

UNIVERSITY OF • PRIFYSGOL
Glamorgan
Morgannwg
CARDIFF • PONTYPRIDD • CAERDYDD

Regulations for Taught Courses

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B1: The Framework for Academic Courses

B.1.1 The Nature of the Framework

B.1.1.1 Rationale

The University's framework for academic courses is designed to support:

- ◆ a full range of higher education courses compatible with the National Qualifications Framework;
- ◆ the clear, consistent definition of courses at the standard appropriate to their designated title and higher education level;
- ◆ student choice and flexibility, including transferability between courses, part-time opportunities and multi-mode delivery;
- ◆ the ability to provide special courses to meet the needs of a wide variety of client groups;
- ◆ clear links and bridges between courses to ensure all students may find the courses best suited to their needs and aspirations.

B.1.1.2 The courses offered by the University

All taught courses offered and delivered by the University, either for itself or in collaboration with its partner institutions, are structured within a common, credit-based, modular framework. Thus, each course is made up of a defined number of units of standard size, length and value (modules). In their turn, these modules carry a defined number of credits at the level appropriate to their place within a course. To achieve an award, students must accumulate the required number of credits at the levels and in the subjects defined by each particular course specification.

B.1.1.3 The courses validated by the University

In addition to its own provision, the University also validates courses devised by its collaborative partners. These courses equally are courses of the University and are known as 'validated' provision. They must be demonstrably set at the designated higher education level and be compatible with the University's credit-based system, but they need not follow the University's modular structure.

B.1.1.4 Credit compatibility

The University's credit definitions are compatible with those used by the majority of UK universities, by the Credit and Qualifications Framework for Wales and by the European Credit Transfer System (ECTS). Accumulated credits may therefore be transferred either between courses within the University or to other universities and institutions.

B.1.2 The Courses and Awards of the University

B.1.2.1 The range of University awards

The University recognises the following range of formal awards:

Higher National and work-based awards:

- ◆ Higher National Certificate (HNC)
- ◆ Higher National Diploma (HND)
- ◆ Employment Experience Certificate (EEC)
- ◆ Employment Experience Diploma (EED)

Undergraduate awards:

- ◆ Professional Certificate in Education (PcET)
- ◆ Professional Graduate Certificate in Education (PcET)
- ◆ Foundation Certificate in Higher Education (FCertHE)
- ◆ Certificate of Higher Education (CertHE)
- ◆ Diploma of Higher Education (DipHE)
- ◆ Advanced Certificate of Higher Education (ACertHE)
- ◆ Foundation Degree in Arts (FdA)
- ◆ Foundation Degree in Science (FdSc)
- ◆ Bachelor of Arts (unclassified) (BA)
- ◆ Bachelor of Engineering (unclassified) (BEng)
- ◆ Bachelor of Laws (unclassified) (LLB)
- ◆ Bachelor of Midwifery (unclassified) (BM)
- ◆ Bachelor of Music (unclassified) (BMus)
- ◆ Bachelor of Science (unclassified) (BSc)
- ◆ Bachelor of Arts (with honours) (BA Hons)
- ◆ Bachelor of Engineering (with honours) (BEng Hons)
- ◆ Bachelor of Laws (with honours) (LLB Hons)
- ◆ Bachelor of Midwifery (with honours) (BM Hons)
- ◆ Bachelor of Music (with honours) (BMus Hons)
- ◆ Bachelor of Nursing (with honours) (BN Hons)
- ◆ Bachelor of Science (with honours) (BSc Hons)

Integrated masters awards:

- ◆ Master of Chiropractic (MChiro)
- ◆ Master of Engineering (MEng)
- ◆ Master of Computing (MComp)

Postgraduate awards:

- ◆ Graduate Certificate (GradCert)
- ◆ Graduate Diploma (GradDip)
- ◆ Graduate Degree (GradDeg)
- ◆ Postgraduate Certificate (PgCert)
- ◆ Postgraduate Diploma (PgDip)
- ◆ Master of Arts (MA)
- ◆ Master of Business Administration (MBA)
- ◆ Master of Laws (LLM)
- ◆ Master of Music (MMus)

- ◆ Master of Public Affairs (MPA)
- ◆ Master of Science (MSc)
- ◆ Master of Arts by Research (MA[R])
- ◆ Master of Science by Research (MSc[R])
- ◆ Master of Philosophy (MPhil)
- ◆ Doctor of Philosophy (PhD)
- ◆ (designated Doctorate: eg DEd, DEng, DBA)
- ◆ Doctor of Letters (DLitt)
- ◆ Doctor of Science (DSc)
- ◆ Doctor of Technology (DTech)
- ◆ Doctor of Laws (LLD)

The University also offers the following honorary awards to persons of distinction and achievement:

Honorary awards:

- ◆ Doctor of Letters (DLitt)
- ◆ Doctor of Science (DSc)
- ◆ Doctor of Technology (DTech)
- ◆ Doctor of Laws (LLD)
- ◆ Doctor of Music (DMus)
- ◆ Doctor of the University (DUniv)

B.1.2.2 Free-standing, embedded and short awards

The awards are either free-standing, embedded within a hierarchy of awards or short awards.

Free-standing awards are self-contained, and while the credits gained on them might allow admission to or be counted as part of a higher or other award, they are not themselves an integral part of any other award. The following are free-standing awards:

HNC, HND, EEC, EED, ACertHE, Foundation degree

Professional Certificate in Education (PcET), Professional Graduate Certificate in Education (PcET)

Bachelor's degree with honours, MChiro, Graduate Degree, Master's degree MA[R], MSc[R], MEng, MPhil, PhD and all higher research awards.

Embedded awards are those which are integral to a higher award and whose completion allows progression to the next stage of the award hierarchy. The following are embedded awards:

FCertHE, CertHE, *leading to* Foundation degree

FCertHE, CertHE¹, DipHE², *leading to* Bachelor's degree with honours

GradCert, GradDip, *leading to* Graduate Degree

PgCert, PgDip, *leading to* Master's degree

PgCert, PgDip, *leading to* MBA.

Students may leave the course once they have completed any award within the award hierarchy, and receive the award relating to the level they have reached.

¹ See B.2.9.9

² See B.2.9.9

Short awards are predominantly for continuing professional development and bitesize purposes and are not exit awards of any other University awards. The following are short awards:

University Certificate of Credit³
University Foundation Certificate
University Certificate
University Higher Certificate
University Advanced Certificate

B.1.2.3 Sandwich courses

Sandwich courses are undergraduate courses, which include a substantial period of industrial or professional work experience in addition to their academic requirements.

B.1.2.4 Dual courses

The University allows dual courses agreed with other appropriate bodies, provided that these are formally approved through the validation process. Students must satisfy the University's conditions for an award for its conferment. This may be through study at the University or another institution. If in studying at another institution, students become eligible also for awards of that institution, this is a matter for that institution and not for the University.

B.1.2.5 Shared ownership courses

The University recognises as its own courses jointly developed in partnership with other UK universities or nationally funded higher education institutions. In developing joint courses, the University must ensure that its standing as a degree awarding body is in no way compromised. All such courses must be approved, monitored and reviewed in accordance with the University's quality assurance processes through the Academic Development Committee and the Quality Assurance Committee (QAC).

B.1.3 The Credit Accumulation and Transfer System

B.1.3.1 Rationale

The purpose of the credit system is to:

- ◆ define the duration, extent and level of the University's courses and ensure comparability in demand across the different disciplinary areas;
- ◆ allow individual students the flexibility to select a course at a pace, in a mode and combination, and to a level appropriate to their interests, abilities and needs;
- ◆ provide a framework for the University to award credit for prior learning and experience, for example for employment-based training, independent study, short courses, open and distance learning, or courses provided by other institutions;

³ The University Certificate of Credit will be issued as a Transcript of Performance. It does not require validation and does not constitute a formal award of the University.

- ◆ facilitate collaboration with employers and professional bodies seeking accreditation of existing company or professional training courses;
- ◆ facilitate the design of learning courses, based on a combination of University provision and in-house training, leading to courses tailored to the needs of employers.

B.1.3.2 Credit accumulation

All courses of the University are based upon a defined number of credit points. Students must accumulate the required number of credit points at the appropriate level in order to achieve a University award or complete an accredited course.

B.1.3.3 The credit point

A credit point is defined as what can be achieved in ten hours of student learning time. The learning time is the total learning effort required by the average student to achieve a defined learning outcome. It includes direct teaching, time devoted to independent study, work experience placement and assessment time. This definition is for all credits, irrespective of their level or position in any course.

B.1.3.4 Credit levels

Credit points are grouped in units, and each group is assigned a higher education level. The level describes the overall standard of achievement, as defined by the skills, knowledge and understanding, and degree of learner autonomy reached by students gaining the credits within the group. It is assigned by considering academic and skills challenge of the credit points and the previous learning or experience needed by the students studying for them.

For its courses, the University uses the definition of levels contained within the National Qualifications Framework for higher education. Additionally, it subscribes to the generic descriptions of level in the Credit and Qualifications Framework for Wales, which it sees as compatible.

The levels are as follows:

- ◆ *Access Level (A) (Level 3)*: the standard of an access to higher education course. The level may also be reached by some A-level students and in some further education provision.
- ◆ *Certificate Level (C) (Level 4)*: the standard of achievement expected for the award of a Certificate of Higher Education. This is normally comparable to the first stage of an undergraduate degree course. The level may also be reached by good A-level or advanced extension level students, and in some further education provision.
- ◆ *Intermediate Level (I) (Level 5)*: the standard of achievement expected for the award of a Diploma of Higher Education, a Foundation Degree or an ordinary (non-honours) Degree. The qualification received will depend upon the extent and nature of the credits to be accumulated. Credits at this level may also form all or part of the first stage of an honours degree course.
- ◆ *Honours Level (H) (Level 6)*: the standard of achievement expected in the final stage of an honours degree course, or for qualifications requiring graduate entry, for example a Graduate Degree.

- ◆ *Master's Level (M) (Level 7)*: the standard of achievement expected of a Master's course. These include taught courses, research courses, combinations of taught and research elements, and extended undergraduate courses which demonstrate Master's level achievement.
- ◆ *Doctoral Level (D) (Level 8)*: the standard of achievement expected at the final assessment of a doctoral programme. These include awards of original research, publication and portfolio compilations showing substantial research, and awards in specific professional practice which may include taught elements.

Credit groups may also be designated as P, to indicate the credit is gained through supervised placement or professional practice.

B.1.3.5 The credit-weighting of University awards

After admission, students must normally successfully complete the designated number and level of credits in order to achieve the award.

