

POSTGRADUATE TAUGHT ACADEMIC REGULATIONS

FOR THE FOLLOWING AWARDS:

MSc Applied Drug Discovery

PGCert Independent/Supplementary Prescribing (part-time)

**Short Course Programme in Independent and Supplementary
prescribing for Nurses (part-time)**

PGCert/PGDip/MSc General Pharmacy Practice (part-time)

PGCert/PGDip/MSc Medicines Management (part-time)

**Short course programmes: Long-term Conditions, Mental Health,
Primary Care Prescribing Support, Enhancing Patient Service in
Primary Care**

May 2014
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1 Introduction

1.1 This document sets out the regulations for the following awards:

MSc in Applied Drug Discovery,

PGCert Independent/Supplementary Prescribing (part-time),

PGCert/PGDip/MSc General Pharmacy Practice (part-time),

PGCert/PGDip/MSc Medicines Management (part-time),

Medway School of Pharmacy (MSoP) short course programmes: Long-term Conditions, Mental Health, Primary Care Prescribing Support, Enhancing Patient Service in Primary Care.

The Short Course Programme in Independent and Supplementary prescribing for Nurses (part-time) is also covered by these regulations. Whilst it is delivered and assessed at academic level 6 (H), it is governed by the same approval processes as the PGCert, because it leads to a recordable qualification from the Nursing and Midwifery Council (NMC). The prescribing short course programme is subject to the same professional regulations as the PGCert in Independent and Supplementary Prescribing. Both programmes are served by two external examiners who need to meet professional/regulatory body requirements. In order to ensure consistency of professional regulations, the two prescribing programmes are covered by the same academic regulations, which recognise the differing academic level and credit attainment. This approach to the short course programme has been agreed by both universities.

1.2 The above programmes will be delivered by the conjoint Medway School of Pharmacy (Universities of Greenwich and Kent). Academic and administrative management of the School and programme will be the responsibility of the Joint Pharmacy Planning Group, consisting of senior representatives of both Universities and the Head of School. The regulations will apply to all students registered for these programmes and short course programmes, regardless of their University of registration.

1.3 Whilst the Medway School of Pharmacy is a joint school, the responsibility for the primary administering role has alternated every 5 years between the two universities (Greenwich and Kent). The postgraduate taught regulations are based on the underpinning credit framework of the current Primary Administering University at the time (currently the University of Greenwich). The credit framework can be found at <http://www2.gre.ac.uk/current-students/regs/?a=636810#page=111>

2 Definition of Terms

Programme: Where programme is used in this document, this refers to a recognised programme of study which on completion leads to an academic award. Medway School of Pharmacy PGT awards are jointly awarded by both universities.

Course: At the University of Kent (UoK) programmes of study comprise modules (units of academic credit) at the University of Greenwich (UoG) these units are referred to as courses. The Medway School of Pharmacy, through necessity, refers to the academic units which comprise programmes by the term used by the Primary Administering University (July 2014-July 2019 – UoG), however paperwork prepared for submission to a specific university will adopt the term agreed by that university.

Short Course Programme. Where ever the term ‘short course programme’ is used in these regulations, this refers to a recognised pre-determined, named pathway of study in which the student completes courses to accrue 30 or 45 academic credits, leading to the issue of a certificate of completion from the school. A Short Course Programme does not lead to a

university award, but the academic credits can be used towards a formal award if permitted under the accreditation of prior, experiential (certificated) learning (See section 5).

3 Professional/Regulatory Body Involvement

The prescribing programmes run by the school are governed by primary legislation covering non medical prescribing. Successful completion of the programmes, not only confers a university award or institutional credit, but also the legal rights to prescribe. For this reason, the prescribing programmes undergo regular approval by 3 professional and regulatory bodies (the Nursing and Midwifery Council (NMC), The General Pharmaceutical Council (GPhC), and the Health and Care Professions' Council (HCPC). The approval requirements of these bodies impacts the academic regulations for prescribing programmes.

The PGCert/PGDip in General Pharmacy Practice was developed by nine Higher Education Institutes across London and the South East. Core process and curricula are required to comply with the Joint Programmes Board (JPB) governing these programmes. The Medway School of Pharmacy JPB programme is run in conjunction with the University of Brighton. In some cases this impacts the academic regulations for that programme.

4 Admission

- 4.1 Candidates must satisfy the requirements for admission to the programme of study in question or, provided that the University is satisfied that the candidate is capable of successfully completing the proposed programme of study, be dispensed from such requirements.
- 4.2 Candidates for admission to programmes of study leading to the award of a Graduate Certificate or of a Graduate Diploma will normally be expected to have a degree awarded by a British university. Holders of other qualifications will be considered individually.
- 4.3 Candidates for admission to postgraduate programmes of study will normally be expected to have an Honours degree in an appropriate subject awarded by a British university and, for registration for the degree of Master, will normally be expected to have been awarded such a degree with First Class or good Second Class honours. Holders of other qualifications will be considered individually. Candidates may also be required to be registered with their professional/regulatory body in the UK and providing NHS services in order to undertake designated postgraduate programmes.
- 4.4 Applicants for programmes leading to professional/regulatory body registration annotation as an independent/supplementary prescriber must fulfil the specific entry requirements for prescribing. This includes appropriate professional registration, having support from a suitably qualified designated medical practitioner (DMP) at the placement site and an identified patient need for prescribing. Students must also demonstrate a basic level of skills in numeracy, pharmacology and reflection as determined by a pre-selection test.
- 4.5 Students applying for the PGCert/PGDip in General Pharmacy Practice must have an accredited practice base from which to operate and have access to a practice tutor accredited by Health Education Kent, Surrey, Sussex (HEKSS) or the Joint Programme Board for students based outside the KSS area.
- 4.6 Students who have completed a Joint Programmes' Board Certificate programme with another HEI and who wish to complete their degree locally following a change of workplace may transfer credits directly to the programme.
- 4.7 All applicants for postgraduate taught programmes must have a proficiency in the English language, which satisfies the requirements of the Primary Administering University.

Applicants, who do not have English as their first language, should have an International English Language Testing System (IELTS) score of 6.5 or above, with not less than 5.5 in any individual skill, or an equivalent rating in another recognised language testing system.

5 Accreditation of Prior, Experiential and Certificated Learning (APECL)

These are covered by the Medway School of Pharmacy APECL regulations (see appendix A). There is a separate process for APECL for the PGDip in General Pharmacy Practice programme (Appendix B).

6 Period and Level of Study

- 6.1 Every programme of study shall be such as to require a minimum period of full-time study as shown below or an equivalent period of part-time study. In order to be eligible for an award of the School of Pharmacy, a student must complete the programme of study within the maximum period shown below, to include any periods in which the student is permitted to interrupt study unless, for a particular programme of study, a different maximum period for completion has been approved by the PAU.

