

## Quality Process Sheet 17: Shell Award Framework

### Principles:

The 'shell' award framework (SAF) at UWE, the Professional Development (PD) portfolio of programmes, is a work-based and action learning framework where learners can study Work-Based Learning Project Modules which have been developed specifically for SAF, or any module in the University provided it is relevant and at the appropriate level. A learner pathway is devised from the needs of the workplace and of the learner, rather than the University's discipline paradigm. The PD portfolio is therefore transdisciplinary rather than subject specific. All exit awards have the title 'Professional Development' with the descriptor in brackets after that title, eg BSc (Hons) Professional Development (Business Management).

The University implemented the Framework on the basis that larger than normal amounts of credit can contribute to a PD award to meet the needs of learners in work who may wish to gain, or have already successfully achieved, academic credit for their continuing professional development (CPD) – as long as it can be demonstrated that the prior and/or concurrent learning contributes to the achievement of the overall programme learning outcomes.

The approval procedure outlined below was put in place to enable descriptors in parenthesis to be approved expediently – particularly as a descriptor might be for a small business and/or cohort. The PD framework has been through the University's process of approval (validation) and there is an approved programme specification stating the awards, award structures, how curriculum is negotiated, assessment regulations and other requirements as prescribed by Academic Board. The arrangements outlined are to ensure that the standards of the PD awards with descriptors are maintained.

### Process:

#### The process of approval of a specific descriptor;

- A request for descriptor is sent in writing from the employer to the Professional Development Co-ordinator (and a copy passed to the faculty QME Account Manager in AS);
- A short MIA including a rationale for the descriptor is completed and sent to PDG for authorisation to proceed in the normal way (see QPS11);
- Documentation is prepared (Programme Specification using the Shell template and any new module descriptions) with supporting Negotiated Learning Plans (NLPs) and submitted to the appropriate Curriculum Approval Panel for consideration and approval of the descriptor by the Panel;

The following criteria is used to judge the nature and standards of proposed descriptors (input from faculties, Business Intelligence & Planning, and Marketing & Communication will be drawn on for advice):

- Through the NLP it must be demonstrated that at least 60% of learning is focussed in the context of professional practice for which a descriptor is sought;

- The proposed descriptor should be concise and meaningful to the employer/learners;
- The proposed descriptor must not compromise the title of any existing prescribed UWE awards;
- The proposed descriptor must not contain terms that can be misconstrued\* (eg 'therapist' or similar suggestion that learners become certified practitioners);
- The proposed descriptor must not mislead any third parties by implying it is the equivalent of a well known named professional award (such as MBA, PGCE, MEng).

### **The process of negotiating learning;**

Although external learning is brought into the SAF through a process of negotiation rather than through the University's accredited learning (AL) process (since PD is an empty shell and there is little prescribed content against which to AL), the principles and prompts offered by the QAA are useful in helping to explore the issues emerging in developing the University's approach to the acceptance of external credit for the SAF.

The judgement of the relevance of any prior learning to the PD programme learning outcomes takes place initially prior to admission to the programme. On application to the PD programme, learners identify and present evidence of any prior certificated learning and indicate any qualifications pending. Application forms are sent from Admissions and International Development to the faculty Professional Development Co-ordinator for decision-making. Judgement is made as to the relevance of any prior and/or concurrent learning to the PD programme learning outcomes, and advice is given about the accreditation of learning from relevant experience detailed on the application form. The decisions and advice are communicated to learners prior to registration in the form of a NLP an example is attached.

All outcomes of the decision to recognise credit for individual applicants, and advice given regarding the assessment of experiential learning (AEL), are notified to the SAF Governance Group in the form of NLPs as evidence that the decision-making process is rigorous and fair. NLPs are also used to record agreement about any concurrent and further study which can contribute to a learner's PD programme and award - study which may be within or outside UWE.

To summarise, the NLP is used from the beginning and throughout the learner journey and contains:

- the modules which it has been agreed can make up the learner pathway from within and outside UWE,
- when the modules will/have been completed,
- the focus and assessment of any claims for AEL,
- the focus and assessment of UWE Work-Based Learning Project Modules against which a learner's rationale for a descriptor can be judged.