B.1.3.5.1 Free-standing, embedded undergraduate and short awards

Award	Credits required
Foundation Certificate of Higher Education	120 credits at Level 3 (Access) or above
Certificate of Higher Education	120 credits of which at least 100 must be at Level 4 (Certificate) or above and no more than 20 at Level 3 (Access)
Higher National Certificate	120 credits at level 4
Higher National Diploma	240 credits of which at least 100 must be at Level 5 (Intermediate) or above, 110 at Level 4 (Certificate) or above and no more than 30 at Level 3 (Access)
Diploma of Higher Education	240 credits of which at least 100 must be at Level 5 (Intermediate) or above, 120 at Level 4 (Certificate) or above and no more than 20 at Level 3 (Access)
Foundation Degree	240 credits of which at least 100 must be at Level 5 (Intermediate) or above, and of these 100 credits at Level 5 (Intermediate), at least 60 must be derived from the work based learning component of the course, 120 credits at Level 4 (Certificate) or above and no more than 20 at Level 3 (Access)
Bachelor's Degree (non-honours)	300 credits of which least 60 must be at Level 6 (Honours) or above, 100 at Level 5 (Intermediate) or above, 120 at Level 4 (Certificate) or above and no more than 20 at Level 3 (Access)
Bachelor's Degree	360 credits of which at least 100 must be at Level 6 (Honours) or above, 120 at Level 5 (Intermediate) or above, 120 at Level 4 (Certificate) or above and no more than 20 at Level 3 (Access)

This information is summarised in the form of a table below which shows the **minimum** credits needed for the exit awards.

Award	Level 3	Level 4	Level 5	Level 6
Foundation Certificate of Higher Education	120			
Certificate of Higher Education	20	100		
Higher National Certificate		120		
Higher National Diploma	30	110	100	
Diploma of Higher Education	20	120	100	
Foundation degree	20	120	100 at least 60 must be derived from the work based learning component of the course	
Bachelor's degree (non-honours)	20	120	100	60
Bachelor's degree (with honours)	20	120	120	100

Award	Level	Minimum total credits required	Minimum at highest level			
			Level 3	Level 4	Level 5	Level 6
University Certificate of Credit ⁴	UG	5	5			
University Foundation Certificate	UG	30	30			
University Certificate	UG	60	20	40		
University Higher Certificate	UG	60	20		40	
University Advanced Certificate	UG	60	20			40

B.1.3.5.2 Graduate entry awards with embedded awards

- ◆ 60 credits with at least 40 at = Graduate Certificate Level 6 (Honours)
- ◆ *plus* 60 credits with at least 80 = Graduate Diploma at Level 6 (Honours)
- ◆ *plus* 60 credits at Level 6 = Graduate Degree (Honours)

⁴ The University Certificate of Credit will be issued as a Transcript of Performance. It does not require validation and does not constitute a formal award of the University.

B.1.3.5.3 Free-standing undergraduate awards without embedded awards

- ◆ Awarded to non-graduates upon successful completion of 120 credits at with at least 100 credits at Level 5 (Intermediate) and no more than 20 credits at Level 4 (Certificate) = Professional Certificate in Education (PcET)
- ◆ Awarded to graduates upon successful completion of 120 credits with at least 100 credits at Level 5 (Intermediate) and no more than 20 credits at Level 4 (Certificate) = Professional Graduate Certificate in Education (PcET)
- ◆ 120 credits from Level 4 (Certificate) up to and including Level 6 (Honours) or above = Advanced Certificate of Higher Education

B.1.3.5.4 Other work-based awards

- ◆ 180 credits, including at least 60 P credits, 100 at Level 4 (Certificate) or above, and no more than 20 at Level 3 (Access) = Employment Experience Certificate
- ◆ 240 credits, including at least 120 P credits, 100 at Level 4 (Certificate) or above, and no more than 20 at Level 3 (Access) = Employment Experience Diploma

B.1.3.5.5 Integrated masters awards

- ◆ 480 credits, including at least 100 at Level 4 (Certificate) or above, 120 at Level 5 (Intermediate) or above, 120 at Level 6 (Honours) or above, and 120 at Level 7 (Masters) or above = Integrated Masters

B.1.3.5.6 *Postgraduate awards with embedded awards*

Award	Credits required
Postgraduate Certificate	60 credits with at least 40 at Level 7 (Masters) and no more than 20 at Level 6 (Honours)
Postgraduate Diploma	120 credits of which at least 90 must be at Level 7 (Masters) and no more than 30 at Level 6 (Honours)
Master's degree	180 credits of which at least 150 must be at Level 7 (Masters) and no more than 30 at Level 6 (Honours)

This information is summarised in the form of a table below which shows the **minimum** credits needed for the exit awards.

Award	Level 6	Level 7
Postgraduate Certificate	20	40
Postgraduate Diploma	30	90
Master's degree	30	150

B.1.3.5.7 *Postgraduate awards without embedded awards*

- ◆ 180 credits with at least 150 at Level 7 (Masters) or above and no more than 30 credits at Level 6 (Honours) = Master's degree
- ◆ 180 credits at Level 7 (Masters) or above comprised of at least 100 credits of research and no more than 80 credits of taught modules = Master's by Research
- ◆ 300 credits with at least 270 at Level 7 (Masters) or above = MPhil (by portfolio)*
- ◆ 540 credits at Level 6 (Honours), Level 7 (Masters) and Level 8 (Doctoral) with at least 360 at Level 8 (Doctoral) and a maximum of 30 at Level 6 (Honours) = designated doctorates *

* Higher research awards such as DSc or DLitt, and MPhil and PhD awards achieved entirely through research, are not credit rated. MPhil and designated doctorate awards which contain either a taught element or are achieved by portfolio must comply with these credit-ratings.

B.1.3.6 The pace of credit accumulation

The credit structure of the course is organised so that a full-time student on a vocational or undergraduate course normally completes 120 credits in one academic year, and a full-time student on a postgraduate course normally completes 180 credits in one academic year. The academic year is normally thirty weeks for vocational and undergraduate students and forty eight weeks for post-graduate students.

The principle of credit accumulation, however, is that students may study at the pace most suitable for their needs, subject to the University's requirement to protect the quality and standard of its awards.

B.1.3.7 Credit transfer

Credit points can be transferred between courses within the University and between the University and other UK higher education institutions. They can also be transferred to and from international higher education institutions wherever credit compatibility can be established. Students thus have the opportunity of studying at more than one University during the course of their studies.

This can operate in different ways. For example, students may transfer with achieved credits from one course to another within the University, or from one university to another, perhaps because of changing personal circumstances or changing academic interests and direction. Students may also enrol with the University and incorporate courses taken elsewhere as part of their University course, for example through an exchange arrangement.

However, the value of the credits gained within one course might not be fully transferable with the same number and level of credits within another course. For example, a student may have achieved 120 Level 4 (Certificate) credits on a combined humanities course. These credits are likely to be wholly transferable on to another combined humanities course, but only partially transferable on to a single honours course in History. In this case, students might be expected to take additional credits as required by the specific course to which they are transferring.

B.1.3.8 Compatibility between credit systems

Credit levels in relation to qualification levels⁵

Credit Levels	Qualification Levels			
	HEQF Levels	NQF Levels		General Qualification
		NVQ	GNVQ	
8	Doctoral (D)			
7	Masters (M)	5		
6	Honours (H)	4		
5	Intermediate (I)	4		
4	Certificate (C)	4		
3		3	Advanced	A/AS Level

⁵ Source: *Introducing the Credit and Qualifications Framework for Wales*, ELWA, 2002.

2		2	Intermediate	GCSE (Grades A-C)
1		1	Foundation	GCSE (Grades D-G)
Entry				Entry

European Credit Transfer System (ECTS)

ECTS CREDITS	
One full year of study	60 credits
Six months of study (a semester)	30 credits
One term of study (a trimester)	20 credits

There is no unified credit system in the US; credit equivalencies should be checked by institution on an individual basis.

B.1.4 The Modular Structure

B.1.4.1 Modules and courses

The University's modular structure describes the way in which the credit points are grouped into units (modules) and how these units build into the different kinds of courses.

All courses offered by the University comply with this structure. However, the University may validate courses designed and offered by partner institutions which use different structures, provided that the credit system is consistent. Other universities which use the same credit system may likewise use different specific structures in building their courses.

Under the University's structure, the basic grouping of credits is into standard-sized modules. These may be specific to one course, shared between a number of different courses, or free-standing, for instance as a personal development opportunity or as a short community activity. Each module is assigned a specific level appropriate to its position within the course and/or its level of challenge. The level of any module is constant, irrespective of the course in which it appears.

All non-research courses are composed of the appropriate number of modules to meet the credit requirements of that level of course. The modules are chosen to create a coherent learning experience of the appropriate subject range and academic standard.

All courses of the University must conform to the standard University regulations for taught courses. These regulations are detailed in section B2 below.

B.1.4.2 The module

A module is a self-contained and coherent package of learning, with a general credit-rating, an assigned level, defined learning outcomes, and assessment strategies appropriate to its level and the outcomes.

The University's standard module is a grouping of 20 credit points, carrying a total of two hundred hours students' learning time, defined as the total learning effort required by the average student to achieve the module learning outcomes.

Larger modules may be validated within specific courses, if appropriate to the subject and course, for instance, for project work. Larger modules must, however, be multiples of the standard module size, eg 40 or 60 credits. The maximum module size is 60 credits. Any proposed modules larger than 60 credits should be put forward as a derogation if there is a strong rationale and/or professional body requirements. Sandwich placement modules and modules specifically designed to cover APL are not subject to the 60 credit maximum.

The smallest unit of learning that may be validated is the 5 credit module.

B.1.4.3 Module assessment

The assessment for each module must be completed within its total learning time, as defined by the number of credits it carries. The mode of assessment will vary according to the nature of the learning outcomes and how the teaching team judges these can best be assessed. The assessment is defined through validation, and cannot be amended without re-validation.

An assignment must not be assessed as part of a module if the assignment has already been assessed and credit awarded as part of another module.

Modules which allow students different exit points must define the nature of the assessment for the credits taken up to that point, and provide for their immediate assessment. For example, a module validated as 20 credits with an exit point after 8 credits (for instance, for the benefit of exchange students) must provide for the assessment of those 8 credits at their completion.

B.1.4.4 The mode of study

Both courses and individual modules may be validated to be delivered in full-time and in part-time mode, and in either mode through distributed learning, delivered over concentrated periods of time, through weekend facilities, or as appropriate.

Courses and modules may be validated to be delivered in several different ways, provided that the same learning outcomes and assessment levels apply and can be met. However delivered, the students' total learning time must remain constant at ten hours per credit point.

B.1.4.5 The pace of study

The pace of study is determined by the mode of delivery of the particular course and/or elements of the course and by the student's choice of the pattern of attendance.

The University describes guidelines for the expected duration of a course, but does not prescribe maximum or minimum limits (see section B.2). The length of time any individual student may spend achieving an award is agreed by the relevant award and progression assessment board of examiners, judging on this basis:

- ◆ the total time must not be so short as to jeopardise the achievement of the appropriate standard for the award;
- ◆ the total time must not be so long as to jeopardise the currency of the knowledge and skills achieved during its completion.

Students commit the same amount of actual learning time to a module or a course at whatever pace they study.