Award	Minimum period of full-time study	Maximum period for completion of programme of study part-time
Graduate Certificate	6 months	4 years
Postgraduate Certificate	6 months	6 years
Postgraduate Diploma	1 academic year	6 years
Masters Degree (graduate entry)	1 year	6 years
MSc Degree (distance-learning)	2 years	6 years

The Programme Board concerned may, in appropriate circumstances and subject to any criteria which may be laid down by both the Universities of Greenwich and Kent, grant exemption from part of a programme of study provided that the requirements of the University of Greenwich Credit Framework for Taught Programmes with regard to limits on credit transfer, or equivalent requirements in the case of a programme which is not subject to the Credit Framework, are complied with.

- 6.2 The Board of the Programme concerned may, in cases of illness or other reasonable cause, permit a student to interrupt registration as a student, normally for a period of not more than one year at a time.

(PGCert Independent/Supplementary Prescribing and Short Course Programme in Independent and Supplementary Prescribing for Nurses) have specific requirements concerning the time frame of the programmes, to ensure student knowledge and skills are contemporary. The length of the educational preparation programme for all independent/supplementary prescribers shall be a minimum of 26 days, with an additional 12 days of

supervised learning in practice. All registrants must undertake both independent and supplementary elements of the programme.

The Nursing and Midwifery Council (NMC) stipulate that all students complete their programme of study *within one year*. In *exceptional* circumstances (supported by concessionary evidence), where it is necessary for a student to suspend their studies, they may be permitted up to 2 years to complete. In the event of any suspension of studies, in keeping with accepted good standards of practice, students are required to sign a 'return to study' declaration to ensure good health and character have not changed and that they will comply with the Codes of Conduct and Performance. If a student has not completed all assessments within the allocated time, they must undertake the whole programme again, including all assessments to ensure that competence has been maintained

- 6.3.1 The professional and regulatory bodies require that prescribing programmes delivered by distance learning include a minimum number of contact days. As the Medway programmes are provided by distance learning, there must be a minimum of eight (nine for nurses and allied health professionals) face-to-face taught days (excluding assessment).
- 6.3.2 Students undertaking a prescribing programme must be given a minimum of 10 days protected learning time, in addition to the eight/nine face-to-face taught days, to enable them to develop their skills and competencies as an independent/supplementary prescriber. Protected learning time is defined as a period of 10 days of focused learning to meet the defined content of this programme, where the applicant must not be counted in their employers' staffing numbers. This learning may take place in either practice or academic settings, as appropriate to the content of learning. If the prescribing programme lead does not believe that the student is being given this time, they will raise this matter with the student's line manager/or other appropriate person.

6.4 **Prescribing programme progression over two cohorts of study**

Most students complete the prescribing programme in eight months. It is possible for students to select (or be recommended) to conduct the programme by 'going over two cohorts' i.e. taking 16 months to complete. Students who complete in two cohorts will be able to negotiate an individualised timetable with the prescribing team. A third cohort of time is only permitted by the professional/regulatory bodies if the student produces concessionary evidence which is accepted by the Medway School of Pharmacy concessions panel.

Prescribing students who extend their studies over more than one cohort must also extend their period of learning in practice and present a portfolio and narrative that reflect their full time on the programme. It may be necessary for the student to complete more than the proscribed 90 hours in practice to achieve this.

- 6.5 Students undertaking the MSc in Medicines Management must usually complete a 5 credit course within 6 months of starting it, if there are no extenuating circumstances. 10 credit courses (and the 5 credit Skills for MURs course) must be completed in 12 months from the time of starting.
- 6.6 It is possible for students studying the prescribing programme at level 7 to change to level 6 in certain circumstances. This can be agreed by the programme board before the first course is completed, however once course 1 is completed in its entirety, the student's progression must be agreed by the examination board and a new timetable for submission agreed.

7 **Programme of Study Progression**

- 7.1.1 All students have three attempts to pass each assignment. In the case of the prescribing programmes students will only be permitted a submission and one resubmission of written

assignments, as otherwise they will fall outside of the time limit allowed by professional/regulatory bodies)

- 7.1.2 Students may submit a draft copy of an assignment for comment once if that is clearly indicated in the assignment details.
- 7.1.3 Students who fail an assignment on their first submission are not permitted to submit a second attempt prior to the examination board, unless this is specified in the individual programme specification. Resits, if passed, will have a capped mark of 50%
- 7.1.4 Students who fail a second attempt (where this is permitted prior to the exam board) at an assignment will be taken to the next Examination Board as a fail. A third and final attempt may then be permitted, if this can be submitted within the time-frame allowed for the programme. The mark for the third attempt will be capped at 50%.
- 7.1.5 Students who pass all elements of the PGCert GPP programme will be permitted to progress directly to the Diploma programme if they have passed all elements of the programme. Students who do not meet the criteria for a pass at their first attempt at the Multiple Choice Question (MCQ) paper only can be offered a second attempt before the Examination Board. If this second attempt is passed they may be permitted to proceed to the Diploma programme at the discretion of the Programme Lead. Students who do not meet the criteria for a pass in the Objective Structured Clinical Examination (OSCE) only can be offered a second attempt before the next Examination Board. If this second attempt is passed, the student is permitted to proceed to the Diploma programme at the discretion of the Programme Lead. Students who do not meet the criteria for a pass in both of these elements may not proceed to the Diploma Programme until both elements have been passed. Students who do not meet criteria for a pass in the critical review on first attempt can be offered a second attempt before the next Examination Board and if passed may be permitted to proceed to the Diploma programme at the discretion of the Programme Lead. Students who fail a second opportunity attempt in the MCQ paper, OSCE or critical review will be deemed to have failed this unit of assessment. This fail will be ratified by the examination board, and if deemed appropriate, a third and final attempt will be permitted. All second and final attempts will have a capped mark of 50% for that unit of assessment.
- 7.1.6 Students on the prescribing programmes may be permitted to resubmit the evidence based assignment before the exam board at the recommendation of the programme lead, providing that the student has scored greater than the 45% threshold mark. Students who score below the 45% mark must resubmit with the next cohort. Students who score between 45-50% and are permitted to resubmit before the exam board, will not be able to undertake a 2nd resubmission should they fail a second time, as this would disadvantage other students.**

8 School Responsibility to Student

- 8.1 Students will receive the support and guidance needed for their studies and personal development through the School's network of personal tutors.
- 8.1.1 Personal Tutors. Each student will be allocated a member of the School of Pharmacy staff as a Personal Tutor for pastoral care. This is in line with the general regulations of the UoG Personal Tutoring Policy: <http://www2.gre.ac.uk/current-students/regs/?a=790551>
- 8.1.2 Students will be informed of the role of their Personal Tutors as well as course co-ordinators and the programme leader. For the General Pharmacy Practice programme, the academic facilitator of their designated learning set will be the student's academic advisor and personal tutor.

