ACADEMY OF GLASGOW FOR CULTURE & SCIENCES

Academic Programmes and Levels Regulations

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Chapter One: General Provisions

Article 1: Title of the Regulations

These provisions shall be known as the *Academic Programmes and Levels Regulations*. They establish the framework for designing educational programmes, classifying their levels, defining academic pathways, regulating progression between levels, and setting principles for programme design and management.

Article 2: Objectives

These Regulations aim to:

1. Define the educational levels that the Academy may offer.
2. Establish a consistent framework for programme design and specification.
3. Explain the differences between levels in terms of objectives, academic depth, and expected outcomes.
4. Organise research-based, professional, and academic programmes according to the nature of each subject area.
5. Establish general principles for academic credits and modes of study.
6. Ensure consistency between a programme's title, level, content, and completion requirements.
7. Support the continuous development and periodic review of programmes.

Article 3: Scope of Application

These Regulations apply to educational programmes offered by the Academy, including academic, research-based, and professional programmes, diplomas, and specialised courses, according to the scope defined for each programme.

They shall be read together with the General Postgraduate Regulations, the Admission and Registration Policy, and the Study, Assessment and Research Regulations.

Article 4: Principles of Programme Design

Programmes shall be designed in accordance with the following principles:

1. Clear educational objectives and learning outcomes.
2. Appropriate alignment of content and academic workload with the stated programme level.
3. Definition of admission, completion, and assessment requirements before applications open.
4. Consideration of the nature of the subject and the extent to which it relies on theoretical knowledge, research, or professional application.
5. Consistency between the academic specification, programme title, and award documentation.
6. Clear information concerning expected duration, mode of study, and fees.
7. Periodic review of programme quality and relevance.

Chapter Two: Levels of Study

Article 5: Educational Levels

The Academy may offer programmes at the following levels, subject to the programmes made available:

1. Diploma.
2. Higher Diploma.
3. Mini Master's.
4. Master's.
5. Doctorate.

The specification for each programme shall identify its level, entry requirements, objectives, learning outcomes, and completion requirements.

Article 6: Diploma

Diploma programmes are intended to provide learners with structured and focused knowledge in a defined field and to develop their understanding of the fundamental concepts and principles associated with that field.

Each programme specification shall define the scope of content, study requirements, and assessment requirements. The Diploma designation should be consistent with the programme's stated level, content, and workload.

Article 7: Higher Diploma

Higher Diploma programmes are intended to provide more in-depth and specialised study than introductory-level programmes. They aim to develop learners' ability to analyse subject-specific issues and apply appropriate concepts and methodologies when examining relevant cases and problems.

Entry requirements shall be determined according to the nature of the programme and may include a previous qualification or relevant experience where specified in the programme description.

Article 8: Mini Master's

Mini Master's programmes are designed to provide focused study in a defined specialist field or subject, with the aim of developing knowledge and analytical understanding within a clearly defined scope.

The programme specification shall independently explain its nature, learning outcomes, and completion requirements. A Mini Master's programme shall not automatically be treated as a substitute for a full Master's programme.

Article 9: Master's

Master's programmes aim to develop advanced and specialised knowledge and strengthen learners' abilities in critical analysis, evaluation of academic literature and sources, and the use of research methods appropriate to the field.

Depending on the subject, a programme may follow a research-based, academic, or professional pathway. Its specification shall identify the study, assessment, research, or final project requirements.

Article 10: Doctorate

Doctoral programmes aim to develop the ability to conduct advanced and independent research, address a research question or problem of academic significance within the relevant field, and produce original work subject to academic assessment.

The specification for each doctoral programme shall define the requirements for the research proposal, supervision, research progress, final thesis, and viva voce or other final assessment arrangements, as applicable.

Completion of doctoral requirements shall not be determined solely by the number of academic credits. It shall also depend on the quality of the research, its outcomes, and the fulfilment of the required assessment procedures.

Chapter Three: Programme Classification and Nature

Article 11: Academic Programmes

Academic programmes aim to develop theoretical, analytical, and methodological knowledge within a defined field. They shall be structured around clear objectives and learning outcomes.

Each programme specification shall identify its academic content, assessment requirements, and any required reading or research activities.

Article 12: Research-Based Programmes

Research-based programmes focus on the study of a defined subject or problem using appropriate research methods. They may include literature reviews, development of a theoretical framework, analysis of data or sources, and preparation of a research paper or thesis in accordance with programme requirements.

The specification shall define the required scope of research, stages of completion, assessment criteria, and supervision requirements where applicable.

Article 13: Professional Programmes

Professional programmes aim to develop knowledge, analytical skills, and capabilities associated with a defined professional field. They may include case studies, analytical projects, and theoretical applications.

A professional programme shall not be presumed to include field-based or clinical training, or to grant professional practice authorisation, unless these elements are expressly included in the programme design and its actual requirements.

Article 14: Specialised Courses

The Academy may offer specialised or intensive courses addressing particular subjects over a shorter period than extended programmes.

Each course description shall identify its objectives, content, duration, participation and assessment requirements, and the type of document issued upon successful completion.

A short course shall not automatically be treated as an academic qualification at Diploma or postgraduate level.

Chapter Four: Academic Credits and Modes of Study

Article 15: Credit System

Programmes may be organised under an academic credit system established by the Academy.

Each programme specification shall define the number of academic credits, the requirements for completing them, and their distribution across modules, units, or research activities, according to the programme level and subject area.

A single credit requirement shall not be assumed to apply to all programmes without considering differences in level, learning outcomes, and research requirements.

Article 16: Credit Requirements by Level

Credit requirements for each programme shall be determined before applications open and shall be consistent with its objectives, content, academic workload, and completion requirements.

The credit workload shall be appropriate to the stated programme level, and the method of calculating credits shall be explained in the programme specification.

Article 17: Full-Time Study

Full-Time study is a mode in which the learner allocates a greater proportion of time to completing the prescribed academic workload over a comparatively shorter period, in accordance with the programme study plan.

Article 18: Part-Time Study

Part-Time study is a mode that allows the academic workload to be distributed over a comparatively longer period to accommodate the learner's circumstances, in accordance with the programme study plan.

Article 19: Equivalence Between Modes of Study

Where a programme is offered on both a Full-Time and Part-Time basis, the difference concerns the distribution of the academic workload and the expected duration. It does not, by itself, change the qualification requirements or core learning outcomes.

Any material differences in programme requirements shall be clearly explained before registration.

Article 20: Distance Learning

Programmes covered by these Regulations shall be delivered remotely using the electronic platforms and communication methods designated by the Academy.

The programme specification shall explain how learners access content, communicate academically, submit research work, and participate in assessment and progress monitoring.

Chapter Five: Programme Development and Specification

Article 21: Programme Specification

Each programme shall have a written specification that includes, as appropriate to its nature:

1. The official programme title.
2. The level and subject area.
3. Objectives and learning outcomes.
4. Admission requirements.
5. Mode of study.
6. Expected duration.
7. Academic credits and completion requirements, where applicable.
8. Modules, units, or research stages.
9. Teaching methods or content-delivery arrangements.
10. Assessment methods.
11. Pass and completion requirements.
12. Fees and payment conditions.
13. The document or award issued upon completion.

Article 22: Learning Outcomes

Learning outcomes define what learners are expected to know, understand, analyse, or be able to accomplish upon completing a programme.

They shall be clear, assessable, and consistent with the programme's level, content, and requirements.

Article 23: Final Assessment and Completion Requirements

The programme specification shall define the requirements for completion, including modules, units, research work, projects, or theses, as appropriate to the programme.

A learner shall not be considered to have completed a programme until all mandatory components have been completed and the prescribed assessments have been passed in accordance with the published rules.

Chapter Six: Research Programmes and Supervision

Article 24: Research Proposal

Applicants or learners may be required to submit a research proposal, depending on the nature of the programme.

The proposal should identify the research topic or problem, objectives, questions, preliminary methodology, scope, and relevant initial sources.

Article 25: Academic Supervision

Programmes requiring academic supervision shall specify the procedure for appointing supervisors, their responsibilities, and the method for monitoring research progress.

A supervisor's expertise should be appropriate to the research field, and the main stages of supervision and guidance shall be documented.

Article 26: Theses and Research Work

Theses and research work shall be prepared in accordance with the requirements specified for each programme. They should demonstrate the learner's ability to use appropriate methodology, analyse sources or data, and present evidence-based conclusions.

Research work shall be subject to the Academy's academic integrity and assessment requirements.

Article 27: Viva Voce or Final Assessment

Where a programme requires a thesis defence or another final assessment, its format, requirements, and assessment criteria shall be specified before registration.

The final result shall be documented in accordance with the applicable academic procedures.

Chapter Seven: Programme Development and Review

Article 28: Establishment of a New Programme

A proposal for a new programme shall be reviewed in relation to its educational purpose, objectives, level, content, admission and completion requirements, and the resources required for delivery.

Applications shall not open until the internal procedures for establishing and specifying the programme have been completed.

Article 29: Review of Existing Programmes

Programmes shall be reviewed periodically to assess the consistency of their content with their stated objectives and learning outcomes, and the clarity of their assessment and completion requirements.

The review may consider learner feedback, assessment results, and relevant academic developments.

Article 30: Programme Amendments

Programme content, structure, or requirements may be amended following the necessary internal review and approval.

Material amendments shall be communicated to affected learners, with due consideration given to their rights and obligations under the applicable terms.

Article 31: Suspension of Admissions

The Academy may suspend new admissions to a programme for academic, organisational, or operational reasons.

Clear arrangements shall be made for learners already registered, taking account of the need to complete their studies or resolve their academic and administrative status.

Chapter Eight: Final Provisions

Article 32: Responsibility for Implementation

The relevant academic authority and departments shall implement these Regulations within their respective responsibilities and maintain records of programme specifications and decisions concerning programme establishment, amendment, and review.

Article 33: Consistency with Other Regulations

These Regulations shall be applied together with the General Postgraduate Regulations, the Admission and Registration Policy, the Study, Assessment and Research Regulations, and the Academic Integrity and Appeals Policy.

Where an operational procedure appears to conflict with these Regulations, the matter shall be referred to the appropriate authority for review and resolution under the Academy's internal procedures.

Article 34: Interpretation

The appropriate authority shall interpret these Regulations in a manner that preserves consistency between programme levels, objectives, and requirements and aligns with the Academy's other relevant regulations.

Article 35: Review and Commencement

These Regulations shall be reviewed before internal approval. Their effective date shall be determined once the required review and procedures have been completed.

They shall be reviewed periodically whenever necessary.

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