>PG Diploma Repetiteurship<br>MA Repetiteurship<br>MMUS Repetiteurship<br>PG Diploma Advanced Professional Performance Music<br>PG Diploma Multi Instrument Performance<br>MA Multi Instrument Performance |
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|  | <p>MMUS Multi Instrument Performance</p> <p>Eligibility</p> <p>To be eligible for a Postgraduate Certificate, awarded by the University of South Wales, a student will have pursued the approved scheme of study, and have attained a minimum of 60 credits of which at least 40 will be at level 7 and which must include the Performance module (MUMP710) or its direct equivalent in the Postgraduate award framework.</p> <p>Rationale:</p> <p>The College is making use of the Postgraduate Certificate as an exit award for students who fail to achieve sufficient credits for the Postgraduate Diploma award. In order to achieve 120 credits for a postgraduate diploma, a student must complete at least one performance module. However given the current structure of the course it would be possible for a student to achieve the 60 credits required for a postgraduate certificate without passing a performance module. The derogation request arises from the academic standard and professional standing of the vocational training undertaken at the College which is demonstrated through achievement in assessed performance. As a consequence, a Level 7 performance module must be passed successfully in order to be eligible for the award.</p> <p>Existing derogations:</p> <p>To be eligible for a Postgraduate Diploma, awarded by the University of South Wales, a student will have pursued the approved scheme of study, and have attained minimum of 120 credits of which at least 100 will be at level 7.</p> <p>To be eligible for a Masters degree, awarded by the University of South Wales, a student will have pursued the approved scheme of study, and have attained a minimum of 180 credits of which at least 160 will be at Level 7.</p> <p>To be eligible for an MMus degree, awarded by the University of South Wales a student will have pursued the approved scheme of study, and have attained a minimum of 180 credits of which at least 160 will be at Level 7.</p> <p>To be eligible for an MA Opera Performance degree, awarded by the University of South Wales, a student will have pursued the approved scheme of study for two years and have attained 180 credits of which at least 160 will</p> |
|--|---|

|  |   |
|--|---|
|  | <p>be at Level 7.</p> <p>To be eligible for an MA Jazz degree, awarded by the University of South Wales, a student will have pursued the approved scheme of study for two years (part-time) and have attained 180 credits of which at least 160 will be at Level 7.</p>   |
| Date approved by Chair   | Not applicable  |
| Date approved by QAC   | Not applicable  |
| <b>Classification of Postgraduate Awards (based on average) Postgraduate Suite of Awards</b> |   |
| Detail   | <p>No changes proposed for 2015/16 – revised to show module codes where appropriate:</p> <p>The average of all credits comprising the award will be calculated. A distinction will be awarded if the average is 69.5% or more and a mark of 70 or more is achieved in the Performance 2 module (MUMP720) or its direct equivalent within the award framework. Otherwise a merit will be awarded if the average is 59.5% or more. Otherwise a pass will be awarded if the average is 49.5% or more.</p> <p><b>MA Opera Performance</b></p> <p>The average of all credits comprising the award will be calculated. A distinction will be awarded if the average is 69.5% or more and a mark of 70 or more is achieved in the Performing in Context Module (MUOP704A) or its direct equivalent within the award framework). Otherwise a merit will be awarded if the average is 59.5% or more. Otherwise a pass will be awarded if the average is 49.5% or more.</p> <p><b>MA Jazz</b></p> <p>The average of all credits comprising the award will be calculated. A distinction will be awarded if the average is 69.5% or more and a mark of 70 or more is achieved in the Jazz Performance 2 module (MUJA720). Otherwise a merit will be awarded if the average is 59.5% or more. Otherwise a pass will be awarded if the average is 49.5% or more.</p> <p><b>Rationale for Derogation:</b></p> <p>The academic standard and professional standing of the vocational training undertaken at the College is demonstrated through achievement in assessed performances/productions. As a consequence, the achievement of distinction can only be demonstrated by the achievement of distinction in the performance/production modules.</p> |

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