- 8.1.3 All new students will be advised to make contact with their Personal Tutor within the first month of registration. For some programmes of study placement visits will normally be undertaken and students will be given every opportunity to have a tutor visit.
- All students will receive individual information with details of their:
Programme
Year/stage
ID
Programme Leader
Personal Tutor
- 8.1.5 The UoG 'Banner' system provides details of tutee marks for Personal Tutors. Coursework marks are also available to students through Banner; examination and project marks are made available online only following the Progression and Award Board. All students will also receive results by post/email.
- 8.2 The progress of students on the Prescribing and General Pharmacy Practice Programmes will be discussed with their line manager or another appropriate work based individual. Students will give permission as part of registration for this progress information to be shared.
- 8.3 If the conduct of a professionally qualified student is in question for any reason, this will be discussed with an appropriate member of their work based team. Any student who carries out any action as part of an assessment which is considered by the assessment team to put patient safety at significant risk will automatically fail the programme.

9 Responsibilities of Students

9.1 Intermission Procedures

Students who wish to intermit their studies must notify the programme lead (or designated other) as soon as possible. Students will be advised on when they are able to restart their studies by the programme lead.

9.2 Attendance and Progression

- 9.2.1 Students are required to demonstrate a commitment to their programme of study, which in the case of students studying on a full-time basis, this is by regular attendance at lectures, laboratory classes, seminars and workshops and successful completion of summative and formative assessment tasks. In the case of students studying on a part-time basis, this is by regular activity on Moodle and successful completion of summative and formative assessment tasks. Each course has a clearly defined assessment requirement, which must be completed before the student can pass the course and obtain the credits.
- 9.2.2 In addition to the summative assessment, each course has a requirement in terms of formative assessment tasks. These are designed to provide students with feedback on their performance and to enable staff to identify areas where remedial work may be required.
- 9.2.3 PG Cert/PGDip in General Pharmacy Practice - candidates must have a current Record of In Training Assessment Form B (RITA B) from their workplace to show satisfactory progress before being eligible to sit the assessments.

9.3 Attendance at study days/placement prescribing programme

Unless there are exceptional circumstances, students are expected to attend all the study days. If students will miss all or part of any of these days, they need to let their tutor know as soon as possible. Many prescribing cohorts have a support day organised, when students can attend the university to see the tutors with any problems or issues that they wish to discuss. If students

miss all or part of a day, they will be required to attend this support day (or equivalent), to ensure they have covered the learning outcomes associated with that day. Students who miss more than one day will be required to complete those days with the next cohort of students. Students will not be entered for the prescribing exam board until they have attended a minimum of 8 study days.

It is a requirement of the prescribing programmes that students attend a minimum of 12 x 7.5 days learning in practice (90 hours for pharmacists) which is overseen by a suitably qualified designated medical practitioner (DMP). The 90 hours must be spread throughout the 8 months of the prescribing programme. Both students and DMPs are given a guide to facilitate this important element of the programme. Students who do not satisfactorily complete and produce evidence of the 90 hours will not be able to complete the programme.

PGCert/diploma in GPP students are expected to attend all study days (each study day is repeated three times at different venues within KSS). In exceptional circumstances, if this is not possible, then the student should contact their academic facilitator to discuss how evidence can be provided to demonstrate that the learning outcomes for that study day are covered.

MSc in Medicines Management: Two contact days are arranged at diploma level. Students may arrange a visit to the University to meet their academic advisor and be inducted into the programme if they wish. This visit is not compulsory.

9.4 **Confidentiality**

Any professional student who breaches patient confidentiality in a written assessment will automatically receive a zero mark for that piece of work and a warning. A second breach would trigger a fitness to practice investigation. The professional's line manager or other appropriate work based individual would be notified.

9.5 **Communication with the Progression and Award Board:** it is the responsibility of students to attend examinations and to submit work for assessment as required. However, if there is evidence of the student becoming unwell prior to or during the assessment, the student is required to provide documentary medical evidence in advance of the examiners' meeting, including any relevant information on personal circumstances which may have affected their performance and which they wish the examiners to consider.

A completed extenuating circumstances form must be submitted through the School Reception.

If a student fails to attend examinations or to submit work for assessment without good cause, the examiners have the authority to deem the student to have failed the assessments concerned.

If a student does not provide the examiners with information about any personal circumstances that may have affected their performance in assessments in advance of their meeting, any subsequent appeal on these grounds may be rejected.

9.6 **Appeals:** if a student wishes to appeal, he/she should complete and submit the form for appeals against recommendations of Progression and Award Board, at <http://www2.gre.ac.uk/current-students/regs/?a=636810#page=111>

9.7 **Plagiarism and Examination Offences:** there are various forms of academic dishonesty but this will normally refer to cheating in examinations or presenting work for assessment which does not represent the student's own efforts. All examples of cheating or plagiarism will be penalised, as described in the Academic Regulations of the University <http://www2.gre.ac.uk/current-students/regs/?a=636810#page=85> Appendix D

9.8 **Health and Safety:** in accordance with the Health and Safety at Work Act 1974 and regulations made under it, it is University Policy to take all reasonably practicable steps to

ensure the health, safety and welfare of all University personnel, students, visitors and members of the public who are, or may be, affected by its activities. This is achieved by:

- The provision and maintenance of safe and healthy working conditions.
- Properly maintained and guarded machinery.
- The operation, design and maintenance of safe systems of work.
- Provision of information, training and supervision appropriate to the University's activities.

9.8.1 Safety is the concern of both staff and students. The University is responsible for providing a safe working environment but students are responsible for observing the University rules and for conducting teaching and practical sessions and placements in a safe manner.

9.8.2 The Head of School will have the authority to deny a student access to laboratories, placements and/or field trips if the student fails to comply with any notified safety rules.

10 Programme of Study and Coursework Submission Requirements

10.1 The School will require the mandatory submission of written coursework in the specified format only. If the primary submission is electronic, the school may require a second copy to be submitted in paper format, but failure to do so will not result in failure of the coursework element. Where it is necessary for the School to require the mandatory submission of written coursework in hard copy (e.g. in the case of mathematical calculations) students must be explicitly advised in advance.

10.2 Students are required to state the total word count of written coursework submissions. The word count will include everything in the body of the text, such as quotations, citations, footnotes and headings, as directed by the programme team. It does not include bibliography, references, appendices or other supplementary material, which does not form an essential part of the text (see note 1 below). Unless stated otherwise, there is an allowance of 10% deviation over the stated maximum word count.

Note 1: 'Footnotes' encompasses additional explanatory text included at the bottom of a page to amplify specific sections of text in the main body of the work. 'References' indicates the systematic referencing of the sources used by the text author, according to the Harvard (or other) system employed by the School.

10.3 Students are required to give reason why course work is late. In some programmes, an extension can be agreed by the programme lead. This must be requested (with reason) in advance. Any course work submitted late without reason or later than the agreed extension hand-in date, will be subject to a capping at the minimum pass mark.

Where the work is later submitted, and a concessionary plea is made and found to be acceptable, the Chair of the Progression and Award Board shall decide whether a case exists and, if he/she so decides, the work shall be marked in the normal manner.

10.4 The pass mark for all professional PGT programmes and short course programmes (including the short course programme in Independent and Supplementary Prescribing for Nurses) is 50%. In the prescribing programme (including the short course programme in Independent and Supplementary Prescribing for Nurses) there is a minimum threshold mark of 45%. Any student who is awarded less than the threshold mark in these programmes will be required to repeat that unit of assessment regardless of their overall score for the course.

11 Assessment and Feedback

11. All individual coursework, with an assignment submission/feedback sheet attached, must be submitted through the School Reception, or via Moodle and/or Mahara for students studying on a part-time basis.
- 11.2 All coursework assignment dates will be set in writing and in a timely manner to ensure that students are able to prepare effectively and manage their time. Students will also be given dates by which coursework will be returned.
- 11.3 All coursework should be marked and will normally be returned within three calendar weeks of the published deadline, except where this period is interrupted by the Winter or Spring vacations, in which circumstance the work in question will be returned by the end of the first week of the following term.
- 11.4 The practical elements of a course should have a final submission date, given in writing, which is two weeks after completion of the last practical exercise, or at the end of the term, as appropriate. It is a formal requirement of the School that all practical elements must have some feedback and assessment.
- 11.5 The School will monitor the effectiveness of feedback through the Student-Staff Liaison Committee and the University Student Satisfaction Survey.

12 Assessment Criteria

- 12.1 Programme leaders must provide written advice about criteria for assessment, which may take one or more of the following forms:
 - Reference to which course learning outcomes are being tested
 - Use of a pro forma describing specific criteria used for assessment
 - Use of standard marks forms which contain the assessment scheme used (e.g. project and case study report forms)
 - Standard handouts e.g. on how essays are assessed or how to give an oral presentation
 - Use of marked student answers as exemplars of good work
- 12.2 In order to support students' appreciation of what is expected of them they will be provided with information on a number of guidelines and resources, such as:
 - Referencing <http://www.gre.ac.uk/studyskills/referencing>
 - Study Skills <http://www.gre.ac.uk/studyskills>
 - Assignment Survival Kit http://www.gre.ac.uk/studyskills/assignment_writing
 - Plagiarism
<http://www2.gre.ac.uk/current-students/regs/?a=636810#page=85> Appendix D
 - The Students' Charter
http://www2.gre.ac.uk/data/assets/pdf_file/0003/637536/Students-Charter-2013signed.pdf12.3

No modification of the assessment procedures is acceptable without the written permission of the Programme Leader and Director of Taught Graduate Studies or Director of Learning and Teaching.

12.3 **Translation dictionaries**

Translation dictionaries are not permitted during class tests and examinations.

13 **The Progression and Award Board**

13.1 The terms of reference of the Progression and Award Board - <http://www2.gre.ac.uk/current-students/regs/?a=636810#page=43>

13.2 **Composition of Progression and Award Board:** the Progression and Award Board for postgraduate taught programmes would normally consist of

- Dean of school or their nominee who shall be Chair
- Appropriate programme Leader(s)
- Representative member of teaching staff as internal examiners
- At least one external examiner (for all board where an award maybe decided)
- Minuting officer
- A school or university office who is knowledgeable of and able to give advice regarding the application of assessment regulations.

A Progression and Award Board will be held at least once a year for all PGT programmes. There must be a board following each cohort of prescribing students.

13.3 **The External Examiner:** the role of the External Examiner is defined in the Academic Quality Unit webpage <http://www.gre.ac.uk/offices/aqu/external-examining>

In order to meet the requirements of the Nursing and Midwifery Council and the Health and Care Professions' Council, suitably qualified and experienced external examiners from these professions must be appointed to act as external examiners. These examiners must be approved through usual university processes.

The external examiner for the PGCert/PGDip in General Pharmacy Practice will be jointly appointed for Medway and the University of Brighton, however the boards will take place separately.

14 **Programme of Study and Progression**

14.1 All students shall be provided with details in writing of the programme of study for which they are registered and the methods of assessment which will be used in deciding whether or not the student is worthy of an award of the Universities or the issue of a certificate of completion from the School.

14.2 If, in the view of the Programme Board, a student persistently fails to perform satisfactorily the work prescribed, then the Board may require the student to withdraw from the programme of study and terminate the student's registration.

14.3 A student must not reproduce in any work submitted for assessment (for example, examination answers, essays, project reports, dissertations or theses) any material derived from work authored by another without clearly acknowledging the source.

14.4 A student must not reproduce in any work submitted for assessment any substantial amount of material used by that student in other work for assessment, either at these Universities or elsewhere, without acknowledging that such work has been so submitted.

- 14.5 Where it has been determined, in the manner prescribed in conventions which shall be made under this Regulation and approved by the Learning and Teaching Board or Graduate Studies Committee that a breach of Regulation 14.3 or 14.4 has taken place, an appropriate penalty may be applied as below:
- 14.6.1 Where a first offence of plagiarism is suspected in a piece of work submitted by a student other than a Stage 1 undergraduate student, the Chair of the appropriate board has discretion to treat the case as warranting a **formal warning and a minor penalty**.
- 14.6.2 In the case of a student other than a Stage 1 undergraduate student, the Chair, in consultation with the course co-ordinator, will determine if a mark may be returned for the piece of work based on the portion that is not plagiarised. If the mark which is given is below the pass mark, then the student may be permitted to re-submit the work where it is considered appropriate to do so, by an agreed deadline **for a maximum of a pass mark**.
- 14.6.3 Whether for a first or subsequent offence, where the Chair considers the evidence is substantive he/she will determine if the breach should be regarded as constituting a minor or a more serious offence.
- 14.6.4 Where the Chair determines on the basis of the available evidence that the case should be treated as per a minor offence the Chair will propose a penalty for the offence and the student will be so informed.
- 14.6.5 Where the Chair determines on the basis of the available evidence that the case should be treated as per a serious offence the School Disciplinary Committee will be convened to hear the case and the student will be so informed. For a professionally registered student, fitness to practice arrangements would also be considered.
- 14.7 Procedures governing the application of the penalties set out in 7.5.1 – 7.5.7 are detailed in the University of Greenwich academic regulations: <http://www2.gre.ac.uk/current-students/regs/?a=636810#page=111>
- 14.8 Where a programme of study at postgraduate level requires the preparation and submission of a thesis, the extent of any collaborative work must be clearly indicated in the dissertation.
- 14.9 The academic progress of each student will be considered by a Progression and Award Board appointed for the purpose by the PAU, either at the end of each academic year or at such other stages of the programme of study as required.
- 14.10 The Progression and Award Board shall recommend to the Boards of the Faculties of both universities either:
- 14.10.1 that a qualification be awarded; or
- 14.10.2 in the case of a postgraduate programme of study which requires submission of a dissertation, that a qualification be awarded subject to minor corrections to the dissertation being carried out to the satisfaction of the internal examiner within three months; or
- 14.10.3 that the student be permitted to proceed to the next stage of the programme of study for which the student is registered; or
- 14.10.4 that the student be permitted to repeat part or all of the programme of study and assessment as specified by the Progression and Award Board and subject to Regulation 14.11 below; or
- 14.10.5 that the student be permitted to undertake further assessment as specified by the Progression and Award Board and subject to Regulation 7.10, or
- 14.10.6 that the student be permitted to proceed to an appropriate stage of a different programme of study as specified by the Progression and Award Board; or

- 14.10.7 In the case of the prescribing programmes that the student can be permitted to continue their studies with the next cohort of students, providing that the time limits of the programme have not been exceeded or
- 14.10.7 that the student be required to withdraw from the programme of study and from the Universities.
- 14.11 A student may be examined on a course on at most three occasions. Thus a student who has failed a course on three occasions will not be permitted to undertake further assessment on the course in question.
- 14.12 **Prescribing specific examination board considerations**

Students who have a fail mark recorded against one (or occasionally two) units of assessments will be presented to the examination board for permission for a final attempt at an assessment. In the case of the numeracy, pharmacology and Practical Assessment of Prescribing Practice (PAPP) (where 2 attempts have already been undertaken), this amounts to a 3rd and final opportunity to demonstrate the learning outcomes. For written work and the portfolio students will be eligible for a resit attempt, but a 3rd resubmission will only be possible if the student has presented and had accepted concessionary evidence. Resits will be capped at the pass mark. Students who have failed more than two units of assessment will usually be asked to consider withdrawal.

Portfolio and narrative. Students who are unable to submit to their first exam board (or are deemed to have not passed this unit of assessment at first exam board) are eligible to submit their portfolio and narrative to a second exam board but the portfolio and narrative and supportive documentation must represent the student's full time on the prescribing programme (i.e. both cohorts). Students who have concessions which have been submitted to the School's concession panel and accepted may be eligible for a 3rd and final period of time, which again must be reflected in the portfolio and narrative.

Prescribing portfolio and narrative. This piece of work is graded as Pass or fail. However to give a clear indication of student effort, this will be annotated as fail/pass or pass with distinction according to the marking criteria for this assessment

15 The Conferment of Awards

- 15.1 The Progression and Award Board may make recommendations for the conferment of the following awards:

MSc in Applied Drug Discovery (180 credits)

PGCert Applied Drug Discovery, PGCert Independent/Supplementary Prescribing, PGCert General Pharmacy Practice, PGCert Medicines Management, (At least 60 credits)

PGDip Applied Drug Discovery, PGDip General Pharmacy Practice, PGDip Medicines Management, (At least 120 credits)

MSc Applied Drug Discovery, MSc Medicines Management (At least 180 credits).

In addition exam boards will approve the issue of certificates of completion recognising institutional credit gained in:

Medway School of Pharmacy (MSoP) short course programmes: Long term Conditions, Mental Health, Primary Care Prescribing Support, Enhancing Patient Service in Primary Care

The Short Course Programme in Independent and Supplementary prescribing for Nurses (part-time) is also covered by these regulations

15.2 Once a recommendation for award has been approved on behalf of the two universities, the graduand of formal awards will be invited to attend the Joint Awards Ceremony.

15.3 Classification of awards – PGCert/PGDip General Pharmacy Practice

Classification of awards - PGCert/PGDip/MSc – Medicines Management

Classification of awards PGCert/PGDip/MSc – Applied Drug Delivery

Pass with Distinction 70% and above

Pass with Merit 60% - 69%

Pass 50% - 59%

Classification of awards - PGCert– Independent and Supplementary Prescribing

Pass with Distinction 70% and above

Pass 50% - 69%

The student must have achieved the requisite marks for all elements of the programme in order to be awarded a merit or distinction with the exit certificate.

15.4 **Classification of awards – PGCert Independent/Supplementary prescribing**

Students who complete the prescribing programme in one cohort, achieve over 70% in each graded unit of assessment (not including the numeracy/pharmacology) and attain their numeracy and pharmacology unit of assessment at first opportunity will be eligible to pass with distinction. The classification of pass with merit is not awarded for the prescribing programme.

15.5 Short course programmes are classified as pass or fail only.

15.6 **Compensation**

Compensation may be applied to the PGCert/PGDip/MSc ADD programme only, where a student's work has been graded on the numerical scale. Students who fail up to a maximum value of 30 credits at one course may receive compensation for that failure provided that:

(a) an average grade of 50% or more has been achieved across ALL courses on the programme (or at that stage);

(b) the grade for any individual compensated course does not fall below 40%;

In cases where compensation is applied, the actual grade attained of 40-49% will be recorded and credits awarded. For the purpose of award classification, each compensated course will be computed as 50%. Information presented on student transcripts shall make it clear that grades/credits attained were obtained by compensation.

15.7 **Condonement**

Where the overall grade for a single course (up to a maximum of 30 credits) is below 40%, exceptionally, the Progression and Award Board has the discretion (following consideration of the overall profile and programme aims and objectives) to permit this failure to be condoned and to allow a student to progress without having to undertake reassessment. The actual grade attained would be recorded for the calculation of award classification and appear on the transcript.

There is no compensation or condonement allowed for the prescribing programmes, the PGCert/PGDip GPP, PGCert/PGDip/MSc Medicines management.

16 Award of Qualifications

- 16.1 The award of a qualification must be approved by the Board of the Faculty and by the Senate or by persons authorised by the Board of the Faculty and the Senate to act on their behalf.
- 16.2 The award of a qualification may be withheld where a student owes money to either university. Such students will not normally be informed of the recommendation of the Progression and Award Board concerning them.

17 Medical Evidence and Related Matters

- 17.1 If a student submits an Extenuating Circumstance Form and provides evidence of illness or of other misfortune which prevented the submission of written work by the due date or of impaired performance in the coursework, the Extenuating Circumstance Committee will consider the application and may make a recommendation to the relevant Progression and Award Board.
- 17.2 Where absence from or impaired performance in an examination is the result of illness or other misfortune, the Extenuating Circumstance Committee will consider the application and may make a recommendation to the relevant Progression and Award Board.
- 17.3 Where a student's concessionary submission indicates that the student will be unable to attend an examination, the Extenuating Circumstance Committee may grant permission in advance for the absence and report this to the meeting of the Progression and Award Board.
- 17.4 Where a student's extenuating circumstance submission indicates that the student will be unable to submit an item or items of coursework by the published deadline, the Extenuating Circumstance Committee may set a new deadline or deadlines for the submission of the coursework concerned.
- 17.5 The maximum extension period permissible for a postgraduate dissertation is three months, except in exceptional circumstances.

18 Appeals

- 18.1 A student who has been excluded from a programme of study or who wishes to appeal against a decision of the Progression and Award Board shall have a right to appeal to the Academic Appeals Committee.
- 18.2 Any such appeal shall be submitted in writing by the student concerned to the Secretary of the Academic Appeals Committee. It must be received within 15 working days after the date of results being notified and shall contain a full statement of the grounds of appeal relied upon. In preparing such a statement the student shall have the right to draw upon the assistance of the relevant Students' Union Officer and other members of the staff of the University (or Partner Institutions if appropriate) as may be appropriate.
- 18.3 The full Regulations governing exclusions and appeals as approved by the University are to be found at <http://www2.gre.ac.uk/current-students/regs/?a=636810#page=111>

19 References

The University of Greenwich Academic Regulations for Taught Programmes of Study: <http://www2.gre.ac.uk/current-students/regs/?a=636810>

Credit Framework for Taught Programmes: <http://www2.gre.ac.uk/current-students/regs/?a=636810#page=111>

Academic Discipline Procedures:

http://www.gre.ac.uk/_data/assets/pdf_file/0006/637539/Student-disciplinary-regs.pdf

External Examiners: <http://www.gre.ac.uk/offices/aqu/external-examining>

Extenuating Circumstance Applications and Appeals against Recommendations of Progression and Award Board: <http://www2.gre.ac.uk/current-students/regs/?a=636810#page=111>

Appendix A

Medway School of Pharmacy Accreditation of Prior Experiential/Certificated Learning (APECL) for postgraduate programmes and courses of study

Introduction

1. General Statement

The School will operate a demonstrably transparent and rigorous APECL process that will recognise relevant learning obtained prior to the commencement of taught postgraduate study at the University. Decisions regarding the awarding of APECL will be a matter of academic judgment. Due to professional and regulatory body requirements these APECL do not apply to the PgCert Independent/Supplementary Prescribing nor the Short Course Programme in Independent/Supplementary Prescribing for Nurses. Due to contractual arrangements there are separate APECL arrangements for the PGDip in General Pharmacy Practice, which follow in Appendix B.

The Accreditation of Prior Experiential and Certificated Learning will accommodate claims for exemption from certain courses within a programme of study and should follow the guidelines below. Note: A distinction should be made between applicants for APECL and applicants for Credit Transfer.

1.2 Definitions

- APL** Accreditation of Prior Learning
APEL Accreditation of Prior Experiential Learning
APCL Accreditation of Prior Certificated Learning

1.3 Parameters for APECL claims

- 1.3.1 The maximum limits on the amount of APECL that can be claimed per academic stage and per programme of study will be the same limits as permitted for Credit Transfer as detailed in the Credit Framework of the Primary Administering University (PAU) of the Medway School of Pharmacy (MSoP)
- 1.3.2 The awarding of APECL will not carry any numerical mark and will not contribute to the overall stage average of degree classification.
- 1.3.3 APECL will be awarded in a volume appropriate to the granularity of the programme up to the maximum limit as detailed in 1.3.1 above;
- 1.3.4 APECL assessors should consider the full range of assessment methods so that the most appropriate is utilised for the student to demonstrate their skills and knowledge against the required learning outcomes. The following QAA identified criteria should be considered:
- **Acceptability** – is there any appropriate match between the evidence presented and the learning being demonstrated? Is the evidence valid and reliable?
 - **Sufficiency** – is there sufficient evidence to demonstrate fully the achievement of the learning claimed?
 - **Authenticity** – is the evidence clearly related to the applicants' own efforts and achievements?
 - **Currency** – does the evidence relate to current learning? Where professional bodies and/or Schools have specific requirements and/or time limits for the currency of evidence, certification or demonstration of learning, these should be made clear and transparent.

2 General Credit

2.1 General Credit may be defined as follows:

“All assessed learning can be awarded credit. The credit gained is a general recognition of assessed learning at specified levels. It is general credit. When the credit is recognised through the admissions procedure of an HEI as directly contributing to a programme it becomes specific. The change in designation from general to specific relates directly to the relevance of the learning to the proposed programme².”

General credit therefore represents the whole of the learning achieved on an accredited course. An honours degree would have a General Credit value of 360 credits. Specific Credit is the volume and level of credit which can be used from the General Credit value for Accreditation of Prior Certificated Learning into another course

2.2 For APEL a General Credit value can be awarded to the APEL Portfolio submitted. As with APCL, if appropriate, the General Credit value can then be used in its entirety if it can be mapped to the learning outcomes of the course(s) for which credit is being claimed. Again as with APCL it may be that only a specific amount of the General Credit can be mapped to the learning outcomes of the course(s) for which credit is sought.

2.3 For all APECL claims it should be noted that the PAU University Credit Framework and programme rules may limit the amount of credit than can be applied for.

2.4 Medway School of Pharmacy recognises the validity of studies undertaken at other UK Higher Education Institutions, therefore, it will normally recognise the General Credit value of qualifications obtained from these institution. **Note**, however, that it cannot be assumed that the General Credit value can automatically be fully recognised as credit into a Medway School of Pharmacy award. A mapping must first be carried out to determine what level and volume of credit can be used for an APECL claim. In addition the PAU Credit Framework and programme rules may limit the amount of credit that can be used for APECL.

The specific credit value can never exceed the general credit value of the qualification being used to apply for APCL.

3 Responsibility of the School

3.1 The PAU will provide generic advice and guidance to students and academic staff on individual cases and to other stakeholders including external examiners regarding APECL in general.

3.2 However APECL applications to the School of Pharmacy, should be made directly to the School who will provide clear and accessible information on the full procedures for the application, consideration and awarding of APECL.

3.3 Applications for APECL made by students studying for a University award at the School of Pharmacy will have their application assessed and a decision made by the relevant Programme Leader/Admissions Tutor for the programme in question. Decisions will then be verified by the APECL sub-committee of the Taught Postgraduate Programmes Board.

3.4 The school will make clear in their advice and guidance full details of the assessment process and requirements, including timescales, opportunities for resubmission, key School contacts and the process of notification of outcome.