B.1.4.6 The structure of the teaching year

The teaching year varies according to the nature, structure and level of the particular courses. For the majority of students, the academic year begins in late September and runs until June (for HNC/D and undergraduate students) or until late September (for postgraduate students), allowing those studying in full-time mode to complete 120 credits and 180 credits respectively within one year.

To maximise the flexibility and permeability of courses within a modular system, the University arranges its standard timetabling around a thirty week, three term teaching year. Full-time HNC/D and undergraduate students normally follow the equivalent of six standard modules in one academic year, each lasting for thirty weeks, thereby gaining the 120 credit points required for a full-time year's study. Each standard module is scheduled across the three terms in the academic year. This comprises a period of twenty four weeks for teaching, a one-week revision/further teaching period and a five week assessment period for assessment, marking and moderation.

Full-time postgraduate students normally follow a forty eight week year, any taught elements following the pattern of the undergraduate year, with the remaining time devoted to the dissertation or project element.

Part-time courses often follow the same pattern, although the students' pace of study is less, with fewer modules taken in any one year.

For some courses, however, the pattern may vary significantly. Such courses are normally self-contained, and/or delivered through distance means. The determining factors in the agreed pattern are the nature of the course and the needs of its client group. For example, professional courses, such as the BA Nursing, may follow a pattern which allows for the appropriate professional experience to be incorporated into their programmes of study. Again, courses may begin at different times of the year, or may be concentrated in weekend, week or summer schools as appropriate. Provided that the total student learning time is consistent with the number of credits awarded, the University places no regulatory constraint on the pattern of delivery across the year.

B.1.4.7 Course designation and subject title

Courses carry a qualification designation according to their level and discipline content, as follows:

- ◆ *Bachelor/Master of Arts*: courses within the subject areas of art and design, humanities, social and media studies, health studies, business or management.
- ◆ *Bachelor/Master of Sciences*: courses within the subject areas of mathematics, science, social and health sciences, engineering, technology or their applications.

- ◆ *Bachelor of Engineering*: courses comprising an enhanced technological education with an emphasis on engineering applications.
- ◆ *Integrated Masters*: courses which follow an integrated course from undergraduate to Master's level study e.g. MEng, MChiro.
- ◆ *Bachelor/Master of Laws*: courses in the specialised study of law; courses in legal and related studies carry a BA or BSc as appropriate.
- ◆ *Bachelor/Master of Music*: courses in the specialised study of music.
- ◆ *Certificate/Diploma in Management*: post-experience, postgraduate courses carrying high competence-based requirements in management.
- ◆ *Master of Business Administration*: post-experience postgraduate courses in the principles and functions of management and the development of management skills.

In addition, some courses carry a subject title which gives a more specific indication of the discipline(s) studied. HNC, HND, Fd, BA, BSc, BEng, MEng, MA and MSc courses normally carry such a title. EEC, EED, LLB and LLM courses do not normally carry a subject title. The MBA may carry an additional title indicating a specific area specialism.

B.1.4.8 Major/minor, joint and combined subject courses

In addition to the single subject undergraduate courses, subject teams may devise stand-alone subject packages leading to major, minor and joint honours degrees. Subject to availability and timetabling constraints, students may choose a degree made up from any of the packages, either in a combination equally-weighted at levels 5 and 6 (joint honours or combined subject courses) or with greater emphasis on one subject at levels 5 and 6 (major/minor honours).

The packages are defined as follows:

- ◆ a *major subject course* comprises 80 credit points at each of levels 5 and 6;
- ◆ a *minor subject course* comprises 40 credit points at each of levels 5 and 6;
- ◆ a *joint subject course* comprises 60 credit points at each of levels 5 and 6;
- ◆ a *combined subject course* comprises three subjects, each comprising 40 credit points at each of levels 5 and 6.

The amount of choice at Level 4 will be governed by subject area and professional body requirements. In addition, students wishing to construct their own courses from the University module menu may do so, provided that an acceptable rationale and coherent course is agreed with the appropriate staff, and can be made available (Combined Studies).

B.1.4.9 The titles of major/minor, joint and other combined awards

Each subject package should have a succinct title, normally of no more than two words. The award title is formed by linking the subject package titles as follows:

- ◆ Major/minor awards are linked by **with**';
- ◆ Joint awards are linked by **'and**';
- ◆ Combined subject awards carry all three subjects in their title, as, for example, BA English, History and Philosophy;

- ◆ Students constructing their own course package receive a Combined Studies award.

The designation of an award as Bachelor of Arts or of Sciences is determined as follows:

- ◆ where the major element of a course is based in the Arts (ie art and design, humanities, social/media studies, health studies, business or management) a BA is awarded;
- ◆ where the major element is based in the Sciences (ie mathematics, science, social/health science, engineering, technology or their applications) a BSc is awarded;
- ◆ where both elements of a joint degree are based in the Arts, a BA is awarded;
- ◆ where both elements of a joint degree are based in the Sciences, a BSc is awarded;
- ◆ where the two parts come from both the Arts and the Sciences, the Science-based subject appears first and a BSc is awarded.

B.1.4.10 Major/minor and joint sandwich courses

Where available, major/minor and joint students may take a sandwich course through the completion of supervised work experience. Major/minor students would normally complete a placement relevant to the major part of the degree. In joint courses, students may choose a placement relevant to either part of the degree.

The faculty/College offering the relevant part of the degree is responsible for the placement.

B.1.4.11 Major/minor and joint course dissertations and projects

In major courses, a dissertation or project may be either a compulsory or optional element in the major package. In joint courses, a dissertation or project may only be an optional element, and students may only opt for the dissertation in one of the two subjects of the course. Normally, a minor part of a degree may not contain a dissertation.

The normal size of a dissertation is a single module (ie 20 Level 7 (Master's) credits), and the maximum is a double module (40 Level 7 (Master's) credits). In certain disciplines, Level 7 (Master's) project work might carry a greater credit weighting, for example in art practice.

B.1.4.12 Priorities for access to modules

While some modules are single course specific, many modules are common to a wide range of different courses. If the numbers of eligible students opting to take such a module exceeds the planned maximum, every effort should first of all be made to meet the extra demand. Where the demand cannot be met, access to the module follows these priorities, in descending order:

- ◆ students for whom the module is mandatory for the course for which they are registered;
- ◆ students for whom the module is mandatory for the subject to which they have been admitted to study on a multi-disciplinary course;

- ◆ students for whom the module is highly recommended within their chosen course;
- ◆ part-time students who normally have reduced flexibility of access to the University;
- ◆ all other students except those who fail to register their modules by the due date.

Students attending evening only have first priority of access to evening modules.

B.1.4.13 Module choices

Any changes to a student's module choices must be made within four weeks of the date of commencement of the module, other than in exceptional circumstances.

B.1.5 The Design and Management of Modular Courses

B.1.5.1 The design of modular courses

In a modularised course there is a danger that the students' learning may become fragmented and compartmentalised. In designing a course, teams need to consider those issues which might affect the academic quality and standard of the course, and in particular, its coherence, integration, balance, teaching and learning methods, assessment and progression.

Coherence and progression can be improved through designing modules which link together in various ways. Pre-requisite, co-requisite and post-requisite modules ensure that the students have adequate prior knowledge and preparation, and/or that the process of understanding begun in one module can properly mature in subsequent modules. Synoptic modules (including project or dissertation modules) can be used as vehicles for integrating the separate thematic strands at strategic points through the course.

B.1.5.2 Teaching and learning methods

In modular structures, modules may be taken by a heterogeneous group of students from a range of subject disciplines and, sometimes, from more than one stage or level. Additionally, a module may be part of a compulsory core for some students, while for others it may be optional. A heterogeneous group of students may have the advantage of bringing a range of perceptions and methodologies to bear on a topic, but it may not be easy to meet the specialist needs of different students. In designing courses and planning teaching strategies, lecturers need to avoid making assumptions about the prior knowledge base of their students.

All students, irrespective of the course on which they are enrolled, are equal once they have been admitted onto a module, and their needs must be considered equally.

B.1.5.3 The course

Students study specific modules, validated as leading to their designated course. These courses may be organised for management purposes through

programmes. A programme may contain only one course or a number of different courses of the same kind and level. For example, a general sciences undergraduate programme may contain a number of specific degrees within the sciences. Again, programmes may vary significantly over the degree of optionality permitted for their courses, with some being tightly controlled and others being more open-ended.

Each course must specify which modules students may take, which are compulsory, which may be studied as options and in which order they must be taken.

B.1.5.4 Flexibility within and between courses

All courses should make provision for supporting students who wish to transfer courses. Such transfers may be between different courses within the same subject area or to courses in other subject areas. This provision is to ensure that students follow the course which is most appropriate to their aptitudes, and academic development and direction.

To this end, courses should:

- ◆ make provision for intermediate awards so that students who are unable to complete the final award can leave with recognition for the work they have successfully completed;
- ◆ allow students to transfer between courses at any time, subject to their satisfying appropriate pre-requisites;
- ◆ allow students where possible to take 'wildcard' modules up to a total of 40 credit points during their designated courses, with no more than 20 such credits taken at any one level.
- ◆ Allow students on HNC courses where possible to take a 'wildcard' module(s) up to a total of 20 credit points during their designated courses.

Courses carrying professional body requirements which preclude such provision must define these restrictions on validation.

B.1.5.5 The management of courses

The course board is responsible for ensuring the course is well managed, its requirements are fulfilled and that the students are given appropriate advice and guidance. The board is managed by the academic faculty/College responsible for the subject area of the course, although for multi-disciplinary courses it may include members from other faculties.

The composition of the course board will vary according to the size of the course and the number of courses for which it is responsible. The exact composition is determined by the dean of faculty/principal of College, but all boards must include appropriate membership from the disciplines contributing to the course(s), from the faculty tutor team and from students enrolled on the course(s).

The function of the course board is to:

- ◆ set the specific admission requirements for its various courses;
- ◆ determine the range, balance and level of modules appropriate for the course(s);
- ◆ conduct the annual monitoring and periodic review of the course(s);

- ◆ keep regular oversight of the programmes of study leading to its courses and recommend variations to the QAC or FQAC;
- ◆ deal with any matters referred to the course board by the appropriate dean of faculty/principal of College, teaching staff, students, faculty tutors, award external examiner(s) or Academic Board;
- ◆ ensure appropriate counselling and advice systems are in place;
- ◆ propose award external examiners/moderators for approval by Academic Board.

The progression and completion of students enrolled on the courses are the responsibility of the appropriate award and progression assessment board (see section B.2.6).

Course leaders are accountable to the dean of faculty/principal of College for:

- ◆ overseeing the development, organisation and operation of the course;
- ◆ ensuring that the course is appropriately constructed, managed and monitored;
- ◆ liaising with appropriate subject leaders on module provision;
- ◆ liaising with award external examiners/moderators.

B.1.5.6 The management of subjects and modules

Modules which make up courses are developed and managed through the subject structure. A subject is a collection of cognate modules located in and organised by one faculty/College. It is the locus for the academic development of the discipline(s) it contains.

Subjects may be single subject, multi-disciplinary, or represent one or more specialisms within one discipline, according to the range of modules and academic responsibilities of the faculty/College to which they belong. They may be co-terminus with a single course, or provide modules for a wide range of different courses. The Academic Development Committee is responsible for approving all subject designations.

Each module, on validation, is allocated to one subject only, through which it is developed, delivered and examined. However, modules in different but related subjects may be accepted as appropriate within the subject package of another subject, either at validation or in individual instances with the approval of the relevant subject external examiner. For example, text-based drama modules might be accepted within an English course, although in different subjects. Responsibility for the assessment of such modules remains with the subject to which it is allocated.

The work of the subject is overseen by a subject assessment board, accountable to the dean of the faculty/principal of College in which it is located. A subject assessment board comprises all staff offering and teaching on modules within that subject, under the direction of the subject leader, appointed by the dean of faculty/principal of College. The function of the subject assessment board is to:

- ◆ undertake the academic development of the subject within the University;
- ◆ undertake the development, delivery and quality assurance of modules offered within the subject;

- ◆ ensure that appropriate standards are set and maintained in the teaching and outcomes of its modules;
- ◆ advise the dean of faculty/principal of College on the appropriate levels of resourcing for delivering its modules;
- ◆ propose subject external examiners for approval by the Academic Board.

The assessment of modules and the assurance of standards are the responsibility of the subject assessment board (see section B.2.6).

B.1.5.7 Responsibility for courses and students

All courses are located within the academic faculty responsible for the area(s) of study to which they lead.

For those major/minor or joint courses where the two subjects are the responsibility of different faculties, the location is determined as follows:

- ◆ major courses are located within the faculty responsible for the major subject;
- ◆ for joint courses where both subjects are either arts-based or science-based, the subjects are placed in alphabetical order, and the courses are located in the faculty responsible for the first listed subject;
- ◆ for joint courses which contain an arts-based and a science-based subject, the courses are located in the faculty responsible for the science-based subject.

Students are the responsibility of the faculty/College which organises the courses upon which they are enrolled.

B.1.5.8 Student representation and communication

Each faculty/College is responsible for ensuring adequate student representation on its course boards and other appropriate committees where students' interests are discussed. The arrangements may vary from faculty to faculty, according to the organisation of its courses, and may include a special staff/student liaison committee.

Board membership, and where appropriate committee membership, for students is a clear requirement enjoined on faculties and to be distinguished from informal focus groups, questionnaires and other forms of gaining feedback. Both are, however, equally subject to audit through the annual monitoring and periodic review processes.

Each faculty/College is also responsible for ensuring its students receive clear, comprehensive and timely information on the procedures, requirements and regulations of their courses, and on the sources of support and guidance provided for them.

B.1.5.9 Guidance and progress

With the complexity of student choice possible in modular courses, students need careful guidance through the pathways on offer, in terms of their educational and vocational aspirations. Faculties/College must be assured that the students' choices are appropriate, that their courses are balanced, coherent and meet the requirements for the course(s) or membership of the

relevant professional bodies. They must further be assured that a regular check is kept on each student's progress to provide sufficient support and guidance throughout their studies.

Each faculty/College is therefore responsible for ensuring that a robust academic tutorial system is in place to provide advice on academic matters and to monitor students' academic progress on an individual level.

B.1.5.10 Welfare advice and counselling

Welfare advice is organised in faculties through the Faculty Advice Shops and complemented by the faculty tutor system. The Faculty Advice Shops, together with the faculty tutors, are responsible for receiving students' welfare enquiries, acting as first port of call for students seeking welfare advice, and referring students to other sources of specialist advice, if appropriate. They receive training from the Student Services department on welfare matters.

The faculty tutor team is led by a senior faculty tutor, who is responsible for ensuring that this service to students is available at designated, non-appointment periods every week day during term time.

Faculty Advice Shops have a remit to advise students who are considering withdrawing or changing their course. The Faculty Advice Shop provides the link between academic staff, administrative staff, and faculty tutors, and liaises between those staff and Student Services

The faculty tutors receive claims for personal extenuating circumstances in respect of academic progress, and advise students on how to submit such claims and on any supporting evidence required. They do not decide the claims; this is handled by a faculty's extenuating circumstances panel.

The dean of faculty/principal of College appoints an extenuating circumstances panel to receive and assess any claims for extenuating circumstances, which might have unduly affected performance, and to ensure these are taken into account in the assessments. The procedures for this, and guidance on the kind of circumstances that could be taken into account, can be found in the *Regulations for Taught Courses*, in this Handbook.

B2: Regulations for Taught Courses

B.2.1 Principles

B.2.1.1 General principles

- [a] The taught courses of the University are consistent and comparable in standard with awards granted and conferred throughout higher education in the United Kingdom.
- [b] The courses portfolio of the University is consistent with its strategic vision and mission.
- [c] The range of courses offered by the University allow students to gain the highest level of award of which they are capable.
- [d] The University offers its courses on the basis of equality of opportunity.

B.2.1.2 Course design

- [a] Taught courses are defined in terms of level, learning outcomes and place within the national qualifications framework.
- [b] The curriculum, structure, teaching methods and forms of assessment of taught courses allow for the attainment of their stated learning outcomes.
- [c] All new University Foundation Degrees and those being periodically reviewed must conform to the QAA Benchmark on Foundation Degrees with effect from 1st September 2005.
- [d] The courses are designed to ensure that students receive a balanced and coherent learning experience, which allows their knowledge and skills to develop progressively during their learning, and which encourages their ability to see relationships between the various elements and to examine their subject of study in a broader perspective.
- [e] Each course is designed to stimulate in students an enquiring, analytical and creative approach and to encourage independent judgement and critical self-awareness. It aims to develop their intellectual and imaginative powers; their understanding and judgement; their problem-solving, communication and other transferable skills.

B.2.2 Programmes of Study

B.2.2.1 Definition and specification of programmes of study

B.2.2.1.1 Programme of study

A 'programme of study' is the approved curriculum followed by an individual student; it may be identical with a course, or be one of a number of standard routes available within a large course, or it may be unique to the student.

B.2.2.1.2 ***Conformity with University regulations***

All programmes of study must conform to the standard University regulations as set out in this section, unless amendment is needed to satisfy the requirements of a professional body. Requests for such amendments are approved by the Regulations and Examiners Sub-Group, and must be supported by appropriate evidence.

B.2.2.1.3 ***The course specification***

All approved courses are governed by a formal course specification, available to students, which includes:

- ◆ its title and any award(s) to which it leads;
- ◆ its planned duration and mode of study;
- ◆ its overall aims and learning outcomes;
- ◆ its curriculum and structure;
- ◆ regulations on the admission, progression and assessment of students.

B.2.2.1.4 ***Changes to course specifications***

An individual course specification cannot be changed without reference to the QAC or FQAC as appropriate. Any post-enrolment changes in connection with the progression and assessment regulations must be subject to formal consultation with the students affected, and receive the written consent of the appropriate external examiner(s), before being approved by QAC/FQAC.

B.2.2.1.5 ***Course specifications for agreed independent routes***

The course specification for students following an agreed independent route (see B.1.4.8) may be less detailed in relation to curriculum and structure, but must follow the same general requirements as those for named courses.

B.2.2.2 **The title of a course**

[a] The title should be clear, accurate and consistent with the course content. It must conform to the parameters of the National Qualifications Framework and accurately describe the level of knowledge and skills to be expected from a person holding such a qualification to professional bodies, students and employers.

[b] Regulations governing the designation of courses are set out in Section B.1.4.7.

B.2.2.3 **Enrolment on courses**

B.2.2.3.1 ***Validation***

Any course which leads to a University award must be validated according to the University procedures before any students are enrolled upon it.

B.2.2.3.2 ***Credit parameters***

Enrolled students normally study no less than 20 credits and no more than 120 credits in any one academic year for HNC/D and undergraduate courses. This

may be extended to 140 credits for students taking repeated or substituted modules, or transferring to another course.

Postgraduate students normally study no less than 20 credits and no more than 180 credits in any one academic year.

B.2.2.3.3 Proportion of redeemable failures

All students have the opportunity to redeem initial failures. Nevertheless, to protect the standards and the integrity of courses, the proportion of redeemable failures is limited to 50% of the credits taken in any one academic year (see B.2.8.2). Likewise, they may not normally study more than 120 credits at any undergraduate level, other than to repeat or substitute failed modules.

B.2.2.3.4 Duration of courses

Courses are designed for students to complete their studies (including second attempts) within a certain period of time (see B.2.2.4). Where appropriate, individual students may complete their studies in a shorter or longer period, or suspend, transfer or defer completion. All such decisions are the responsibility of the relevant award and progression assessment board.

B.2.2.3.5 Second awards

Having completed their course, students can enrol on a new course to gain a second award at the same level (for example a second CertHE, a second Honours degree, or a second Master's degree). To be eligible for the second award, they must complete a specified minimum number of credits in addition to those gained in their first award. Credits from their first course for which exemption may be gained for their second course must be agreed via the normal APL process (see B.2.3.10).

The minimum additional credit requirement for second awards is defined in B.2.9.2.2: Second awards and minimum additional credits.

B.2.2.4 Guidelines for the duration of courses

- [a] Students are, wherever possible, permitted to study at the pace most suitable for their circumstances and their needs. The University therefore does not specify formal minimum and maximum registration and duration periods for its courses. It recognises, however, that in order to support tutors in advising students and to facilitate course management some specification of normal expectations is helpful. The following guidelines are to be read in this light (see also B.1.4.5).
- [b] The determination of the appropriate duration of a course must take into account the length of time necessary for the average student to achieve its level and defined learning outcomes, and the requirement to ensure the continuing currency of the knowledge and skills acquired during its completion.
- [c] The normal expectations for duration are as follows:
- ◆ *HNC/HND, CertHE/DipHE and Advanced CertHE*: between two and five years.
 - ◆ *Foundation degree*: between two and five years.

- ◆ *Bachelors degree*: between three and nine years.
- ◆ *Sandwich degree*: between four and ten years.
- ◆ *Postgraduate degree*: between one and six years.

These expectations do not take into account admissions with prior certified learning or prior experiential learning.

[d] Sandwich degrees normally include at least thirty six weeks of supervised work experience.

[e] The Employment Experience Certificate and the Employment Experience Diploma may be taken within or in addition to the normal duration of the course to which they relate.

B.2.3 Admissions

The following information should be read in conjunction with the University's Admissions Policy, the University and UCAS web pages and the relevant University Prospectus.

B.2.3.1 Admission Criteria

The Enquiries & Admissions Unit co-ordinates admission to most University undergraduate and postgraduate courses taught at its campuses in Trefforest, Glyntaf and Cardiff. Each faculty/College is responsible for setting its admission criteria in line with the minimum University requirements and in conjunction with the Enquiries & Admissions Unit.

B.2.3.2 Admissions Policy and Practice

The University Quality Assurance Committee is responsible for monitoring admissions policy and practice. The Admissions Policy is applied in accordance with and alongside other University policies and complies with relevant legislation and with reference to the QAA Code of Practice on Admissions to Higher Education.

B.2.3.3 Admission of students

Students are admitted subject to

- adhering to the Admissions Policy
- fulfilling the entry requirements of the course
- a reasonable expectation that the applicant will be able to achieve the learning outcomes of the course and achieve the award as demonstrated through the application process.

B.2.3.4 Entry Requirements

The University sets a minimum entry requirement for its courses as outlined below. Specific entry requirements are found in the University and UCAS web pages and the relevant University Prospectus.

B.2.3.4.1 Undergraduate degrees

Admission to these courses normally requires a minimum of two A level passes or equivalent and five GCSE passes at grade C or above to include Mathematics and English Language.

B.2.3.4.2 HNC/HND/Foundation Degrees

Admission to these courses normally requires a minimum of one A level pass or equivalent and three GCSEs at grade C or above to include Mathematics and English Language although other qualifications, e.g. BTEC awards, may be considered.

B.2.3.4.3 Postgraduate taught courses

Admission to postgraduate taught courses normally requires one of the following

- an honours degree
- a postgraduate diploma
- a recognised professional qualification.

Alternative qualifications or relevant experience may be acceptable. Entry requirements for professional courses vary.

B.2.3.5 English Language Minimum Requirements

Applicants must be able to demonstrate ability to study through the medium of English, for example GCSE grade C or above in English Language. Normally the University requires international and EU undergraduate applicants whose first language is not English to have obtained a minimum score of 6.0 in the IELTS (Cambridge Advanced) examination or equivalent. This minimum score increases to 6.5 for postgraduate applicants. International/Non-EU applicants may also be required to adhere to English language requirements as stipulated by the UK Border Agency as a condition to obtaining the required study visa. Some courses require a higher level of ability as indicated in the specific course requirements. GCSE Welsh Language is not accepted in lieu of GCSE English Language unless the course is taught fully through the medium of Welsh.

B.2.3.6 Equal Opportunities

The University is committed to equal opportunities in its admissions and this is underpinned by the University's Single Equality Scheme and compliance with other relevant legislation.

B.2.3.7 Admission of members of staff

Members of staff of the Glamorgan Group (the University of Glamorgan; the Royal Welsh College of Music and Drama; Merthyr Tydfil College of Further Education) or its partner institutions may not normally be admitted to any module or course with which they are involved in assessment or which are assessed by any board of which they are a member.

B.2.3.8 Disclosure of information

Applicants are required to disclose all information requested by the University. If any of the information provided is incomplete or incorrect the University reserves the right to take any appropriate action which may include withdrawal.

B.2.3.9 Complaints

If an applicant wishes to lodge a complaint about the way in which their application has been handled or the process followed, the Enquiries & Admissions Unit will provide details on the complaints procedure.

B.2.3.10 Accreditation of Prior Learning (APL) also known as Recognition of Prior Learning (RPL)

B.2.3.10.1 Limits on transferred credits

The University will admit students on the basis of their prior learning subject to the table below.

Transferred credit (see column 2 in the table below) is credit awarded and accredited by an institution or body other than the University of Glamorgan. Transferred credit is classed as accredited prior certified learning (APCL) irrespective of whether the credit was obtained from taught modules or from accredited prior experiential learning approved by that institution or body. Transferred credit cannot be used for any awards not listed in the table below. Marks are not allocated for transferred credit. Grading of University of Glamorgan awards is based on marks achieved in University of Glamorgan credit only and subject to any additional restrictions in the table below.

University of Glamorgan credit (see column 3 in the table below) is credit achieved from taught University of Glamorgan modules including distance learning modules and work based modules or from accredited prior experiential learning (APEL) approved by the University of Glamorgan. No more than half of the University of Glamorgan credit awarded may be from University of Glamorgan approved APEL.

See B.2.3.10.2 and B.2.3.10.3 for the process for admission through prior learning.

Award	Transferred credit (maximum)	University of Glamorgan credit (minimum)	Total credits required for award	Additional Restrictions
CertHE	60	60 at level 4	120	CertHE is not graded when given as an exit award ⁶
DipHE	120	120 with a minimum of 100 at level 5	240	DipHE is not graded when given as an exit award ⁷
Bachelors	240	60 at level 6	300	Use as an exit award for bachelors

⁶ See B.2.9.9

⁷ See B.2.9.9

degree				degree with honours only, not graded
Bachelors degree with honours	240	120 with a minimum of 100 at level 6	360	Students with at least 60 level 5 and 120 level 6 University of Glamorgan credits obtained on the honours degree will be classified according to the standard regulations otherwise classification is based only on the 120 University of Glamorgan credits ⁸
BMus	300	180 at level 6	480	Students with at least 90 level 5 and 180 level 6 University of Glamorgan credits obtained on the honours degree will be classified according to the standard BMus regulations otherwise classification is based only on the 180 University of Glamorgan credits
HNC	60	60 at level 4	120	(i) a distinction will be awarded if the average of the University of Glamorgan credits are graded at 69.5% or more Otherwise: (ii) a merit will be awarded if the average of the University of Glamorgan credits are graded at 59.5% or more
HND	180	60 at level 5	240	
Foundation Degree	180	60 at level 5	240	
Integrated masters	240	240 with a minimum of 100 at level 6 and 120 at level 7	480	Classification is based on the 240 University of Glamorgan credits
PgCert	20	40 at level 7	60	(i) a distinction will be awarded if the average of the University of Glamorgan credits are graded at 69.5% or more Otherwise: (ii) a merit will be awarded if the average of the University of Glamorgan credits are graded at 59.5% or more
PgDip	60	60 at level 7	120	(i) a distinction will be awarded if the average of the University of Glamorgan credits are graded at 69.5% or more Otherwise: (ii) a merit will be awarded if the average of the University of Glamorgan credits are graded at

⁸ See B.2.9.6.2

				59.5% or more
Masters	120	60 at level 7	180	(i) a distinction will be awarded if the average of the University of Glamorgan credits are graded at 69.5% or more Otherwise: (ii) a merit will be awarded if the average of the University of Glamorgan credits are graded at 59.5% or more
Taught doctoral awards	180	360	540	

B.2.3.10.2 Admission through the accreditation of prior certified learning (APCL)

- [a] Students may apply to transfer from courses within the University or from courses of other institutions on the basis of the relevant credit gained on those other courses.
- [b] Students are not expected to re-take elements for which they have gained credit elsewhere, provided that the credit is accepted as appropriate for the course to which they are transferring. Students accepted with credit which is less directly applicable may be required to take additional credits to meet the learning outcomes of the new course.
- [c] Students with certified but non-credit bearing prior qualifications (e.g. ILM) are not expected to re-take elements in which they can clearly demonstrate a knowledge and competence, but are granted exemption from them. They may be required to take additional elements to satisfy the specific requirements of the course to which they are transferring.
- [d] The proposed credits against which prior certified learning is to be set must be formally recorded on an APL *form* which details the specific module or credit exemptions under consideration and/or whether there is any exemption from entire levels. Credit may not be given for partial modules. This form must be signed by the relevant member of staff from the faculty/College and the student. Syllabuses relating to transferred credit should be checked to avoid any double counting of credit.
- [e] Where a student is given exemption for a module on the basis of certificated learning, this should be recorded as 'exempt' against the appropriate module and clearly indicated on the student's record and any transcript(s) of performance.

B.2.3.10.3 Admission through the accreditation of prior experiential learning (APEL)

- [a] The University may admit students on the basis of their prior experiential learning, provided that it is identifiable, relevant to the course for which they are applying and provides sufficient evidence of their ability. Experiential learning is identified through the applicant's systematic reflection on the experience, a clearly articulated statement of what has been learned, and evidence to support the reflection and articulation.
- [b] The applicant is responsible for making the claim of acquired knowledge and skills, and for supplying supporting evidence. This evidence must be sufficient, authentic, current and valid. Students may not use the same evidence to double count APEL, whether awarded by the University of

Glamorgan or another institution, and the student must sign a statement to this effect.

- [c] Academic staff are responsible for assisting applicants in preparing their claims and for assessing those claims. These two functions, however, must be clearly separated and handled independently.
- [d] Where specific module credit is granted, the methods of assessment of that credit must be made available to the subject external examiners and considered by the appropriate subject assessment board. Evidence presented must demonstrate that the learning outcomes defined for that credit have been achieved and that the University's regulations on marking protocols have been applied.
- [e] The proposed credits against which prior experiential learning is to be set must be formally recorded on an APL *form* which details the specific module or credit exemptions under consideration, which marks, if any, will contribute to the grading or classification of the award and/or whether there is any exemption from entire levels. Credit may not be given for partial modules. This form must be signed by the relevant member of staff from the faculty/College and the student.
- [f] Where a student is given exemption for a module on the basis of experiential learning, this should be recorded as 'exempt' against the appropriate module and clearly indicated on the student's record and any transcript(s) of performance.
- [g] Where a student is given a mark for experiential learning, the mark(s) should be recorded on the appropriate module(s) on the student's record.

B.2.3.11 Associate programme

The Associate Student programme exists to encourage and allow members of the community to enrol to study modules in order to gain a first experience of higher education and also for existing students (both full and part time) to undertake modules in addition to those mandated by the requirements of their courses.

Associate students may take up to and including 40 credits at either undergraduate or postgraduate level in any academic year.

Associate students may:

- be enrolled on a University course, and any credits gained as an Associate student may subsequently be counted towards an award as accredited prior learning if appropriate and if they are consistent with the course and/or professional body regulations;
- enrol on modules or courses leading or contributing to a professional qualification.

Associate students may not:

- use the award as a means of re-taking credits referred as part of another University course.

B.2.4 Attendance

B.2.4.1 University attendance expectations

The University defines a level of attendance for students enrolled on its courses. This level is designed to ensure that all students are able to fulfil the

learning outcomes of their courses, and is to be seen as a minimum expectation of both the University and relevant external bodies.

The level of attendance for on-campus students is defined as follows:

- ◆ all students are expected to attend such lectures, seminars, laboratories and other nominated classes as determined via the normal course and module validation processes;
- ◆ full-time students are expected to attend on campus over the full, published term times, whether or not formal teaching is occurring;
- ◆ part-time students are expected to ensure they remain in sufficient communication with tutors and counsellors to receive any additional assistance or information relating to their studies.

B.2.4.2 Students at partner institutions

Students studying at the University's partner institutions are expected to comply with the general attendance requirements of those institutions and any specific attendance requirements of their course as validated. Students studying at institutions other than educational establishments are expected to comply with the attendance requirements of their courses as validated for their relevant mode of study.

B.2.4.3 Attendance monitoring procedures

The faculty/College is responsible for devising appropriate procedures for monitoring attendance and reporting on the procedures employed through annual monitoring. Subject assessment boards are responsible for ensuring the attendance requirements of their modules are complied with. The faculty/College should ensure that attendance and individual module registration are checked at the start of the Spring Term.

B.2.4.4 Module and course requirements

Normally, any specific module attendance requirements take precedence over course regulations, to ensure parity between students taking the module for different courses. All such specific attendance requirements must be agreed through validation.

B.2.4.5 Action in cases of non-attendance

If the module or course leader, after appropriate consultation, believes that a student, without due cause, has failed to fulfil obligations under this regulation, then s/he should notify the student in writing that unless the attendance improves s/he may be liable to action under this regulation.

B.2.4.6 Student information on attendance expectations

All special requirements relating to student attendance should be made easily available to all students and be incorporated into approved module descriptors.

B.2.4.7 Disabled/dyslexic students

If a disabled/dyslexic student is unable to meet the normal attendance requirements for a module, the subject assessment board may vary these as appropriate, while ensuring the student remains able to meet the learning outcomes of the module. The subject assessment board must notify the course leader and the chairperson of the award and progression assessment board of any such variation.

B.2.5 Assessment Policy

B.2.5.1 General principles

The University recognises its responsibility to ensure the equitable treatment of all its students in assessment and to protect the standards of its courses across the range of its provision. To this end, it maintains a comprehensive assessment regime directed towards the fair and just assessment of students' performance against defined, published and externally endorsed criteria. This regime is underpinned by the principles set out in B.2.5.1.1 to B.2.5.1.4 below.

B.2.5.1.1 *Formative assessment*

The purpose of formative assessment is to help the students' learning through practice in the various skills, competencies, knowledge and understanding required by the learning outcomes of their course. The results of formative assessment exercises are not normally included in either any overall assessment grade for an individual module or the grade profiles which determines students' progression and completion.

B.2.5.1.2 *Summative assessment*

The purpose of summative assessment is to enable students to demonstrate that they have fulfilled the learning outcomes of their courses and that they have achieved the standard required for any awards they seek. Assessment outcomes must therefore both reflect the achievement of the individual students and relate that achievement to a consistent national standard of awards.

B.2.5.1.3 *Competent and impartial examiners*

Assessment must be carried out by competent and impartial examiners, using methods which enable them to assess students fairly.

B.2.5.1.4 *Provision of assessment information to students*

Students must receive clear and comprehensive information on the range of their assessments, the criteria by which they are to be assessed, the interpretation of their grades, the nature of the examiners' judgements and scope of discretion, and their rights of appeal.

B.2.5.2 The assessment regime

[a] Tutors are encouraged to include formative assessment exercises within their teaching programmes, to support the students' learning and self-awareness prior to formal, summative assessment.

- [b] All formally assessed work is subject to clear assessment protocols. All validated forms of assessment must be treated and marked with the same level of academic rigour, and are subject to standard minimum marking and moderating requirements, including the role of external examiners (see B.2.7.4).
- [c] All courses are conducted under common University regulations.
- [d] Students must be assessed in accordance with the assessment schedules for individual modules of their courses as approved by QAC or FQAC.
- [e] Students cannot submit an assignment to be assessed as part of a module if the assignment has already been assessed and credit awarded as part of another module.
- [f] Examinations and, where possible, coursework are anonymously assessed.
- [g] All subjects must specify the assessment criteria applicable to the modules within their remit, defining the academic qualities and practical abilities students need to demonstrate to achieve a particular mark on the University scale, and taking due regard to the relevant national subject benchmarks.

This is distinct from the assessment strategy which specifies the weighting between examination, coursework or other elements of the module assessment.
- [h] All courses must specify the requirements and outcomes for each level of study, and ensure that these accord with the generic level descriptors included in University regulations.
- [i] The conduct of subject assessment boards and award and progression assessment boards is carried out under standard University protocols, with clearly defined remits and ranges of discretion. The consideration of personal extenuating circumstances is likewise subject to standard protocols and common guidelines.
- [j] External examiners are responsible for the oversight of all assessments which count towards a particular award. Their role is to ensure that justice is done to the individual student and that the standard of the University's courses is maintained.

The extent to which any external examiner becomes involved in detailed scrutiny of individual assessments is a matter for the examiner's judgement and the level of demonstrable confidence reposed in the subject team.

B.2.5.3 Students' responsibilities for their assessments

[a] Students are responsible for informing themselves of the assessment regulations as published, for submitting work for assessment as required and on time, and for attending examinations and other formal assessment events.

If students fail without good cause to do this, they will be allowed a further five working days to submit the work⁹ but this work will be awarded a maximum mark of 40%. If students fail without good cause to submit work within five days of the submission date, they will be deemed to have failed the assessments concerned and receive 0% (however see B.2.6.7).

[b] Students are responsible for providing the extenuating circumstances panel, by a published date, with any relevant information on personal circumstances which may have affected their performance and which they wish the examiners to take into account.

Students should note that this is a requirement for an appeal against a decision of the award and progression assessment board (see section B.3 of the Academic Handbook).

[c] Students are responsible for fulfilling their assessments honestly and in accordance with the regulations.

[d] If students are found to have committed any academic offence, for example cheating or plagiarism, in an attempt to gain unfair advantage for themselves, they will be subject to penalty under the Academic Integrity regulations (see section B.5 of the Academic Handbook).

B.2.5.4 Assessment of disabled/dyslexic students

University policy is to provide the widest possible access to those who wish to benefit from its courses and to remove barriers which already exist to disabled students.

If a disabled/dyslexic student is unable to be assessed by the approved methods, a subject assessment board may vary these as appropriate, bearing in mind the learning outcomes of the module and the need to assess the student on equal terms with other students.

Assessment formats and possible adjustments should be discussed by disability advisors and appropriate staff within faculties/College, to ensure that the methods employed are practical and consistently applied. Subject external examiners should be provided with information on the reasonable adjustments made for disabled/dyslexic students. If the reasonable adjustment to the assessment is minor (for example, extra time) then subject external examiners need simply to be informed of the adjustment. Where the reasonable adjustment is a substantial modification to the method of

⁹ The regulation applies to coursework, including projects, but does not apply to examinations, in class tests, presentations, clinical practice appraisals and performances. The regulation does not apply to referred work or to work submitted as a first attempt during a resit period. The regulation does not apply to work where an extension has already been granted for extenuating circumstances.

In all cases, students should be advised when the work is set whether the five working days late submission policy applies to the work or not. This is particularly important in the case of group work.

assessment (for example, replacing a written exam with an oral exam or an essay), then subject external examiners should confirm that the learning outcomes and academic standards are still being met prior to the assessment being undertaken. Subject external examiners should confirm at the subject assessment board(s) that the University's policies have been observed.

B.2.5.5 The language of assessment

As a matter of principle, a course is assessed in the language in which it has been developed and validated, through which it is taught, and in which the approved internal and external examiners are competent. The University can then be assured that the delivery accords with the course aims and curriculum and the assessment matches its learning outcomes.

Students wanting to submit assessments in Welsh are subject to the regulations described in B.2.5.6 below.

B.2.5.5.1 Language and international students

The University recognises its responsibilities to its international students in ensuring that they are treated with equity and not disadvantaged in assessment through the use of their second language. Internal examiners must consider the intended audience when phrasing assessment tasks and questions, and ensure that these are as clear and unambiguous as possible.

B.2.5.5.2 Proficiency in the language of assessment

Students are, nevertheless, expected to be sufficiently proficient in the language through which a module is delivered to meet its requirements. If, exceptionally, international students are admitted without the normal English language entry requirements (see B.2.3.5), they must achieve that standard before they complete their course.

B.2.5.5.3 Use of translation dictionaries

Students may not take translation dictionaries into examinations conducted in the language through which the module has been delivered. Dictionaries may exceptionally be permitted where their use is integral to the assessment schedule of a module, as agreed through the validation process. An example might be students studying a foreign language course. All such exceptions apply to the agreed assessment for the module, and not to any individual student registered on it.

B.2.5.6 Assessment through the medium of Welsh

[a] The University's policy on assessment through the medium of Welsh is based upon the general principle described in B.2.5.5 above that an assessment should be submitted in the same language as that through which the module is taught, and in which the internal and external examiners are competent. Therefore, when a module is taught in Welsh, the students are assessed in Welsh.

[b] Nevertheless, the University recognises its responsibilities under the Welsh Language Act to ensure equal status to both Welsh and English, and not to discriminate against those students whose level of fluency is greater in Welsh

than in English. Students on modules delivered in English may therefore be permitted to submit assessments in Welsh under the following conditions:

- ◆ there is a sufficiency of students on the module in question wishing to submit assessments in Welsh to ensure appropriate comparability of standards with those submitting in English;
- ◆ the University has been able, well in advance, to identify internal and external examiners with suitable competencies. These competencies encompass both those of the discipline concerned and high level linguistic skills in both Welsh and English to ensure comparability.

Decisions over any permission to submit assessments in Welsh are handled through the relevant subject assessment board, and follow the agreed University procedures. These procedures conform to the QAA guidance notes developed to supplement the QAA Code of Practice on Assessment. All such permissions must be reported to the relevant award and progression assessment board.

[c] Where these conditions cannot be met, the University would normally expect the students to be assessed in English. This is in view of the level of risk that attaches to the reliability and validity of judgements about student performance when those judgements are drawn only indirectly from engagement with that performance, for example through translation. These risks may be to the advantage or disadvantage of the student, and are present within the internal and external examining process.

[d] If, in individual instances, it is adjudged to be in the student's best interests exceptionally to allow a translated text, the award and progression assessment board may, following consultation with the relevant subject assessment board(s), recommend the exception, provided it is confident that:

- ◆ arrangements are in place to minimise the risks involved;
- ◆ the student has been appropriately counselled over the implications of indirect assessment.

All such recommendations must be founded in the agreed University grounds for providing that confidence, and must be endorsed by the Chairperson of the Quality Assurance Committee on behalf of Academic Board. These grounds conform to the QAA guidance notes developed to supplement the QAA Code of Practice on Assessment.

B.2.5.7 Permission to undertake examinations abroad

[a] Students normally take their examinations at the institution where they have studied. They may be permitted, exceptionally, to take examinations abroad, provided the University is confident that appropriate conditions exist in the proposed examination centre. No student has the right to take examinations abroad, and each case is considered individually, according to the conditions in [b] and [c] below.

[b] Only students taking referral examinations or with accepted reasons for deferred examinations are eligible to apply to take their examinations abroad.

[c] Referral/deferral examinations may only be held at institutions which are either recognised by their own government as able to confer awards, or an

existing collaborative partner institution of the University in the subject areas where appropriate conditions for examinations have been established.

[d] The relevant award and progression assessment board is responsible for giving approval that the student is eligible to undertake examination(s) abroad, and for confirming that the centre proposed meets the University's requirements. The Academic Registry is responsible for making and confirming that appropriate arrangements are in place for the proposed examination.

[e] Students must apply to the chairperson of their award and progression assessment board in sufficient time for their request to be received by the Academic Registry no later than two weeks from the publication of the results. This is to allow sufficient time for secure arrangements to be put in place.

Students must also bear all additional costs incurred by sitting examinations abroad.

B.2.5.8 Disclosure and computer retention of grades

[a] The faculty/College is responsible for publishing the results for all students enrolled on its courses. Subject assessment boards should ensure that they supply the faculty/College responsible for the course with full information, ie the grades and the recommendation code, in a timely fashion.

