

Section 9: Learning and Teaching

9.1 Learning and Teaching

1. Learning and Teaching is central to Aberystwyth University's Strategic Plan and its mission to continue to be an internationally competitive teaching and research University which addresses global challenges and is responsive to the national needs of Wales and the wider world. Learning and Teaching at Aberystwyth is supported by the following documents:
 - (i) Learning and Teaching Strategy;
 - (ii) Welsh Medium Academic Plan;
 - (iii) Employability Strategy.
2. Information on current modules, study scheme structures and programme specifications are published online.
3. Information on the Lecture Capture Policy, including information about privacy policies and the use of data derived from Panopto, can be found at <https://www.aber.ac.uk/en/is/regulations/lecture-capture-policy/>
4. Information on the following policies can be found on the links below:
 - [E-submission Policy](#)
 - [Blackboard Acceptable Use Policy](#)
 - [Blackboard Required Minimum Presence Policy](#)
 - [Lecture Capture Policy](#)
 - [Reading Lists Policy](#)
 - [Feedback and Assessment Policies](#)
 - [Academic Timetabling Policy](#)

[Exam Timetabling Policy](#)

[Peer observation of Teaching Policy](#)

[Aberystwyth Pedagogical Excellence \(APEX\) Strategy](#)

[Digital accessibility Policy](#) and [Accessible Learning Materials guidance](#)

9.2 Criteria for the Award of Degrees, Diplomas and Certificates

1. The QAA Annex D: Outcome classification descriptions for FHEQ Level 6 and FQHEIS Level 10 degrees can be found here: <https://ukscqa.org.uk/wp-content/uploads/2019/10/Frameworks-Annex-with-Degree-classification-descriptions.pdf> . The annex sets out common descriptions of the four main degree outcome classifications for bachelor's degrees with honours. These statements build upon the descriptors within The Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) and The Framework for Qualifications of Higher Education Institutions in Scotland (FQHEIS), for bachelor's degrees with honours (Level 6 in England, Wales and Northern Ireland; and Level 10 in Scotland). These are published together here: <https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf> .

Descriptor for higher education qualifications at FHEQ/CQFW Level 4: CertHE/HNC

2. Holders of a Certificate of Higher Education/Higher National Certificate will have a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. They will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility. The HNC will include vocational training. Both the CertHE and HNC may be a first step towards obtaining higher level qualifications.
3. Certificates of Higher Education/Higher National Certificates are awarded to students who have demonstrated:
 - (i) knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study;

(ii) an ability to present, evaluate and interpret qualitative and/or quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

4. Typically, holders of the qualification will be able to:
 - (i) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work;
 - (ii) communicate the results of their study/work accurately and reliably, and with structured and coherent arguments;
 - (iii) undertake further training and develop new skills within a structured and managed environment.

5. And holders will have:
 - (i) the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

Descriptor for higher education qualifications at FHEQ/CQFW Level 5: Foundation Degree/HND/DipHE

6. Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, for example Foundation Degrees and HNDs, enabling them to perform effectively in their chosen field. Holders of qualifications at this level will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

7. Foundation Degrees/Higher National Diplomas and Diplomas of Higher Education are awarded to students who have demonstrated:

- (i) knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed;
- (ii) ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;
- (iii) knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;
- (iv) an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

8. Typically, holders of the qualification will be able to:

- (i) use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- (ii) effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- (iii) undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

9. And holders will have:

- (i) the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Descriptor for higher education qualifications FHEQ/CQFW at Level 6: Bachelor's degree with honours/Graduate Diplomas/Graduate Certificates

10. Holders of a Bachelor's degree with honours/Graduate Diploma/Graduate Certificate will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in

many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.

11. Holders of an award at this level should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.
12. Awards at this level are made to students who have demonstrated:
 - (i) a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
 - (ii) an ability to deploy accurately established techniques of analysis and enquiry within a discipline;
 - (iii) conceptual understanding that enables the student:
 - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
 - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline;
 - (iv) an appreciation of the uncertainty, ambiguity and limits of knowledge;
 - (v) the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).
13. Typically, holders of the qualification will be able to:
 - (i) apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
 - (ii) critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem

(iii) communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

14. And holders will have the qualities and transferable skills necessary for employment requiring:
- (i) the exercise of initiative and personal responsibility
 - (ii) decision-making in complex and unpredictable contexts
 - (iii) the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Descriptor for higher education qualifications at FHEQ/CQFW Level 7: Taught Master's degree/Postgraduate Diploma/Postgraduate Certificate

15. Much of the study undertaken at this level will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems. They will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments.
16. In many cases, Taught Master's degrees provide a solid grounding for entry to research, for example via Research Training Master's or MRes degrees.
17. Awards at this level are made to students who have demonstrated:
- (i) a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
 - (ii) a comprehensive understanding of techniques applicable to their own research or advanced scholarship

(iii) originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline

(iv) conceptual understanding that enables the student:

- to evaluate critically current research and advanced scholarship in the discipline
- to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

18. Typically, holders of the qualification will be able to:

- (i) deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- (ii) demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- (iii) continue to advance their knowledge and understanding, and to develop new skills to a high level.

19. And holders will have the qualities and transferable skills for employment requiring:

- (i) the exercise of initiative and personal responsibility
- (ii) decision-making in complex and unpredictable situations
- (iii) the independent learning ability required for continuing professional development

Research Degrees: Criteria for the award of the Degree of PhD (including practice-based PhD)

20. Doctoral degrees are awarded to students who have demonstrated:

- (i) the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication or production;
- (ii) a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;

(iii) the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;

(iv) a detailed understanding of applicable techniques for research and advanced academic enquiry.

21. Typically, holders of the qualification will be able to:
- (i) make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences;
 - (ii) demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
 - (iii) continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new knowledge, techniques, ideas or approaches.
22. And holders will have completed research training that provides the qualities and transferable skills necessary for employment, viz:
- (i) the exercise of initiative and personal responsibility;
 - (ii) decision-making in complex and unpredictable situations in professional or equivalent environments;
 - (iii) the independent learning ability required for continuing professional development.
23. In judging the merit of the work submitted in candidature for the degree of PhD, the examiners shall bear in mind the standard and scope of work which it is reasonable to expect a capable and diligent student to present after a period of two or three years (as appropriate) of full-time study, or its part-time equivalent.
24. On completion of a Doctoral degree, graduates will have attained Level 8, as defined by the QAA's Framework for Higher Education Qualifications.

Criteria for the award of PhD by Published Works

25. The criteria for the award of the Degree of Doctor of Philosophy by Published Works shall be the same as those established for the Degree of PhD. Published works may be defined as works which are in the public domain or which have at least been accepted for publication (provided that the candidate can provide adequate proof that this is the case). Works submitted for examination should not normally have been published more than ten years previous to the date of registration.
26. On completion of a Doctoral degree, graduates will have attained Level 8, as defined by the QAA's Framework for Higher Education Qualifications.

Criteria for the award of the Degree of MPhil and LLM by Research

27. Research Master's Degrees are awarded to student who have demonstrated:
 - (i) a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study or area of professional practice;
 - (ii) a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
 - (iii) originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
 - (iv) conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline;
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
28. Typically, holders of the qualification will be able to:

- (i) deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- (ii) demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
- (iii) continue to advance their knowledge and understanding, and to develop new skills to a high level.

29. And holders will have completed research training that provides the qualities and transferable skills necessary for employment, viz:

- (i) the exercise of initiative and personal responsibility;
- (ii) decision-making in complex and unpredictable situations;
- (iii) the independent learning ability required for continuing professional development.

30. On completion of an MPhil or LLM by Research, graduates will have attained Level 7, as defined by the QAA's Framework for Higher Education Qualifications.

9.3 Credit Accumulation and Transfer

Introduction

1. Except where otherwise stated, this scheme applies to programmes starting from September 2013. Students registered on programmes prior to that date will be governed by the scheme in force at the time of admission.

Definition of Credit

2. The University endorses the view of the Welsh Government (WG), as set out in its Credit and Qualifications Framework for Wales (CQFW), that credit may be defined as an award made to a learner in recognition of the achievement of designated learning outcomes at a specified credit level. The University also operates within the Quality Assurance Agency's Framework for Higher Education Qualifications (FHEQ).
3. The amount of credit attributed is based upon an estimation of the learning time which it would take the average learner to achieve the learning outcomes specified.

Credit Weighting and Notional Hours

4. One credit equates to 10 notional hours of student learning which includes contact time, directed and independent study, and assessment.
5. On this basis, a full-time undergraduate student would accumulate 120 credits within a 1200-hour academic year and a full-time taught Master's Student 180 credits within an 1800-hour academic year.

General and Specific Credit

6. General credit is the total amount of credit a student possesses by virtue of their prior learning. In terms of credit transfer, all the general credits possessed by a student are eligible for consideration. Specific credit is that proportion of the total credit possessed by a student which is accepted as being directly relevant to the study scheme to which the student is being admitted.

Level of Modular Unit of Study

7. In accordance with the CQFW, credit levels may be defined as indicators of the relative demand, complexity, depth of learning and learner autonomy derived from agreed generic level descriptors. Levels are not intrinsically related to years of full-time study or the previous learning achieved and/or experience of the learner. Credit levels relate to modules rather than whole awards.
8. As defined above, levels are indicative and are thus different from the specific learning outcomes and associated assessment criteria, which specify the threshold standards required for the award of credit for any specific module or unit.

Level Descriptors

9. The following University level descriptors reflect the CQFW and FHEQ:

| Level | Requirements |
|-------|--------------|
|-------|--------------|

| | |
|-----------------------------|---|
| <p>HE0/CQFW Level 3</p> | <p>Apply knowledge and skills in a range of complex activities demonstrating comprehension of relevant theories; access and analyse information independently and make reasoned judgements, selecting from a considerable choice of procedures, in familiar and unfamiliar contexts, and direct own activities, with some responsibility for the output of others.</p> <p>[Modules studied in the preliminary/foundation year leading to entry to an initial degree scheme.]</p> |
| <p>HE1/CQFW Level 4</p> | <p>Develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialised skills; evaluate information using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; and operate in a range of varied and specified contexts, to achieve specified outcomes.</p> <p>[Modules typically studied in the first year of a full-time initial degree scheme or the equivalent.]</p> |
| <p>HE2/CQFW Level 5</p> | <p>Generate ideas through the analysis of concepts at an abstract level, with a command of specialised skills and the formulation of responses to well-defined and abstract problems; analyse and evaluate information; develop the capacity for significant judgement across a broad range of functions; and accept responsibility for determining personal and/or group outcomes.</p> <p>[Modules typically studied in the second year of a full-time initial degree scheme or the equivalent.]</p> |

| | |
|-----------------------------|--|
| <p>HE3/CQFW Level 6</p> | <p>Critically review, consolidate and extend a systematic and coherent body of knowledge, utilising specialised skills across an area of study; critically evaluate new concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations; and accept responsibility for determining and achieving personal and/or group outcomes.</p> <p>[Modules typically studied in the third and/or final year of a standard full-time degree scheme or the equivalent.]</p> |
| <p>HEM/CQFW Level 7</p> | <p>Display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for related decision-making including use of supervision and in appropriate circumstances the guidance of others.</p> <p>[Modules typically studied in the final year of an integrated Master's full-time initial degree scheme or as part of a Taught Master's scheme, including the dissertation, or the equivalent.]</p> |
| <p>HED/CQFW Level 8</p> | <p>Make a significant and original contribution to a specialised field of inquiry demonstrating a command of methodological issues and engaging in critical dialogue with peers; accepting full accountability for outcomes.</p> <p>[This represents research work at doctoral level.]</p> |

A table showing the correlation between the University and ECTS credits can be found in paragraph 24 below.

Awards Framework

10. The University regulations for schemes of modular study provide for the award of the qualifications set out below by the accumulation of credit. Undergraduate, graduate and postgraduate schemes of study, with staged progression from lower to higher qualifications, may be constructed on the following basis:

(i) Undergraduate Level

- Certificate of Higher Education
- Diploma of Higher Education
- Foundation Degree
- Initial Degree

(ii) Graduate Level

- Graduate Certificate
- Graduate Diploma

(iii) Postgraduate Level

- Postgraduate Certificate
- Postgraduate Diploma
- Integrated Master's Degree
- Master's Degree

11. The credit required for the award of these qualifications may be accumulated through the satisfactory completion of the relevant schemes of study, or part thereof as determined by the Regulations.

Exit Awards and Re-Entry

12. Students who leave a scheme of study with or without an exit-point qualification may, at the discretion of the University, be permitted to re-enter the scheme at the appropriate point provided that they have not previously attempted and failed the higher qualification after exhausting all rights of retrieval and subject to the time limits for the completion of the scheme of study.

Certificate and Diploma

13. The Certificate and Diploma, at both the undergraduate and postgraduate levels, can also be used as qualification aims in their own right. Normally, the lower qualification (i.e. Certificate or Diploma) would not be awarded automatically to students who fulfil the requirements for that qualification irrespective of whether or not they proceed directly to the next stage of the scheme, i.e. as 'intermediate awards', but only to those qualified students who:
- (i) leave while part way through the scheme (exit-point awards)
 - or
 - (ii) have completed the scheme but failed the higher qualification (intermediate awards).
14. In accordance with University Regulations, the Postgraduate Certificate and Diploma serve as exit qualifications for those withdrawing from a Master's degree before the dissertation or approved equivalent but may also be awarded at the conclusion of the programme in recognition of successful completion of the required number of credits set out in the relevant conventions.

Scheme Structures and Credit Levels

15. The minimum and maximum credit values of Postgraduate, Graduate and Undergraduate Qualifications are shown in the following table:

| Qualification | Min overall credits studied | No. of credits at highest level | Max credits at lowest level |
|---------------------|-----------------------------|-----------------------------------|-----------------------------|
| Postgraduate | | | |
| Master's Degree | 180 credits | Level M 180 credits at Level M | None permitted |

| | | | |
|----------------------------|-------------|--|---------------------------|
| Integrated Master's Degree | 480 credits | Levels (0),1,2,3 & M Min 120 credits at Level M | Max 20 credits at Level 0 |
| PG Diploma | 120 credits | Levels M 120 credits at Level M | None permitted |
| PG Cert | 60 credits | Levels M Min 60 credits at Level M | None permitted |
| Graduate | | | |
| Graduate Diploma | 120 credits | Levels (0,1,2),3 Min 90 credits at Level 3 | Max 20 credits at Level 0 |
| Graduate Certificate | 60 credits | Levels (0,1,2,,)3 Min 90 credits at Level 3 | Max 20 credits at Level 0 |
| Undergraduate | | | |
| Honours Degree | 360 credits | Levels (0),1,2,3 Min 120 credits at Level 3 | Max 20 credits at Level 0 |
| Ordinary Degree | 300 credits | Levels (0),1,2,3 Min 60 credits at Level 3 | Max 20 credits at Level 0 |
| Foundation Degree | 240 credits | Levels (0),1,2 Min 100 credits at Level 2 | Max 20 credits at Level 0 |
| Diploma HE | 240 credits | Levels (0),1,2 Min 100 credits at Level 2 | Max 20 credits at Level 0 |

| | | | |
|----------------|-------------|---|------------------------------|
| Certificate HE | 120 credits | Levels (0),1 Min 100 credits at Level 1 | Max 20 credits at Level 0 |
|----------------|-------------|---|------------------------------|

Assessment

16. Assessment and award of qualifications will be in accordance with provisions in:
- (i) the relevant AU Regulations
 - (ii) AU conventions
 - (iii) regulations for the particular scheme of study.

Undergraduate Degree Classes

17. To ensure comparability in the measurement of students' relative success in achieving their credits and to facilitate recognition of prior learning both within and outside the University, the following table provides a general conversion scale for undergraduate awards:

| Percentage | Degree Result |
|-------------|----------------------------|
| 70 or above | First Class Honours |
| 60 - 69 | Upper Second Class Honours |
| 50 - 59 | Lower Second Class Honours |
| 40 - 49 | Third Class Honours |
| 35 - 39 | Pass Degree |
| 34 or below | Fail |

Postgraduate Grades

18. The term 'Distinction' is used to denote excellent performance by candidates for taught Master's degrees and is set at 70% at Level M or above. To gain a Master's Degree with Distinction, candidates shall achieve an overall rounded average mark of 70% or more. The term 'Merit' denotes performance worthy of recognition where the average rounded mark is 60% to 69%.
19. 'Distinction' and 'Merit' similarly apply to candidates for postgraduate certificates and diplomas achieving 70% or above, or 60% to 69%, respectively, having registered for these awards as free-standing qualifications or when they exit from a Master's degree without having completed the dissertation. Where a candidate has completed but failed the Master's award, they may qualify for a Certificate or Diploma at a Pass level only.

Conditions for Accreditation

20. The following rules relate to the assessment of prior learning of credit:
 - (i) credit may be assessed on the basis of prior learning, prior experimental learning and work-based learning
 - (ii) only modules which have been passed (or RPEL-recognised) may be accepted for credit transfer)
 - (iii) the level at which credit is accepted shall be determined prior to admission to the University
 - (iv) the student's level of performance (in terms of grade/marks) in the transferred-in credit may accepted and, where appropriate, count as contributing towards the award
 - (v) the question of whether or not the accrued credits for prior learning remain valid in relation to the scheme of study to which the student is being admitted shall be determined prior to admission to the University, subject to the overall time limits for completion of schemes of study
 - (vi) candidates in possession of an initial degree who return to study in a cognate subject may not 'double-count' their existing credits (at Levels 1 and

2) towards a subsequent initial degree. In such cases, candidates returning to study at Level 3 will be awarded a Graduate Certificate or Graduate Diploma, as appropriate.

Transfer Limits

21. In accordance with the AU Regulations, the credit transfer limits are shown in the following table:

| Qualification | Credit Transfer Limit |
|----------------------------------|--|
| Postgraduate | |
| Master's Degree | 120 credits |
| Integrated Master's Degree | 320 credits |
| PG Diploma | 60 credits |
| PG Certificate | 30 credits |
| Graduate | |
| Graduate Diploma | 60 credits |
| Graduate Certificate | 30 credits |
| Undergraduate | |
| Honours Degree | 240 credits* |
| Pre-Registration Nursing schemes | A maximum of 50% Recognition of Prior (Experiential) Learning (RP(E)L) is permitted. |
| Foundation Degree | 120 credits |
| Diploma HE | 160 credits |
| Certificate HE | 80 credits |

* where the maximum transferable credit allowed has been accepted, the remaining credits to be pursued should normally be at Level 6 or above.

Admission

22. Admission with academic credit should be subject to the same principles as admission to the beginning of a scheme of study and is governed by University scheme entry requirements, as appropriate.
23. Where applicants with a particular qualification are to be admitted regularly with a standard amount of credit, such arrangements should be formalised in the regulations for the scheme concerned.

AU and European Credit Accumulation and Transfer

24. The table below shows the correlation between AU and European Credit Accumulation and Transfer System (ECTS) credits:

| Qualification | AU credits | ECTS credits |
|----------------------------|-------------|--------------|
| Postgraduate | | |
| Master's Degree | 180 credits | 90 credits |
| Integrated Master's Degree | 480 credits | 240 credits |
| PG Diploma | 120 credits | 60 credits |
| PG Certificate | 60 credits | 30 credits |
| Graduate | | |
| Graduate Diploma | 120 credits | 60 credits |
| Graduate Certificate | 60 credits | 30 credits |
| Undergraduate | | |
| Honours Degree | 360 credits | 180 credits |
| Ordinary Degree | 300 credits | 150 credits |

| | | |
|------------------------|-------------|-------------|
| Foundation Degree | 240 credits | 120 credits |
| Diploma HE | 240 credits | 120 credits |
| Certificate HE | 120 credits | 60 credits |
| Foundation Certificate | 120 credits | 60 credits |

CQFW Framework and FE/HE Levels

25. The table below shows the correlation between the recommended credit levels of the CQFW framework and the commonly used FE and HE levels:

| CQFW credit levels | FE/HE levels | Qualification levels |
|--------------------|--------------|----------------------|
| Level 8 | | Doctoral level |
| Level 7 | Level M | Master's level |
| Level 6 | Level HE 3 | Honours level |
| Level 5 | Level HE 2 | Intermediate level |
| Level 4 | Level HE 1 | Certificate level |
| Level 3 | Level FE 3 | Level 3 Advanced |
| Level 2 | Level FE 2 | Level 2 Intermediate |
| Level 1 | Level FE 1 | Level 1 Foundation |

Updated: Sept 2021

9.4 Schemes with integrated Sandwich Year (with integrated year in industry or with integrated year studying abroad)

1. This section provides a framework for schemes which include an integrated year in industry or year studying abroad, defined as a Sandwich Year in the Examination Conventions. These can either be:
 - (i) four year schemes with two years in Aberystwyth after Part One plus a Sandwich Year,
 - (ii) five year schemes with three years in Aberystwyth after Part One plus Sandwich Year;
 - (iii) Three year Foundation Degree schemes with two years in Aberystwyth plus Sandwich year;
 - (iv) Two year Master's schemes with Sandwich Year between the taught element and the submission of the dissertation.
2. It should be noted that Language schemes which include a year away from Aberystwyth so that students may gain linguistic proficiency and experience are not covered under this section.
3. The integrated year in industry will consist of a period working in the UK or abroad. The cascade weighting for the Sandwich Year in a scheme with integrated year in industry will be determined at scheme level in accordance with the Examination Conventions. Scheme titles will conform to the following wording: (with integrated year in industry).
4. Students on a scheme with integrated year studying abroad will be required to study at a university abroad. The Sandwich Year in a scheme with integrated year abroad will have a cascade weighting of zero. Scheme titles will conform to the following wording: (with integrated year studying abroad).

5. Schemes with integrated year in industry will include standard learning outcomes for the Sandwich Year. Generic learning outcomes are provided in a **programme specification template** and additional subject-specific learning outcomes may be approved for individual schemes.
6. Students on schemes with integrated year in industry or year studying abroad are not permitted to go on exchange placements during the year prior to the Sandwich year. This ensures that they are not away from Aberystwyth for more than one year, and that they receive appropriate preparation for the year in industry or year studying abroad.
7. The standard progression requirement of passing 100 credits in each year of study will apply for the Sandwich Year.
8. Students who fail to progress at the end of Year 2 (or equivalent year prior to the year in industry or year studying abroad) will be required to complete and pass August resits or repeat the year before embarking on the Sandwich Year.
9. Students are expected to be in employment or studying abroad for a minimum of 30 weeks. In exceptional cases Faculty Pro Vice-Chancellors or their nominees may approve shorter periods. Students must comply with Faculty requirements for maintaining contact with tutors during this period. Schemes which are accredited by Professional, Statutory and Regulatory Bodies may also include additional requirements. Students who fail to make satisfactory academic progress during the Sandwich Year may be reported to the Faculty Pro Vice-Chancellor or nominee under the Academic Regulation on Academic Progress.
10. The integrated year in industry will consist of a 120 credits. Assessments may include a log book or diary, interim reports, and a final reflective report. The final module mark and progression to the next year of study will be confirmed at the September meeting of Senate Examination Board.

11. The Sandwich Year will be marked in accordance with published assessment criteria, and Senate Examination Board will require students who fail to meet the learning outcomes and achieve a minimum mark of 40% or pass the year to transfer onto a related degree scheme which does not include the integrated year in industry / integrated year studying abroad.

12. The assessment of the year studying abroad will be determined at scheme level and may include credits awarded by other institutions, interim reports, and a final reflective report. For students starting from September 2018 no marks will be converted from studies undertaken at other institutions, and credits only will be included in the final degree classification. Where there is no assessment element at Aberystwyth, no mark will be awarded and students will be allowed to pass the year on the basis of credits completed during the Sandwich Year.

9.5 Postgraduate Taught Supervision

Responsibilities of the University

1. The responsibilities of the University will be as follows:
 - (i) dissertation proposals to be feasible in terms of the timescale and resources available and to be allocated to supervisors with suitable expertise
 - (ii) supervisors to be allowed sufficient time to discharge their duties, particularly where the cohort is large
 - (iii) research Council guidance to be followed, when appropriate, in respect of facilities to be made available (study space, library, appropriate research environment, etc.)
 - (iv) written guidelines to be issued with regard to attendance, frameworks for meetings and general expectations
 - (v) the implementation of all such guidelines to be monitored on a regular basis
 - (vi) where candidates require additional help with language skills, this advice to be provided as a service separate from the duties of the supervisor.
 - (vii) A mechanism to be in place whereby a student is able to request a change of supervisor, and whereby an alternative member of staff is made available should any supervisor be absent for a prolonged period of time
 - (viii) The number of students allocated to a supervisor to be such that they will have the capacity to fulfil the responsibilities noted below.

2. The supervisor will be responsible for the following:
 - (i) advice and guidance to be provided to the student with the aim of facilitating the production of a dissertation of the requisite standard for a Taught Master's degree
 - (ii) the dissertation proposal to be within the supervisor's field of expertise, the selected topic to be defined in consultation with the student

- (iii) the dissertation proposal to be suitable for completion within the allotted time span
- (iv) a timetable to be agreed for the submission of work and the scheduling of regular meetings
- (v) a careful record to be kept, agreed between supervisor and student, of all such formal meetings, including dates, action agreed and deadlines set
- (vi) work to be returned according to specified deadlines and accompanied by constructive comment.

Responsibilities of the Student

3. The responsibility of the student will be as follows:
 - (i) the dissertation produced to be first and foremost the student's own work, albeit achieved with benefit of advice and guidance from the supervisor
 - (ii) a timetable to be agreed for the submission of work and the scheduling of regular meetings
 - (iii) a careful record to be kept, agreed between supervisor and student, of all such formal meetings, including dates, action agreed and deadlines set
 - (iv) supervisors to be contacted should additional meetings be considered necessary
 - (v) work to be completed within the agreed framework, with any problems relating to submission to be brought to the supervisor's attention in writing as soon as possible.

9.6 Four-year language schemes with a year abroad

1. This section provides a framework for four-year language degree schemes which include a year away from Aberystwyth so that students gain linguistic proficiency and experience. It does not cover exchange programmes as part of three-year schemes, and other arrangements for study abroad.
2. The Year Abroad will consist of a period working or studying abroad. A cascade weighting of 0.25 will be applied to the Year Abroad and will be taken into account in order to determine the final degree classification, in accordance with Examination Conventions.
3. The Year Abroad is an integral and compulsory element of all four-year language schemes. Exemptions on the basis of prior learning or experience are only allowed in exceptional circumstances where a recommendation is submitted for approval by the Faculty Pro Vice-Chancellor, Faculty of Arts and Social Sciences.
3. Students on four-year language schemes are not permitted to go on exchange placements during the year prior to the Year Abroad. This ensures that they are not away from Aberystwyth for more than one year, and that they receive appropriate preparation for the Year Abroad.
4. There is no requirement to pass a minimum number of credits at the end of the Year Abroad.
5. Students who fail to progress at the end of Year 2 (or equivalent year prior to the year abroad) will be required to complete and pass August resits or repeat the year before embarking on the Year Abroad.

6. Students are expected to be in employment, voluntary work or studying abroad for a minimum of 30 weeks. In some cases students will undertake a combination of work and academic study. In exceptional cases Faculty Pro Vice-Chancellors or their nominees may approve shorter periods. Students must comply with Faculty requirements for maintaining contact with tutors during this period. Schemes which are accredited by Professional, Statutory and Regulatory Bodies may also include additional requirements. Students who fail to make satisfactory academic progress during the Year Abroad will be reported to the Faculty Pro Vice-Chancellor or nominee under the Academic Regulation on Academic Progress.
7. The Year Abroad will consist of 120 credits. Assessments may include a log book or diary, interim reports, and a final reflective report. For new students starting from September 2018, the marks for the Year Abroad will be based on assessments which are set and assessed at Aberystwyth. Credits from academic study will be accepted as an alternative to evidence of paid/voluntary work, but will not contribute to the final mark for the Year Abroad.
8. The final module mark(s) for the Year Abroad will be confirmed during the final year at the Semester One meeting of Senate Examination Board.
9. Special Circumstances may apply in the case of illness or other circumstances beyond the student's control. These should be reported to the department as early as possible by submitting the Special Circumstances form with appropriate evidence, for consideration by examination boards. Where students are unable to continue with the Year Abroad, they should take temporary withdrawal from their studies.

9.7 Guidance on transferring Credit from other Institutions

1. Students undertaking study abroad as a non-compulsory part of an undergraduate degree will transfer only credit to their Aberystwyth degree. Marks for courses taken whilst on exchange or transferred from other institutions will not be included in the classification of the degree and will not be listed on the Aberystwyth University transcript. This restriction includes credits transferred under ECTS. **It applies to all Undergraduates who entered Part One (which includes Level 0) of their studies from September 2018, and to students to entered Postgraduate Awards from September 2018.**
2. The translation of marks for inclusion in the degree classification will only be allowed as part of a full collaborative agreement at scheme level, with a formal mapping of marking scales attached to the agreement and reported to the International and Collaborative Provision Board.
3. The transfer of credit only will not be permitted at level 3 or above in undergraduate degrees. Exchange programmes and other arrangements will only be permitted at these levels where governed by a full collaborative agreement, enabling marks to be translated and included in the classification of the bachelor's or integrated master's degree.

9.8 Work-based Learning (WBL) and Student Placements

Introduction

1. Work-based learning (WBL) means learning that has normally been achieved through paid or unpaid work, which can be assessed at HE level and contributes to the award of an Aberystwyth University (AU) credit. This section of the AQH relates to study schemes and modules that include opportunities for work-based learning.
2. The aim of including WBL as part of a scheme or module is to enable students to gain meaningful experiences in a setting that will promote the enhancement of career prospects. In all cases students should be sure that whatever experience is undertaken will add to their skill set and enable application of what is being studied on the course.
3. AU is committed to working with employers to ensure WBL is attractive to students and enables the student to meet the learning outcomes of their scheme / module by pursuing WBL. The following guidelines are designed to:
 - (i) Set out a proportionate approach to the management of work-based learning through a Formal Agreement
 - (ii) Ensure that appropriate procedures are in place to provide work-based learning of high quality that assures the student experience and meets the learning outcomes at scheme or module level
 - (iii) Clarify the responsibilities and rights of the employer, University and student when a student is on placement.

Oversight of Work-based Learning

4. For any study scheme containing work-based learning, the approval process should address this aspect of the course to assure quality, standards and the student experience. Learning outcomes should be clearly identified, assessed appropriately and contribute to the aims of the scheme within an appropriate work-based learning context.
5. The WBL element of a course will be reviewed as part of the Annual Monitoring of Taught Schemes (AMTS1 form), to reported to Faculty Academic Affairs Committees. A Faculty summary will be submitted to Academic Board.

Proportionate Management of WBL

6. The University has a responsibility not to place students knowingly into an unsafe environment. As a minimum, Faculties should ensure that WBL providers have appropriate insurance and risk assessments in place and should ensure that students are aware of any particular risks associated with WBL in advance of the placement. As a minimum requirement, students should be advised of the level and nature of supervision and support from both the University and WBL providers that they can expect during their WBL. It is recognised that while visiting a student on a placement represents best practice for assessing the students' progress and the continued suitability of a WBL opportunity, this may not be practical to achieve for every student, especially for overseas or short WBL opportunities. Staff should monitor the student's progress, whether by visiting the student or through remaining in contact via electronic means, at intervals appropriate to the length of the WBL.
7. The planning, preparation and management of WBL activity will vary according to the nature and length of the placement and it is expected that procedures for managing year-long WBL activity will be more extensive than those in place for much shorter placements.