3.5 The School will ensure that accurate and timely feedback on the outcome of APECL claims is communicated to students.

3.6 Any queries, discussions or appeals in relation to APECL at the School should be made initially to the Head of School. Guidance can be taken from the PAU if required.

- 3.7 It is the responsibility of Schools to clarify and state in programme specifications which elements of the programme, if any, may not be subject to APECL. This is particularly pertinent for professionally accredited programmes.
- 3.8 The School should consider the suitability of assessment methods when deciding on the most appropriate form, on a case by case basis, in order that the student may demonstrate knowledge of the required learning outcomes. The nature and range of assessment required should be communicated clearly to the student.
- 3.9 The School should provide feedback to students on the outcome of the APECL assessment.

4 Procedure for the Accreditation of Prior Certificated Learning

4.1 Application for APCL

- 4.1.1 A new applicant will notify the School of Pharmacy Taught Postgraduate Admissions Tutor of their intention to claim APCL.
- 4.1.2 An existing student will notify the School of their intention to claim APCL. The claim will be passed to the relevant Programme Leader. The Programme Leader will carry out the role of the Admissions Tutor, as set out below.
- 4.1.3 Early application is recommended for all APCL claims. Applicants must be aware of the admission deadlines for the programmes for which credit is being sought.

4.2 Assessment of the Claim

- 4.2.1 The Admissions Tutor will assess the claim for APCL and will come to a decision based on the available evidence. The Admissions Officer can ask the applicant to complete a University application form.
- 4.2.2 In assessing the claim, the Admissions Officer can ask for advice if they feel it is a complex or unusual claim. Advice can be sought from the programme leader or the School Director of Taught Graduate Studies. If required, advice can be sought from the APECL Sub-group.
- 4.2.3 For each claim the rules regarding 'spent' credit must be considered.
- 4.2.4 Once a decision on the claim has been reached, Admissions will be informed by the Admissions Officer (for existing students the Faculty and School will be informed by the Programme Leader). At this stage the Faculty/School can ask the APECL Sub-group to verify a decision if they have any concerns with it.

4.3 Completion of a Decision Form/Informing the Applicant

- 4.3.1 The Admissions tutor or APECL subcommittee will make a decision clearly stating the time validity of the APECL.
- 4.3.2 Decisions should be made according to one of the following categories:
 - **APPROVED** - Where a claim can be approved.
 - **HOLD** - Where further information is to be sought or a condition is placed on the claim.
 - **REJECTED** - Where a claim is not acceptable.
- 4.3.3 A rationale should be provided for the decision made. The onus is on the applicant to provide supporting information to resolve a claim that has been put on hold due to a request for clarification or a condition being placed on it.
- 4.3.4 The APCL Decision Form should be passed by email to i) Admissions to enable a copy to be kept on the student file
- 4.3.5 For existing students, the APCL Decision Form should be kept with the student file

- 4.3.6 The School will periodically check on APECL claims where the decision is on hold, to ensure that the APECL List is up to date with the final decision.
- 4.4.1 Once a decision is finalised, the applicant is informed in writing by the Programme Lead. Students who request APECL decisions in advance of applications, will be written to, and this letter will clearly state that this is a provisional APECL decision and that the 'offer' is time limited. If a claim is rejected or put on hold the applicant should be informed in writing as to why and what the next action should be.
- 4.4.2 Where the applicant is an existing student, the Programme Leader should inform the student in writing, detailing the level/volume of credit to be awarded. If a claim is rejected or put on hold the student should be informed in writing as to why and what the next action should be.
- 4.4.3 If a claim has been rejected then any resubmission of the APCL claim must be made before commencement of the course(s) for which credit is sought.
- 4.4.4 If approved, the APCL will be recorded on the Student Data System by Admissions for new students and by the School/Centre for existing students.

4.5 **Feedback**

Feedback should be provided to the applicant on request if their claim is rejected. An opportunity to resubmit the claim should be offered and supported.

5 **Procedure for the Accreditation of Prior Experiential Learning**

5.1 **Application for APEL**

- 5.1.1 Early application is recommended for all APEL claims. Applicants must be aware of the admission deadlines for the programmes for which credit is being sought.
- 5.1.2 Both new applicants and existing students should allow a minimum of **six weeks** and preferably **one term** to complete their APEL portfolio, and should consider the recommended timescales for APEL to ensure that there is sufficient time to have an APEL claim approved before the course(s) they are claiming credit towards commence. Exact timing of an APEL claim varies depending on the nature of the claim and length of time required to collate the APEL portfolio.
- 5.1.3 If at any stage those considering a claim feel it is a complex or unusual application, then advice can be sought from the Programme Leader or the Director of Taught Graduate Studies. If required, advice can be sought from the APECL Sub-group.
- 5.1.4 The following procedure assumes that the assessment method used for the APEL claim will be a portfolio.

For applicants to the Medway School of Pharmacy this consists of

- CV to include current responsibilities
- Personal statement
- Record of continuing professional development for past 3 years, which may include learning outcomes of any certificated learning
- Mapping of experience/learning to learning outcome of course (or external body requirements) for which APEL claim being made.

5.2 **Initial Consultation**

- 5.2.1 An initial consultation should be carried out between a suitable member of staff and the potential applicant. (This would normally be the Programme Leader).

5.2.2 For each claim, the rules regarding 'spent' credit must be considered. This will be outlined in the Credit Framework of the current PAU of the School of Pharmacy.

5.3 Portfolio Supervisor

5.3.1 The key roles of the portfolio supervisor will be i) to guide the applicant in developing their APEL portfolio against the learning outcomes; and ii) to assess the portfolio, ensuring it is complete and suitable.

5.3.2 The Admissions Officer for the programme for which APEL is sought should act as 'APEL Co-ordinator' and identify a suitable APEL Portfolio Supervisor. This could be the Admissions Officer, a relevant subject specialist from the School or someone from the PAU.

5.4 Portfolio Development

5.4.1 The applicant will develop their portfolio over an agreed period of time. The Programme Leader of the programme for which credit is being sought should be contacted at development stage to ensure the APEL portfolio is suitable for submission, both in terms of academic requirements and subject area.

5.4.2 When the portfolio is complete, the Portfolio Supervisor will complete the APEL Portfolio Supervisor Form and will recommend whether the APEL portfolio has met the learning outcomes for the credit applied for.

5.5 Submission of Portfolio

5.5.1 Portfolios should, where possible, be submitted in an electronic format. If this is not possible then a hard copy should be submitted.

5.5.2 The Portfolio Supervisor will submit their completed Portfolio Supervisor Form to the Medway School of Pharmacy APECL Sub-group along with the portfolio.