Likewise, faculties should ensure that partner institutions are informed of the grades achieved by students studying on their courses at those institutions.

[b] Module grades will be retained on computer and students will have access to their own grades achieved in all stages of their course.

[c] Progression and completion results posted on a noticeboard must be anonymous. Individual grades should not be posted on a noticeboard. Faculties/College may choose to inform students by alternative means if appropriate.

B.2.6 Assessment Management

B.2.6.1 General arrangements

B.2.6.1.1 Subject assessment boards and award and progression assessment boards

The University operates a tiered system of assessment boards. Students' individual performances are judged and graded at subject level by subject assessment boards. The subject assessment boards then pass the students' grades to the relevant award and progression assessment board. Award and progression assessment boards are responsible for deciding students' progression, completion and, if appropriate, classification on the basis of the grades supplied by the subject assessment boards.

B.2.6.1.2 External examiners' roles

Both subject assessment boards and award and progression assessment boards include external examiners in their membership, although the

examiners' roles are different. Subject examiners are experienced subject specialists competent to confirm the standards set as meeting national standards. Award examiners act to ensure the University regulations are fairly and properly applied. Award examiners may also act as subject examiners, or may be entirely independent. Examiners normally attend at least one assessment board in the academic year, and must endorse the outcomes of the board on its completion. If a subject examiner is prevented from attending a board, the work may be completed through correspondence. If an award examiner is unavoidably absent, the work can be undertaken by a member of the Regulations and Examiners Sub-Group, nominated by the Chair of the Sub-Group.

B.2.6.1.3 ***Examiners' academic judgement***

Both internal and external examiners are responsible for upholding the standards of the University awards and ensuring all students are treated with equity under the regulations. Their academic judgement is final.

B.2.6.1.4 ***Consent of the award external examiner***

No recommendation for the conferment of an award of the University can be made without the consent of an award external examiner. On any matter which an external examiner(s) has declared to be a matter of principle, the decision of the external examiner(s) must either be accepted as final by a board of examiners or referred to the Academic Board, as must any unresolved disagreement between external examiners.

B.2.6.2 **Subject assessment boards**

B.2.6.2.1 ***Role***

Subject assessment boards are established to agree the overall module grades of individual students for all modules belonging to that subject. Subject assessment boards are accountable to Academic Board for the fulfilment of their terms of reference.

B.2.6.2.2 ***Membership***

The membership of a subject assessment board is as follows:

- ◆ dean of faculty/principal of College or nominee (Chairperson)
The Chairperson must be from outside the subject area;
- ◆ all staff offering and teaching on modules within the subject, including, where applicable, staff from collaborative partner institutions;
- ◆ external examiner(s) appointed to the subject;
- ◆ nominee of the head of administration (Secretary).

B.2.6.2.3 ***Functions***

All the functions of the board must be carried out in accordance with the University regulations outlined in this handbook, or, where applicable, in accordance with approved professional requirements.

Specifically, a subject assessment board's functions are:

- ◆ to decide candidates' grades for modules, to relay these to appropriate award and progression assessment board(s) and to ensure that the grades and recommendations are recorded accurately on University systems. Where a board does not have access to the systems (eg for boards held in partners institutions) it must ensure the information is transmitted to the appropriate University faculty;
- ◆ to record the decisions and proceedings of all meetings of the board including those cases of extenuating circumstances eligible to be considered by the board (see B.2.6.2.4 below);
- ◆ to receive reports of any disability and/or dyslexia (including language matters) relating to any candidate.

B.2.6.2.4 Subject assessment board decisions and extenuating circumstances

A subject assessment board's function is to determine the students' performance on their modules and assign grades to this on the basis of academic judgement alone. It is not empowered to modify grades for extenuating circumstances, except:

- ◆ where there is evidence of a factor which has affected either the entire cohort of students on a particular module or a group of students from the cohort;
- ◆ where an extenuating circumstances panel has judged there is a valid reason for late/non submission.

These are the only instances where a panel will report to a subject assessment board; it will not otherwise do so (see section B.2.6.7).

B.2.6.3 Award and progression assessment boards

B.2.6.3.1 Role

Award and progression assessment boards are established for every course leading to an academic award of the University, in order to determine the students' progression and completion of their courses. An award and progression assessment board may be responsible for one course, or a number of courses. Boards are accountable to the Academic Board for the fulfilment of its terms of reference.

B.2.6.3.2 Power to confer an award

An award and progression assessment board is the only body to have authority to recommend to the University the conferment of an award. No other body may do this, or amend the decision of a properly constituted award and progression assessment board, other than the Academic Appeals Committee or Academic Board.

B.2.6.3.3 Membership

The membership of an award and progression assessment board is as follows:¹⁰

- ◆ dean of faculty/principal of College or nominee (Chairperson);
- ◆ course leaders contributing to the awards;

¹⁰ For information on Special Assessment Boards please see Section B.4.8.23.

- ◆ representative from the extenuating circumstances panel;
- ◆ external examiner(s) for the award(s);
- ◆ faculty collaborative manager (where the courses are delivered in collaboration with partners);
- ◆ up to three other academic members of staff nominated by the dean of faculty/principal of College;
- ◆ nominee of the head of administration (Secretary).

Subject leaders and representatives from the faculty's collaborative partners contributing to the courses are eligible to attend the award and progression assessment board to advise on decisions taken at subject assessment boards.

B.2.6.3.4 Functions

All the functions of an award and progression assessment board must be carried out in accordance with the University regulations outlined in this handbook, or, where applicable, in accordance with approved professional requirements.

Specifically, an award and progression assessment board's functions are:

- ◆ to receive module decisions from the relevant subject assessment boards;
- ◆ to receive the decisions of a faculty's/College's extenuating circumstances panel;
- ◆ to award credit for successfully completed modules;
- ◆ to determine each student's progression, award and classification;
- ◆ to decide on referrals and any other course of action, taking account of information and advice supplied by the relevant subject assessment boards and the extenuating circumstances panel;
- ◆ to confirm candidates for interim awards at the point in the programme when they are eligible for the award (eg, CertHE at the completion of Level 4 (Certificate));
- ◆ to record the decisions and proceedings of all meetings of the board.

B.2.6.3.5 Award and progression assessment boards and extenuating circumstances

The function of an award and progression assessment board is to ensure that decisions about progression, classification, compensation and reassessment are made properly, on the basis of the grades it receives from the subject assessment board(s). An award and progression assessment board must also therefore decide on cases where any extenuating circumstances have been confirmed as valid by the extenuating circumstances panel. The scope of an award and progression assessment board's actions in such cases are detailed in section B.2.6.7. An award and progression assessment board cannot, however, alter a grade that has been agreed by a subject assessment board, other than to allow compensation in accordance with the University regulations.

B.2.6.4 Student membership of boards of examiners

In normal circumstances, students will not be members of boards of examiners or attend examiners' meetings other than as candidates for assessment. If, however, a person who is otherwise qualified to be an examiner for an award (eg as a member of staff or as an approved external examiner) is also registered

as a student on another course either in the University or elsewhere, that will not in itself disqualify that person from carrying out normal examining commitments.

B.2.6.5 Responsibilities for chairing assessment boards

- [a] Deans of faculty/principal of College are formally responsible for chairing all assessment boards located in their faculties/College. This responsibility may be delegated to an appropriate nominee. However, the award and progression assessment board should normally be chaired by the dean of faculty/principal of College, or if delegated, by a member of staff at associate dean or head of department level.
- [b] All nominated chairpersons should be among the senior staff of the faculty/College. They should have sufficient familiarity with the University regulations and processes and have a degree of independence from the awards being considered.
- [c] All chairpersons of subject assessment boards and award and progression assessment boards should attend training sessions which will be offered by the University at regular intervals to ensure familiarity and full knowledge of current regulations and practice. Normally only staff who have attended these sessions may be nominated to chair boards.

There will be an additional session for all chairpersons, held before summer assessment boards each year, to brief them on recent changes to University regulations.

B.2.6.6 Chairperson's action

- [a] Chairpersons of assessment boards should take chairperson's action when information becomes available which was not so at the time of the board meeting and where it would not be appropriate or practicable to convene a meeting of the board.
- [b] Chairpersons should attempt to consult an external examiner before taking chairperson's action. It is good practice to obtain the agreement of the external examiner for any chair's action; however this can sometimes be impractical. Chairpersons and external examiners may agree topics which s/he would not normally act upon without the agreement of the external.
- [c] Chairpersons should consult as many appropriate members of the board as are available, especially key officers, eg subject leaders, academic counsellors, the Secretary of the Academic Appeals Committee, before taking chairperson's action.
- [d] Chairperson's action should always be documented fully, including the process taken. The outcome of any action should be reported immediately to all affected students, staff, faculties/departments and to the Academic Registry and should be reported to the next meeting of the board.
- [e] Chairpersons should appoint appropriate staff to act on their behalf in their absence.

B.2.6.7 Regulations on Extenuating Circumstances

These regulations should be read in conjunction with the University's Procedures on Extenuating Circumstances (which must be complied with).

B.2.6.7.1 Introduction

- [a] The University definition of extenuating circumstances is as follows:
Exceptional circumstances which are outside the control of the student and which have prevented, or will prevent, him/her from performing in assessment at the level expected or required of him/her.
- [b] Extenuating Circumstances are not applicable in the case of disabled students who have on-going conditions for whom an Individual Support Plan (ISP) has been put in place. However, extenuating circumstances can be applied for in cases where there is a sudden or unexpected deterioration of the known condition or where appropriate reasonable adjustments have not been made.

B.2.6.7.2 Principles and Aims

- [a] The key principle of these regulations is to provide equality for all students in relation to the assessments they are required to undertake during their course. In order to implement this principle, **students have a responsibility to notify the University of any circumstances which may affect their assessments as soon as they arise, using the appropriate form. This should be prior to assessments taking place**, unless there are circumstances which mean notification is not possible.
- [b] The University aims to ensure that a student who has proven extenuating circumstances, as defined above, is not unfairly disadvantaged as a result; at the same time, students with extenuating circumstances will not be disproportionately advantaged over other students.

B.2.6.7.3 Submission of claims for extenuating circumstances

- [a] It is essential that a student submits a claim for any circumstances which he/she considers to have affected/will be highly likely to affect his/her performance in an assessment **as soon as the circumstances arise and prior to the assessments taking place**, unless there are circumstances which make this impossible. The University will consider the extent to which it is possible to ameliorate the impact of any circumstances on a student's assessment provided it is alerted in sufficient time for action to be taken.

B.2.6.7.4 Evidence of Extenuating Circumstances

- [a] All claims for extenuating circumstances must be supported by independent corroborating evidence. Claims which do not provide such evidence will not be accepted.

B.2.6.7.5 Fit to Sit Policy

- [a] The University operates a fit to sit policy whereby all students, in presenting

themselves for assessments¹¹, are declaring that they are fit to sit the assessment. Students cannot subsequently claim that their performance in that assessment was affected by existing circumstances or illness.