### **Account Manager:**

- Create Work Log in CAR (Curriculum Approval and Review sharepoint site)
- Create a Market Impact and Authorisation (MIA) using 'MIA in development' as status
- Select 'addition to'
- Send link to MIA to academic lead for completion

- When advised that the MIA is complete, change the status on CAR to 'Ready for PDG'. This enables the MIA to be seen by the Portfolio Development Group
- Advise the Curriculum Enhancement Manager that the MIA is ready
- Following authorisation to proceed by the PDG the Account manager will receive a MIA Outcome advising that the development can go to the next stage
- Change the status of the CAR Work Log to Design
- Meet with academic lead and set out timescales for preparation of the documentation, bearing in mind that the Shell Award Framework is already approved at university level and the CAP process is for approval of the descriptor only
- The documentation; letter from the employer requesting the descriptor; any relevant programme and module specifications; NLPs; should be presented to CAP as high impact for approval of the descriptor. There is no need for this development to be presented at ASQC, as the programme is already approved.
- Any subsequent changes to the Programme must be approved by the CAP

**Negotiated Learning Plan (NLP)**

Below is a suggested NLP for MSc Professional Development (PD) from a recent applicant.

Credit requirements for Masters Degree: 180 credits at Level 3 or above with not less than 120 at Level M.

Requirements for MSC PD: There must be a total of 60 UWE credits at level M of which there must be at least one 35+ credit, Level M work-based project module including research or evidence-based work.



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**Professional Development Award Negotiated Learning Plan (NLP)**

Please complete where applicable the form below and **please email to [IPD@uwe.ac.uk](mailto:IPD@uwe.ac.uk) along with an up to date CV.**

Richard Green

Name

BSc Hons IPD

Programme of study (please select from

drop down menu):

Personal Statement

Please identify any personal career goals, professional qualifications you wish to support, or state why you wish to study for reasons of personal satisfaction. (Max 250 words)

I have been working as an Adult Nurse for several years and now wish to consolidate my learning and experience by completing my studies with a BSc Hons PD award.

Previous Qualifications/Credits

Where you are transferring qualifications and academic credits into the programme that are over 5 years old, please write a short statement about how this learning has been kept up to date either through further learning or through professional/voluntary practice.

I have continuously kept my knowledge up to date by putting my learning into practice. I have attended subject specific refresher courses organised by the local PCT. I have also attended national conferences on my area of Nursing.

Academic comments (For office use only)

Click here to enter text.

Learner signature or email approval	Manager/Training Dept Signature (if applicable)	To be completed by UWE Programme Manager Signature:
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Date	Date	Date
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### Section 1 – What study have you already completed or are doing currently?

a) Details of modules or courses already completed or are in the process that you would like to transfer into your award <b>(Please provide scanned certificate copies, rather than originals at this stage, of any certificates*).</b>	Awarding body e.g. Open University, NVQ	Date started and completed	Level of credits	Marks awarded %	Number of Credits Awarded
(Title of module/ course or qualification.)					
Adult Nursing Entry Level 1	NMC	2005 - 2006	1		120
Adult Nursing Level Level 2 Excellerated Learning pathway	UWE	2006 - 2007	2		120
Learning through Professional Practice(Principles and Practice of Palliative Care)	University of Surrey	2008 - 2009	3	65	20
Facilitating Learning and Assessment in Practice	UWE	2008 - 2009	3	58	20

\* If you cannot provide transcripts of your marks for any university level credit then the credit will be transferred into the programme with marks of 40% for undergraduate study and 50% for postgraduate study. Please be aware that this will affect your overall classification for the award.

	Further details e.g. focus or topic of study, project work or name of module and awarding institution	Anticipated Start Date and Date for completion	Level of credits	Marks awarded % (if applicable)	Number of credits
2a) Work-based learning Module (Compulsory)	Evaluation of the Malnutrition Universal Screening Tool in Hospice environment UZWR38-40-M	01/04/2013 - 15/01/2014	M		40
2b) Other academic modules (UWE or non-UWE)	Learning through Professional Practice( Principles and Practice of Palliative Care)	14/01/2014 - 17/03/2015	M		20

**Section 2 - What do you plan to do to complete your award?**

Details of modules that you can undertake as part of CPD provision are available at the following link:  
<http://www1.uwe.ac.uk/whatcanistudy/professionaldevelopment/coursesbysector.aspx>

This list is not exhaustive and if you have specific requirements, or areas of academic interest, that you wish to explore please [contact us](#) and we will try our best to accommodate your needs from wider UWE module options.