5.6 Verification by Medway School of Pharmacy APECL Sub-Group

5.6.1 The recommendation of the APEL Portfolio Supervisor must be initially verified by the MSOP APECL Sub-group. Decisions will be reported to the relevant School Boards, to include statistics on the number and type of APEL claims. Final verification of the credit awarded will be carried out by the Medway School of Pharmacy Quality Committee, which has representation from both universities.

5.6.2 The Sub-group will reach a decision. The Portfolio Supervisor and (for new students) Admissions will be informed of the decision.

5.7 Informing the Applicant

5.7.1 Once a decision is verified by the joint quality committee, the applicant is informed via letter from the Programme leader. If a claim is rejected or put on hold, the applicant should be informed in writing as to why and what the next action should be.

5.7.2 Where the applicant is an existing student, the Programme Leader should inform the student in writing, detailing the level/volume of credit to be awarded. If a claim is rejected or put on hold the student should be informed in writing as to why and what the next action should be.

5.7.3 If a claim has been rejected then a resubmission of the APEL claim must be made before commencement of the course(s) for which credit is sought.

5.7.4 If approved, the APEL will be recorded on the PAU's student records system by Admissions for new students and by the School for existing students.

5.8 Feedback

Feedback should be provided to the applicant on request if their claim is rejected. An opportunity to resubmit the portfolio should be offered and supported.

5.9 Reporting Decision to the PAU

5.9.1 Decisions will be reported to the PAU, to identify trends and to help target advice and guidance.

Membership and Terms of Reference of the Medway School of Pharmacy Taught Postgraduate Accreditation of Prior Experiential and Certificated Learning (APECL) Sub Group

Membership of the MSoP APECL Board

Chair (Director of Taught Graduate Studies)

APECL Lead for postgraduate studies

Two Postgraduate Programme leads – including the admissions lead

In attendance:

Secretary to the MSoP APECL Board

At the first meeting of the APECL Board membership must be agreed (including any nominees to attend on behalf of the above members). Any changes to membership must be agreed by the APECL Board.

Terms of Reference of the APECL Board

1. To monitor, review and record all decisions of the School in relation to APEL and APCL, and consider them for consistency and in line with good practice.
2. To receive statistics on APECL claims and decisions and to pass these to the PAU, to support monitoring and review.
3. To provide guidelines for future decisions if appropriate (to ensure consistent decision making).
4. To undertake other responsibilities as may be determined from time to time.

The sub-committee will be normally chaired by the Director of Taught Postgraduate studies. The Board will operate under a quorum of four members, and meet a minimum of once a term. Additional meetings of the Board to be arranged if required.

Admissions Tutor

APCL

- To make decisions on claims for prior certificated learning, based on evidence provided, to ensure that the prior learning can be mapped to the learning outcomes of the relevant MSoP course(s).
- To ensure that claims for prior certificated learning are processed within the MSoP regulations on APECL and the PAU Code of Practice on the Accreditation of Prior Experiential and Certificated Learning, and within the rules of the Credit Framework of the PAU

Including that:

- claims are within the limits of APECL Credit Framework of the PAU;
- applicants can evidence their prior learning through production of a certificate;

- an applicant's prior learning is at the correct level and can be mapped to the learning outcomes of the relevant course;
- an applicant's prior learning is current, usually within the previous five years;
- there will be no disadvantage to an applicant if they do not participate in the learning experience of the course(s) for which they are awarded credit.
- To complete fully the APCL decision form, and submit this to the PAU and Admissions to ensure audit trail and tracking of APCL claims and decisions.
- To ensure that Admissions/Faculty/School are aware of any credit awarded to an applicant.
- To provide, on request, feedback on why a claim has been rejected.

APEL

- To act as the liaison point for School/PAU on the development of claims for APEL, identifying as an 'APEL Co-ordinator' the most suitable Portfolio Supervisor for an applicant.
- To provide when required appropriate subject specific advice on APEL claims.
- To help ensure that APEL portfolios and claims are within the MSoP regulations and the PAU's Code of Practice on the Accreditation of Prior Experiential and Certificated Learning

Including that:

- claims are within the limits of APECL as detailed in the PAU Credit Framework - an applicant has evidenced their prior learning through production of a reflective APEL portfolio, or other suitable assessment, demonstrating that they are able to meet the learning outcomes of the course(s) for which credit is sought, and that they are able to demonstrate their ability to work at the required academic level;
- an applicant's prior experience has been mapped to the learning outcomes of the relevant MsoP course
- an applicant's prior learning is current, usually within the previous five years;
- there will be no disadvantage to an applicant if they do not participate in the learning experience of the course(s) for which they are awarded credit.

APEL Portfolio Supervisors

- To act as the liaison point for APEL applicants on the development of their APEL Portfolio.
- To discuss the APEL claim and help the applicant identify for which course(s) to claim APEL, based on their prior experience/learning.
- To guide applicants in the development of APEL portfolios. Including guiding them in how to write reflective statements that demonstrate how their prior learning/experience maps to the learning outcomes of the course(s) for which credit is sought.
- To guide applicants in identifying suitable evidence to include in their APEL portfolio, which will allow them to demonstrate how their prior learning/experience maps to the learning outcomes of the course(s) for which credit is sought.
- To provide subject specific advice to applicants in relation to their claim; (where a supervisor is not a subject specialist they are required to liaise with a subject specialist to ensure that the portfolio meets subject needs).
- To make recommendations to the MSoP APECL Sub-group on whether credit should be awarded for an APEL portfolio completed under their supervision.

- To ensure that APEL portfolios and claims are within the MSoP regulations, PAU's Code of Practice on the Accreditation of Prior Experiential and Certificated Learning, and within the rules of the Credit Framework of the PAU.

Including that:

- claims are within the limits of APECL as detailed in the Credit Framework of the PAU
 - an applicant has evidenced their prior learning through production of a reflective APEL portfolio, or other suitable assessment, demonstrating that they are able to meet the learning outcomes of the course(s) for which credit is sought, and that they are able to demonstrate their ability to work at the required academic level;
 - an applicant's prior experience has been mapped to the learning outcomes of the relevant MsoP course(s);
 - an applicant's prior learning is current, usually within the previous five years;
 - there will be no disadvantage to an applicant if they do not participate in the learning experience of the course(s) for which they are awarded credit.
- To complete the Portfolio Supervisor Form and submit this to the PAU for recording and submission to the APECL Sub-group.
 - To ensure that Admissions/Faculty/School/Universities are aware of any credit awarded to an applicant.
 - To ensure that any applicant under their supervision is aware of the amount of credit awarded to them.
 - To provide ongoing feedback and, on request, feedback on why a claim has been rejected or put on hold.

Appendix B

APECL regulations for PGCert/Diploma GPP

[X:\- Postgraduate Teaching\quinquennial review\MSOP GPP APECL Guidelines.V2.2015.pdf](#)