Student responsibilities

8. Departments can either place students in a work place of their choice or allow the student to choose their own placement. If the student is permitted to identify a suitable placement for the work-based learning element of the course, departments must provide guidance on the suitability of the placement for meeting the learning outcomes of the module/course.

9. Before they begin a placement, students are required to:
 - (i) Complete a Disclosure and Barring Service (DBS) check if necessary for the type of placement undertaken. The student will hold this and also submit a copy to the scheme co-ordinator. If there are any convictions they must be discussed with the co-ordinator. The student must make the placement provider aware of any issues from the DBS check
 - (ii) Undertake an initial visit to the placement provider where possible, to explain placement requirements and expected learning outcomes
 - (iii) Discuss with the placement provider how the placement will fulfil the learning outcomes and explain any assessment requirements
 - (iv) Provide the placement provider with a Placement Agreement setting out the requirements. The agreement must be signed by the placement provider and three copies made: one to be kept by the placement provider; one to be kept by the student; one to be returned by the student to the Faculty
 - (v) Submit placement details, Placement Agreement and agreed learning outcomes to the Faculty for approval prior to the placement commencing.

During the placement the student will be required to adhere to the Academic Regulation on Academic Progress and the detailed requirements at scheme/module level. Where applicable, students must also comply with Fitness to Practise requirements.

Placement provider responsibilities

10. When arranging placements, providers should be aware that they will need to provide a designated supervisor/point of contact. The role of the placement supervisor will be to:
 - (i) Work with the student to ensure the learning outcomes of the module are met by the placement
 - (ii) Meet with the student on a regular basis to check on progress and discuss any issues
 - (iii) Ensure that appropriate induction and training are provided, including health and safety
 - (iv) Act as first point of contact for any problems or queries during the placement
 - (v) Provide feedback on progress at the end of the placement by completing the Student Placement Report Form
 - (vi) Provide feedback on the management of the placement by completing the Employer Feedback Form
 - (vii) To provide feedback from the supervisor on completion of the required number of hours in practice
 - (viii) Liaise with the course co-ordinator should any problems arise during the placement (see Issues Resolution flowchart).

11. While on placement, students can expect:
 - (i) Support from a designated supervisor/point of contact whose role is to advise on the work that is being undertaken
 - (ii) An appropriate health and safety briefing so that they are familiar with the procedures and requirements of the organisation in which they are working
 - (iii) To work in a safe environment
 - (iv) To be treated with respect
 - (v) To be fully informed about responsibilities, including those contained in any statutory legislation and/or honorary contract
 - (vi) To receive feedback from the supervisor on completion of the required number of hours in practice

(vii) Where appropriate, to be fully trained in any unfamiliar practices that they are asked to undertake

(viii) To have access to the Issues Resolution procedure (see flowchart below).

Faculty responsibilities

12. Faculties have a responsibility to ensure that all students are prepared adequately for WBL with a pre-placement programme and work-based learning outcomes

which:

- (i) are clearly identified
- (ii) support students in recognising and applying for appropriate placements
- (iii) contribute to the overall aims of the course
- (iv) are assessed appropriately
- (v) reinforce the transferability and broader relevance of the experience.

13. In addition to ensuring academic rigour, Faculties will be responsible for the following:

- (i) A member of university staff will be identified as the leader for the work-based learning element of the course and this staff member will be the initial point of contact
- (ii) Negotiating 'reasonable adjustments with the placement provider in the case of a student assessed as having a specific need, ensuring that placements are inclusive, safe and supported
- (iii) There will be clearly defined points of contact and lines of communication with the placement provider. This will include opportunities for the placement provider and student to:
 - raise concerns, or complaints about any aspect of the placement, including an individual student's performance or conduct
 - make suggestions about how the placement activity could be improved.

14. Students will receive pre-placement briefings prior to commencement of any placement, in addition to suitable reflective activity on their return, to reinforce the relevance of the WBL to their academic progression.

15. WBL learning opportunities will be designed, monitored, evaluated and reviewed in partnership with employers. Students, employers and other stakeholders will have formal opportunities to provide feedback. Faculties will have oversight of WBL records, and will receive annual reports as part of the Annual Monitoring of Taught Schemes (AMTS), to be reported to the Collaborative Provision Board.

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