Please also be aware that you can undertake study at different academic institutions and use this credit toward this award. Include the detail of this study above in section 2b.

**Section 3 – What professional development and non-university learning have you already completed, which could potentially count towards the award?**

This section should be completed with support from your Programme Manager. This could be education assessed outside a university, non-assessed training or work experience that you feel could be developed for assessment.

3a) Accreditation of Experiential Learning - Details of work-based experience, in-house courses, or other non-university training that you have already completed and would like to use towards your award.  Please also give an indication of the evidence you have for this e.g. report, critical reflections, notes of reading, assessment.	Date started	Date completed	Marks awarded (if applicable)	FOR OFFICE USE ONLY: Proposed level of credits	FOR OFFICE USE ONLY: Proposed number of credits
Care of the Acutely Ill - UZWSSH-15-3	AEL	July 2008		3	20
a) For office use only:	<u>ACHIEVED</u> Level 1 = 120 Level 2 = 120 Level 3 = 60 Level M =		<u>PLANNED</u> Level 1 = Level 2 = Level 3 = Level M = 60		<u>TOTAL CREDITS</u>  360  <u>SHORTFALL</u>

Annual Review Date:

More information can be found on Accreditation of Experiential Learning on our website: [Credit Accumulation and Transfer](#)

You will also have access to the Electronic Accreditation of Experiential Learning (e-AEL) tool which allows you to accredit learning cost-effectively. You can access the tool at the following link: [e-AEL Tool](#).

It is advisable to seek guidance from your programme leader before undertaking either of these activities. Section 4 – Programme Learning Outcomes

Please complete this section to the best of your ability. . If you are unsure how to complete this or if you have other information you are not sure whether to include, contact us for support.

<b>FHEQ Level 7 – Post Grad/Masters Areas</b>	<b>Learning Outcome descriptors</b>	<b>Evidence/ Cross Reference to NLP</b>
Knowledge and understanding	<ol style="list-style-type: none"> <li>1. Can demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.</li> <li>2. Can demonstrate a conceptual understanding that enables the student               <ol style="list-style-type: none"> <li>i. to evaluate critically current research and advanced scholarship in the discipline.</li> <li>ii. to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.</li> </ol> </li> <li>3. Can demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.</li> </ol>	<ol style="list-style-type: none"> <li>1. Achieved in modules;</li> <li>2. NUR53405 UZWFGR-20-M Teaching &amp; Assessing Module</li> <li>3. Planned to achieve in EWBL</li> </ol>



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<p>Intellectual Skills</p>	<p>4. Can deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.</p> <p>5. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level</p>	<p>4. Achieved in audit project (e-AEL)</p> <p>5. Planned to achieve in EWBL</p>
<p>Professional/Practical Skills</p>	<p>6. Can demonstrate a comprehensive understanding of techniques applicable to their own research or advanced scholarship.</p> <p>7. Can demonstrate a conceptual understanding that enables the student</p> <p>i. to evaluate critically current research and advanced scholarship in the discipline</p> <p>ii. to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.</p>	<p>6. Achieved in module;</p> <p>NUR53405 UZWFGR-20-M</p> <p>7. Planned to achieve in EWBL</p>
<p>Transferable skills and other attributes</p>	<p>8. Can demonstrate the independent learning ability required for continuing professional development</p> <p>9. Can demonstrate the qualities and transferable skills necessary for employment requiring The exercise of initiative and personal responsibility -Decision-making in complex unpredictable situations</p> <p>10. Can demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.</p>	<p>8.Achieved in Audit Project (e-AEL)</p> <p>9.Planned to achieve in EWBL</p>

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11. Is able to continue to advance their knowledge and understanding and to develop new skills to a high level

Signed by Programme Leader :  
Date: