PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	**Leeds Trinity University**
Teaching institution	**Leeds Trinity University**
Professional accreditation body	**n/a**
Final awards	**Certificate, Certificate of Higher Education; Professional Diploma, Diploma, Diploma of Higher Education, Foundation Degree (Arts or Science); Advanced Professional Diploma, Bachelor (Arts or Science), Bachelor (Arts or Science) with Honours; Postgraduate Certificate, Postgraduate Diploma, Master (Arts or Science).**
Titles of programmes* **All programmes to have the title prefix 'Professional Practice in xxxx', where xxxx is approved by the WBL Programme Approval Panel following scrutiny of the specific programme put forward within the rules of the WBL Framework* *** Programmes transferred to separate Programme Specifications wef September 2024* **** Programmes withdrawn from recruitment*	**1. BA (Hons) Professional Practice in Management and Leadership, (underpinning the Chartered Manager Degree Apprenticeship). Start date: October 2017. Last cohort September 2023 – September 2026**.** **2. Diploma of Higher Education in Professional Practice in Leadership and Management for Residential Care, (underpinning the Children, Young People and Families Manager Higher-level Apprenticeship). Start date: September 2018. Final cohort September 2024 – December 2025 ***.** **3. Diploma of Higher Education in Professional Practice in Leadership for Health and Social Care. (underpinning the Children, Young People and Families Manager Higher-level Apprenticeship). Start date: September 2018. Final cohort September 2024 – December 2025 ***.** **4. BSc (Hons) Professional Practice in Business to Business Sales (underpinning the Business to Business Sales Professional Degree Apprenticeship). Start date: September 2018. Last cohort September 2023 – September 2026**.** **5. BSc (Hons) Professional Practice in Supply Chain Leadership, (underpinning the Supply Chain Professional Degree Apprenticeship). Start date: September 2018. Last cohort April 2024 – May 2027**.** **6. Certificate of Higher Education in Professional Practice in Working with Children, Young People and Families within the Community (underpinning the CYPF Practitioner Higher-level Apprenticeship, Option 2). Start date: February 2021. Final cohort April 2024 –July 2025***.**

	7. BA (Hons) Professional Practice in Digital Marketing underpinning the Digital Marketer Integrated Degree Apprenticeship. Start date: February 2021. Last cohort September 2023 – September 2026**.
Duration and mode(s) of study	**Various**
WBLF Approved from **WBLF Start date**	**April 2016** **October 2017**
Periodic review next due *(acad. year)*	**2021/22**
UCAS course code & code name	**n/a**
Delivery venue(s)	**Leeds Trinity University + typically learners' places of work. Other venues as agreed in Programme or Individual Learning Agreements.**

2. Aims of the programme

Rationale and general aims
(from the student's perspective)

The Leeds Trinity Work-based Learning Framework:

1. enables the learner and their organization/other stakeholder to agree work-based learning activity which contributes to the goals of the organization and the aspirations of the individual;
2. recognizes and develops the workplace as a source of learning (e.g. through recognition of formal training courses and learning gained from experience, especially through work);
3. is learner centred and develops the individual, as an effective work-based learner able to undertake research and development activity of direct relevance to work;
4. encourages and enables individuals to take responsibility for their own continuing development;
5. provides a structured approach to "real" work based projects which enhances their potential to contribute to the development of the organization (at levels from local operational to strategic); and
6. focuses on the importance of knowledge as a key resource of the organization.

3. Student learning outcomes of the programme

Learning outcomes in terms of:
  – **knowledge and understanding (K)**
  – **intellectual / cognitive / 'thinking' skills (I)**
  – **physical skills specific to the subject (P)**
  – **employability skills (E)**
The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

Work-based Learning Framework programmes and modules specify opportunities for students to achieve and demonstrate learning outcomes at appropriate academic levels (4 to 7). The Framework includes work-based learning level descriptors that describe learning achievement in two categories at each level:
• Knowledge and understanding
• Cognitive skills

All work-based learning programmes and modules specify learning outcomes that appropriately reflect these level descriptors.

The work-based learning outcomes describe what students should be able to demonstrate on successful completion of a Work Based Learning Framework programme or module.

Each award requires the assessment of learning outcomes at appropriate academic levels. Different learning outcomes are assessed in different modules.

Knowledge and Understanding

Level	K1 Identification and application of knowledge to work
4	Identification and application of knowledge demonstrates an understanding of the context of own work/practice
5	Identification and application of knowledge demonstrates a broad understanding of its current limitations in a range of work/practice contexts
6	Identification and application of knowledge demonstrates a critical understanding of the inter-relationship between theory and work/practice
7	Identification and application of knowledge, demonstrates systematic and critical understanding of theory at the forefront of professional practice
Level	K2 Understanding and application of ethical principles to work/practice
4	Understanding of underlying ethical concepts demonstrates an awareness of how they relate to own work/practice
5	Understanding of established ethical concepts and principles demonstrates knowledge of the broader contexts of own work/practice
6	Understanding of key ethical principles demonstrates a coherent and in-depth knowledge of how they apply to the work/practice of self and others
7	Critical understanding of ethical principles demonstrates a systematic knowledge and coherent application of professional codes of conduct to the work/practice of self and others

Cognitive Skills

Level	I1 Analysis and evaluation of work-based information and concepts
4	Analysis of information and/or ideas contributes to the development of an informed evaluation of own work/practice
5	Analysis of a range of established information and/or theoretical perspectives contributes to the development of evidence-based evaluation of own work/practice
6	Analysis and synthesis of a range of information, including some advanced theoretical perspectives, informs judgements and contributes to a critical evaluation of own work/ practice
7	Systematic analysis and synthesis of a range of information and advanced theoretical perspectives informs the development and critical evaluation of innovative work/practice.
Level	I2 Reflection on work-based practice and learning
4	Reflection is informed by the work/practice of others and contributes to the recognition of own work-based learning

5	Reflection is informed by engagement with other practitioners and provides insights that enhance own work-based learning
6	Reflection is becoming an established aspect of own practice, is informed by critical engagement with a community of practice and contributes to the coherent development of own work/practice
7	Reflection is an established aspect of own practice and leads to significant transformative insights which have the potential to impact on the work/practice of self and often others
Level	**I3 Work-based inquiry, action planning and problem solving**
4	Inquiry methods are selected and applied to own work/practice leading to appropriate action planning and/or problem solving
5	Inquiry methods are selected and applied to a range of work/practice contexts and lead to effective action planning and/or problem solving of potential significance to self and others
6	Methods of inquiry, action planning and/or problem solving are critically evaluated and - applied to enhance the work/practice of self and/or others.
7	Methods of inquiry, action planning and/or problem solving are systematically and critically evaluated and applied to the work/practice of self and/or others in complex contexts
Level	**I4 Communication**
4	Ideas and information are communicated appropriately for identified work/practice and/or academic audiences
5	Ideas and information are effectively organised and communicated for a range of work/practice and/or academic audiences
6	Ideas and information are coherently constructed and communicated for a range of work/practice and/or academic audiences
7	Ideas and information are systematically managed and persuasively communicated for professional work/practice and/or academic audiences
Level	**I5 Leadership and responsibility for self-directed learning**
4	The ability to take partial responsibility for own learning is demonstrated in the context of own work/practice
5	The ability to take responsibility for the quality of own learning is demonstrated in a range of individual and/or group work/practice contexts
6	The ability to take lead responsibility for the management of individual and/or group learning is demonstrated in individual and/or group work/practice contexts -
7	The ability to lead and be accountable for individual and/or group learning demonstrates critical reflection and analysis of personal motivations.

Employability skills

E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;

E2   **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;

E3   **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;

E4   **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;

E5   **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;

E6   **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;

E7   **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.

E8   **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;

E9   **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

Correlation of WBLF learning outcomes with employability skills:

Employability Skill	WBL outcome K1	WBL outcome K2	WBL outcome I1	WBL outcome I2	WBL outcome I3	WBL outcome I4	WBL outcome I5
E1				x	x		x
E2							x
E3					x	x	
E4			x		x		
E5						x	
E6					x		
E7					x	x	
E8	x				x		

E9		**x**						

3a   External benchmarks

Statement of congruence with the relevant published subject benchmark statements
There are no subject benchmarks for work based learning as a field of study. The following reference points were used in designing the Work-based learning Framework: • HEFCE Employer Engagement Report (2012) • SEEC credit level descriptors (2010) • QAA Foundation Degree Qualification Benchmarking (2010) • QAA Master's Degree characteristics (2010) • QAA Employer-responsive provision survey (2010) • QAA Quality Code for Higher Education (2012)

4.   Learning outcomes for subsidiary awards

See section 3 above.

5.   Content

Summary of content by theme (providing a 'vertical' view through the programme)
Work-based learning (WBL) positions a learner's own work/practice as the subject of study and as such is concerned with the development and application of knowledge, understanding and skills that emerge from the context of this work/practice. The workplace is explicitly recognised as a site of knowledge production. WBL comes from learning activities based upon authentic practice and focused upon developing the practitioner's ability to solve the real problems of their work context.

6.   Structure

The WBL Framework uses the modular structure of the University, using 20 credits as the standard module size. Framework modules have been developed within five broad strands of learning activity:

1. **Learning Review**: these modules facilitate a focused review to establish what relevant knowledge/skills the learner brings to the programme and how to present and evidence this learning in the form of a claim for recognition of prior experiential learning (RPEL). This is a 10-credit module available at levels 4 to 7.

2. **Planning Personal and Professional Development**: these modules enable learners to reflect on current practice and develop action plans for continued personal and professional development. The main module outcome is a three way learning agreement (student, university and employer/other work stakeholder). This is a 10-credit module available at levels 4 to 7.

3. **Designing Practitioner Research**: these modules introduce learners to practitioner research approaches and issues and supports their development of a work-based research proposal which they will subsequently put into practice as a work-based project. This is a 20-credit module available at levels 4 to 6 and a 30-credit module at Level 7.

4. **Negotiated Learning**: these modules allow learners to undertake negotiated learning on a topic which is related to their work and has been formally agreed as part of the programme approval process. Negotiated learning modules are available as 10-, 20-, 30-, 40- or 60-credit modules at levels 4 to 7.

5. **Work Based Project**: these modules allow learners to undertake a project of a research and development nature which is directly related to their work. In some cases a project may be making the case for a change in practice or in other cases the project might be concerned with the development of a new product or the implementation of new procedures or new processes in a specific work context. The content of the module is formally agreed as part of the programme approval process. Work based learning project modules are available as 20-, 30-, 40-credit modules at levels 4 and 5 and 20-, 30-, 40- and 60-credit modules at levels 6 and 7.

The strands of learning activity are based on the philosophy and ethos of work-based learning and provide a flexible and yet resource efficient framework to allow the individual learner to reflect on their personal and professional development and gain new knowledge and skills.

Principles of Work Based Learning Framework programme design and construction

The Work Based Learning Framework can be used in a variety of ways including:

- The construction of programmes using various combinations of Work-based Learning Framework modules and as appropriate accredited in-company training and/or individual RP(E)L.
- The integration of Work-based Learning Framework modules within subject specific programmes.
- The construction of programmes which are mapped onto external standards, e.g. degree-level apprenticeship standards.

The following principles apply to all programmes of study approved within the validated Work-based Learning Framework:

1. All work-based learning awards must be described in accordance with the award titles approved for the Work-based Learning Framework:

    a. Professional Practice in *specialist area of work/practice*

    b. Non-standard Work-based Learning award titles approved by the Approvals Group

2. Work-based Learning Framework programmes that lead to work-based learning awards can be comprised of negotiated modules and/or work-based project modules alone.

3. All Work Based Learning Framework programmes that lead to Work Based Learning awards must reflect the relevant Work-based Learning Framework level descriptor. This will be described in a Work-based Learning Framework Programme Agreement document (known as a Learning Agreement for individual work-based learners).

4. Negotiated modules can operate in two ways:
    a. As negotiated 'shell' modules that contain work/practice specific content.
    b. As benchmarks for the recognition and accreditation of learning.

5. Programmes that lead to major awards (masters, bachelors and foundation degrees) must include a major Work-based Project module. For a masters award the Work-based Project must be 60 credits, for an honours degree the Work-based Project must be at least 40 credits and for the Foundation Degree the Work-based Project must be a minimum of 20 credits.

6. Work-based Learning Framework modules from strands 1, 2 and 3 have specified learning outcomes that are not negotiated. However, the way that these modules are delivered and

assessed can be tailored for specific work/practice and/or sector/ organisation/cohort purposes.

7. Work-based Learning Framework programmes may contain combinations of work-based project modules, negotiated modules and non-negotiated Work-based Learning Framework modules.

8. Work-based Learning Framework programmes will normally include no more than one module from each of strands 1, 2 and 3 (for example one Learning Review, one Planning and one Designing Practitioner research module would be normal in an honours degree, whereas two Learning Reviews in the same programme would require special justification)

9. Work-based Learning Framework programmes may contain other validated subject based modules where these comprise no more than 50% of the programme.

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

The LTA strategy of the Framework is informed by, and conforms to, the University Learning, Teaching and Assessment Strategy 2015-2020.

The key goals of the strategy are that we:

1. Adopt a pedagogical approach that emphasises active enquiry and collaboration, allowing students to both shape and be responsible for their learning;

2. Provide and support relevant technologies and learning spaces that give opportunities for flexible approaches to provision, enabling students to exercise choice in relation to where, when and how they manage their learning;

3. Provide an educational experience that is student-centred and responsive to the needs and attributes of individuals;

4. Retain a key role for applied learning through placements and volunteering opportunities, developing a range of employability skills;

5. Develop critical thinking and analytical skills, enabling our graduates to make sense of an increasingly data rich world;

6. Ensure that ethical practice, social responsibility and sustainability are central to what we do.

7. Ensure that all of our staff have pervasive development opportunities so that they are well trained, current and innovative in their pedagogical approach.

Work-based learning (WBL) positions a learner's own work/practice as the subject of study and as such is concerned with the development and application of knowledge, understanding and skills that emerge from the context of this work/practice. The workplace is explicitly recognised as a site of knowledge production. WBL comes from learning activities based upon authentic practice and focused upon developing the practitioner's ability to solve the real problems of their work context. Because of the nature of WBL, the tutor often acts as a facilitator and critical friend, rather than a subject expert. As WBL is situated and constructed at work; it therefore generally has an impact that goes beyond the learner and their academic facilitator. Often work-based learners will be part of a community of practice (CoP), defined as "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (Lave and Wenger, 1991). This often means that the work-based learner is part of at least two communities of practice; one in the workplace and the other composed of peers undertaking the same work-based learning qualification.

A blended and learner-centred approach will be taken, making maximum use of communities of practice and opportunities for facilitated experiential learning. As the learner's own practice is the 'subject' of study within the field of work-based learning, reflection is a key learning process, as it is the means through which an individual learner identifies themselves as a 'work-based learner' in relation to their own work context. This learning process includes the development and enhancement of a range of analytical and evaluative cognitive skills with which to reflect on the learner's work. Reflection on a learner's own practice and work context also has the potential to generate knowledge (Kolb 2008) that is applied in relation to this work/practice. The emphasis on work-based practice and work-based projects is also specifically designed to bring critical and creative thinking to real world problems in the form of work/practice-based inquiry.

The emphasis throughout the Framework is on the use of a variety of assessment methods designed to support the development of the learners' knowledge and understanding. Learners will use their own work place as a resource for the forms of written assignments. This provides an opportunity to compare theory and practice in an applied context relevant to their area of expertise. Assessment is based on the work context and is likely to include real life work "products". Across a major work-based learning award a wide range of assessment tasks will be employed. These tasks might include:

- Individual and group presentations
- Reports
- Problem-solving briefs
- Literature based assignments
- Summative portfolios from CPD activity
- Research investigations into practice
- Management and technical reports
- Reflective portfolios of evidence of learning from work
- Social learning tools such as blogs and wikis
- Negotiated assignments
- Problem- and enquiry-based tasks.

7b) Module details

Module number and name	Learning and teaching methods	Assessment				Teaching staff	Venue (if not Leeds Trinity premises)
		Component form	Magnitude (eg. 2,000 words *or* 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
Learning Review Levels 4/5/6/7	Workshop Guided independent study	Coursework	2,000 words	100%	End of semester	TBD	LeedsTrinity / employer premises
Planning Personal & Profess'l Development Levels 4/5/6/7	Workshop Guided independent study	Coursework	2,000 words	100%	End of semester	TBD	LeedsTrinity / employer premises
Planning Practitioner Projects	Workshop Guided independent study	Coursework	4,000 words	100%	End of semester	TBD	LeedsTrinity / employer premises
Designing Practitioner Research	Workshop Guided independent study	Coursework	4,000 words	100%	End of semester	TBD	LeedsTrinity / employer premises
Advanced Designing Practitioner Research	Workshop Guided independent study	Coursework	4,000 words	100%	End of semester	TBD	LeedsTrinity / employer premises
Postgraduate Designing Practitioner Research	Workshop Guided independent study	Coursework	6,000 words	100%	End of semester	TBD	LeedsTrinity / employer premises
10-credit Negotiated Learning Module Levels 4/5/6/7	Workshop Guided independent study	Coursework	2,000 words	100%	End of semester	TBD	LeedsTrinity / employer premises
20-credit Negotiated Learning Module Levels 4/5/6/7	Workshop Guided independent study	Coursework	4,000 words	100%	End of semester	TBD	LeedsTrinity / employer premises
30-credit Negotiated Learning Module Levels 4/5/6/7	Workshop Guided independent study	Coursework	6,000 words	100%	End of semester	TBD	LeedsTrinity / employer premises
40-credit Negotiated Learning Module Levels 4/5/6/7	Workshop Guided independent study	Coursework	8,000 words	100%	End of semester	TBD	LeedsTrinity / employer premises
60-credit Negotiated Learning Module Levels 4/5/6/7	Workshop Guided independent study	Coursework	12,000 words	100%	End of semester	TBD	LeedsTrinity / employer premises
20-credit WBL Project Module Levels 4/5/6/7	Workshop Guided independent study	Coursework	4,000 words	100%	End of semester	TBD	LeedsTrinity / employer premises
30-credit WBL Project Module Levels 4/5/6/7	Workshop Guided independent study	Coursework	6,000 words	100%	End of semester	TBD	LeedsTrinity / employer premises
40-credit WBL Project Module Levels 4/5/6/7	Workshop Guided independent study	Coursework	8,000 words	100%	End of semester	TBD	LeedsTrinity / employer premises
60-credit WBL Project Module Level 6	Workshop Guided independent study	Coursework	12,000 words	100%	End of semester	TBD	LeedsTrinity / employer premises
60-credit WBL Project Module Level 7	Workshop Guided independent study	Coursework Presentation/ questions	12,000 words 30 minutes	80% 20%	End of semester	TBD	LeedsTrinity / employer premises

7c) Programme learning outcomes covered

Module title (LO →)	Assessed learning outcomes of the programme							Skills development								
	K1	K2	I1	I2	I3	I4	I5	E1	E2	E3	E4	E5	E6	E7	E8	E9
	Identification and application of Knowledge to work	Understanding and application of ethical principles to work/practice	Analysis and evaluation of work-based information and concepts	Reflection on work based practice and learning	Work-based inquiry, action planning and problem solving	Communication	Leadership and responsibility for self-directed learning	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
Learning Review Levels 4/5/6/7	■		■	■		■		■		■	■	■		■	■	
Planning Personal and Professional Development Levels 4/5/6/7		■	■			■	■	■	■	■	■	■	■			■
Planning Practitioner Projects	■	■	■	■	■		■	■		■	■	■	■	■	■	■
Designing Practitioner Research	■	■	■	■	■		■	■		■	■	■	■	■	■	■
Advanced Designing Practitioner Research	■	■	■	■	■		■	■		■	■	■	■	■	■	■
Postgraduate Designing Practitioner Research	■	■	■	■	■		■	■		■	■	■	■	■	■	■
10-credit Negotiated Learning Module Levels 4/5/6/7	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
20-credit Negotiated Learning Module Levels 4/5/6/7	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
30-credit Negotiated Learning Module Levels 4/5/6/7	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

Module title / LO →	Assessed learning outcomes of the programme							Skills development								
	K1	K2	I1	I2	I3	I4	I5	E1	E2	E3	E4	E5	E6	E7	E8	E9
	Identification and application of Knowledge to work	Understanding and application of ethical principles to work/practice	Analysis and evaluation of work-based information and concepts	Reflection on work based practice and learning	Work-based inquiry, action planning and problem solving	Communication	Leadership and responsibility for self-directed learning	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
Learning Review Levels 4/5/6/7	■		■	■		■		■		■	■	■		■	■	
40-credit Negotiated Learning Module Levels 4/5/6/7	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
60-credit Negotiated Learning Module Levels 4/5/6/7	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
20-credit WBL Project Module Levels 4/5/6/7	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
30-credit WBL Project Module Levels 4/5/6/7	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
40-credit WBL Project Module Levels 4/5/6/7	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
60-credit WBL Project Module Level 6	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
60-credit WBL Project Module Level 7	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

8.   Entry requirements

All programmes
Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. The amount of RPL credit that may be claimed and the process for doing so will be in compliance with the University's current *Recognition of Prior Learning Principles and Guidelines.* For students whose first language is not English a pass in an approved test in English is needed, eg. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL). Students must be in a position to undertake at least one work-based (paid or unpaid work) project.

Undergraduate programmes
In addition to engagement in some form of relevant work experience (paid or voluntary) both before and during the course, applicants should normally have achieved the following prior to registration: **All levels of entry:** One Level 3 qualification (e.g. A Level, NVQ 3, BTEC qualification), GCSE English Language at grade C or above (or equivalent qualification) and / or **Level 4 entry** Successfully completed accredited activity at Level 3 or 4, or Undertaken recognition of prior learning at Level 4. **Level 5 entry** Successfully completed accredited activity at Level 4 or 5, or Undertaken recognition of prior learning at Level 4 or 5. **Level 6 entry** Successfully completed accredited activity at Level 5 or 6, or Undertaken recognition of prior learning at Level 5 and/or 6.

Postgraduate programmes
Level 7 entry Applicants should normally have: A first degree or equivalent professional qualification or Successfully completed accredited activity at Level 6 or 7, or Undertaken recognition of prior learning at Level 6 and/or 7.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)
(A certain level of attainment which <u>must</u> be achieved in a specific module; any mdules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)
For students first enrolled in 2017/18 (continuing students, except students retaking Level 4) and 2018/19 direct entrants to Levels 5 and 6 Standard University <u>Taught Course Academic Regulations</u> apply. In addition, a Progression and Award Board may refer up to 20 credits of assessment failure and allow a student to progress to the next level of study. The Board must be satisfied that the student has demonstrated that they are able to pass the trailing modules whilst concurrently continuing their studies. All referred credits must be passed by the end of the following level (i.e. a student may not progress into Level 6 if Level 4 credit requirements have not been met). **For students first enrolled in 2018/19 (except direct entrants to Levels 5 and 6) and students retaking Level 4** The Leeds Trinity Awards Framework and following <u>Taught Programme Academic Regulations</u> apply: • General Academic Regulations • Programme Regulations for <u>either</u> Undergraduate Degrees <u>or</u> Postgraduate Degrees • Additional Regulations for <u>either</u> Higher and Degree Apprenticeships <u>or</u> Work-based Learning

10. Prerequisites

Details of modules which <u>must</u> be passed before enrolment on a module at a higher level
Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.
n/a

11. External examining arrangements

External examining arrangements
(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each; any PSRB requirements)
The University has a dedicated WBL Framework external examiner.

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme,
(eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees, constraints on out-of-programme optional module choices)
n/a

13. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme
To be described in each pathway's Programme Agreement, as appropriate