B.2.6.7.6 Handling Submissions for Extenuating Circumstances

- [a] Faculties/College will hold regular meetings of extenuating circumstances panels on a minimum of a monthly basis in the course of the year, to consider any claims received since the previous meeting.

B.2.6.7.7 Failure to submit a Claim for Extenuating Circumstances prior to the submission deadline before the assessment board

- [a] If a student has good reason for being unable to submit an extenuating circumstances claim prior to the published submission deadline before the assessment board which considers their results, the student will need to access the University's verification and appeals procedure, rather than using the extenuating circumstances procedures.

B.2.6.7.8 Possible Outcomes of Claims for Extenuating Circumstances

- [a] It is not possible for additional marks to be awarded to any individual student for any assessment as a result of a claim for extenuating circumstances.
- [b] Where there is evidence that a whole cohort undertaking an assessment has been disadvantaged due to extenuating circumstances (eg significant disruption of an examination due to a fire alarm), the subject assessment board, in consultation with the external examiner, may for example increase the marks of the whole cohort by the same amount. This is subject to the board having appropriate evidence of how the event has disadvantaged the performance of the cohort, for example comparison with the performance of the cohort on other elements of assessment.
- [c] The following are the possible outcomes of a claim for extenuating circumstances:
- the claim may be declined
 - an extension of the deadline for submission of the assessment¹² may be granted
 - the student may be allowed to undertake the assessment/examination at the next assessment period as the same attempt and without further penalty¹³.
- [d] If a student's extenuating circumstances¹⁴ are accepted for an assessment¹⁴ for which a mark has already been achieved and the student elects to take the assessment again as a first attempt, the previous mark is forfeited, and

¹¹ This regulation applies to examinations, in-class tests, presentations, clinical practice appraisals, practical tests, coursework assessments and projects but not to stage performance assessments/assessed performances in music.

¹² In this case the five day late submission regulation (which enables the student to have the assessment marked but capped at 40%) cannot also be applied.

¹³ For example, first attempts remain as first attempts, referred work remains as referred work.

¹⁴ This applies to stage performance assessments/assessed performances in music (or possibly an examination, in-class test, presentation, clinical practice appraisal, performance or practical test during which there is evidence the student was taken ill during the assessment) (see B.2.6.7.5).

the new mark must stand, even if it is lower or if a previously passed assessment is failed.

[e] The normal form of reassessment is a resit or resubmission at the next available opportunity. Depending on the circumstances, however, an award and progression assessment board has discretion to allow an amendment to the particular form of reassessment, subject to the agreement of the subject assessment board on the form of assessment.

[f] Where the student is in the final year of study and the extenuating circumstances have impacted on the final award made to the student, the award and progression assessment board may consider the following possible actions:

- In cases of a valid reason for non-submission of coursework or non-attendance at an examination, the award and progression board may ask the subject assessment board whether the module grade may be judged on the performance in other elements of assessment. The subject assessment board must be able to satisfy itself that a sufficiency of work has been submitted to allow for an appropriate mark to be awarded. Such a judgement must be based on the subject board's confidence that the learning outcomes have been satisfactorily met.
- If the student has not reached the standard required for the award, but the award and progression assessment board is satisfied that but for the extenuating circumstances the student would have reached the standard required, it may recommend an aegrotat award, or a lower, embedded award for which the student has already gained sufficient credit.
- In the two circumstances described above, the student must signify in writing, by a specified date set by the faculty/College, a willingness to accept the award, verifying that they understand that this implies waiving the right to be reassessed in the relevant element.

[g] If the extenuating circumstances are so severe that the student is unable to continue to study for the time being, the student may apply to suspend studies for the remainder of the academic year, providing there is a clear possibility that they will be able to resume studies at the start of the following academic year. (See B.2.6.10 Suspension of Studies).

B.2.6.8 Withdrawal from studies

[a] A student who wishes to withdraw from the University should complete the 'Student Request to Suspend Studies or Withdraw from a Course' form. The academic implications of the proposed withdrawal should be discussed with the course leader and his/her signature obtained on the form. The student should be referred to their Faculty Advice Shop for support and advice concerning their decision, and to complete the withdrawal process

[b] Partner institutions are responsible for informing Academic Registry, via completion of the University of Glamorgan form.

[c] The effective date of withdrawal should not be before the date on which the form is handed in to the faculty/College office.

[d] If it is suspected that a student has withdrawn without notice, the Faculty Advice Shop should be informed. The student should then be contacted by

the Advice Shop and an attempt made to agree the effective date of withdrawal and obtain a signature on the appropriate withdrawal form.

- [e] Students who withdraw from the University should be processed through assessment boards.

B.2.6.9 Transfer of course/institution

- [a] A student who wishes to transfer to another course within the University or to a course at another institution should complete the appropriate University form. The academic implications of the proposed transfer should be discussed, the effective date of transfer agreed with the course leader and his/her signature obtained on the form. Where a student is transferring between faculties within the University, the appropriate form should be signed by both course leaders. The student should be referred to Student Services to discuss the financial implications of the transfer and the availability of other support services.

- [b] Partner institutions are responsible for informing Academic Registry, via completion of the appropriate University of Glamorgan form.

B.2.6.10 Suspension of studies

- [a] A student wishing to suspend studies must complete the 'Student Request to Suspend Studies or Withdraw from a Course' form.

- [b] Partner institutions (apart from accredited colleges) are responsible for submitting requests for suspension to the relevant faculty extenuating circumstances panel via completion of the above University of Glamorgan form.

- [c] Suspension of studies is not a student right and must be approved by the student's course leader and the faculty/College extenuating circumstances panel. Students should only be allowed to suspend studies if there is a strong likelihood that they will be returning to studies the following academic session. The student may be referred to Student Services who will advise on the financial implications of their decision and the availability of other support services.

- [d] The following are some examples of circumstances that might be acceptable reasons for in year suspension of studies:

- ◆ medical circumstances, accident or disability (for example, debilitating illness; illness over a long period of time; broken limbs restricting mobility or writing for a prolonged period; mental health problems; extensive hospital treatment; pregnancy or major surgery)
- ◆ death or serious illness of a close relative or friend
- ◆ childbirth
- ◆ bankruptcy or significant financial problems
- ◆ personal/family problems
- ◆ involvement in a prolonged legal case
- ◆ employment

Poor marks and/or failure to engage with the course are not acceptable reasons for suspension of studies.

[e] All applications to suspend studies in year should be supported by evidence in writing from a disinterested source, ie from an appropriate third party who can verify the circumstances from a position of authority. Such a person would not normally be from within the faculty/College. It is the student's responsibility to seek and provide this evidence. The following are examples of acceptable evidence:

- ◆ A medical certificate, preferably with an indication of speed of recovery
- ◆ A statement from a religious or community leader
- ◆ An official document, for example a birth or death certificate
- ◆ A letter from a solicitor
- ◆ A summons to attend court
- ◆ A report from a police officer
- ◆ A bankruptcy notification.
- ◆ A letter from an employer

Letters from family members, friends, tutors or fellow students are not acceptable (see B.3.4), however Student Services may provide letters/medical certificates for clients when appropriate.

[f] The maximum period for suspension of studies is one academic year; applications for an indefinite period will not be permitted. Applications for suspension for a whole academic year must be received prior to the date of enrolment for that year.¹⁵ Approval to suspend studies may be renewed in exceptional circumstances only.

[g] Students must be informed of the agreed date of return from suspension of studies at the time the suspension is approved. Students must also be informed that, upon their return, they will be governed by current regulations and not those in force when they suspended their studies. Failure to return at the agreed time will result in withdrawal.

[h] Applications received within six weeks of the end of the academic session assessment boards will not normally be considered; students should then apply for extenuating circumstances instead.

B.2.7 Marking and Grading

B.2.7.1 Tutors' responsibilities in assessment

[a] The University arrangements for grading students' work and agreeing their progression places principal responsibility on the individual tutor/ team of tutors for each module for ensuring the fairness and appropriateness of the assessment tasks and the assessment outcomes. In fulfilling their responsibilities, tutors must ensure that:

- ◆ assessment tasks are set in clear and unambiguous terms;
- ◆ the criteria against which each task is to be assessed are agreed in advance and made known to the students;
- ◆ academic judgements of performance are made in the light of the agreed criteria, and are clear and unequivocal.

¹⁵ The date of enrolment for that year refers to the date students were expected to enrol.

- [b] Tutors should establish deadlines for all pieces of assessment that contribute to a course in advance, and make these known to all students at the start of each module. Work¹⁶ submitted within five working days of the deadline will be given a maximum mark of 40% unless there are valid extenuating circumstances. Work submitted more than five days after the deadline will be given a mark of 0% unless there are valid extenuating circumstances. (However, see B.2.6.7).

Tutors should likewise clearly distinguish between assessments which contribute to the overall module grade, and those, if any, which are formative only.

- [c] Tutors must ensure that their practices conform to the QAA Code of Practice on Assessment, and the marking protocols described in B.2.7.4 below.

B.2.7.2 Grading performance and awarding credit

- [a] Students must meet the overall module learning outcomes with no significant weaknesses to achieve a pass grade. A significant weakness is defined as less than 30% and the module will be assigned an F2 grade. Any specific learning outcome which must be passed in order for the module to be passed must be identified in the module definition.

- [b] All modules are graded in accordance with the University 100 mark scale.

- [c] Students can only be awarded credit on the successful completion of a full module. Credit may not be awarded for part of a module.

B.2.7.3 The mark scales

- [a] The University uses three scales for reporting and recording students' performance in assessments: the undergraduate, postgraduate and Edexcel scales.

¹⁶ The regulation applies to coursework, including projects, but does not apply to examinations, in class tests, presentations, clinical practice appraisals and performances. The regulation does not apply to referred work or to work submitted as a first attempt during a resit period. The regulation does not apply to work where an extension has already been granted for extenuating circumstances.

In all cases, students should be advised when the work is set whether the five working days late submission policy applies to the work or not. This is particularly important in the case of group work.

- [b] The undergraduate marking scale aligns the grades with recognised degree classifications and Edexcel grades as in the table below.

Code	Grade (%)	Description	Honours degree equivalent	Edexcel equivalent
	70-100	Pass	First	Distinction
	60-69.9	Pass	Upper Second	Merit
	50-59.9	Pass	Lower second	Pass
	40-49.9	Pass	Third	Pass
F1	<40	Fail; a narrow failure (compensatable)	Fail	Fail
F2	<30	Fail; a clear failure (not compensatable except for level 4 students)	Fail	Fail

- [c] The postgraduate scale is used for all taught, Master's level courses.

Grade (%)	Description	Outcome
70-100	Pass with distinction	Pass
60-69.9	Pass with merit	Pass
40-59.9	Pass	Pass
<40	A narrow failure	Fail
<30	A clear failure	Fail

- [d] The Edexcel scale describes the conversion between the University undergraduate scale and Edexcel grades.

University Grade	HND/C Grade	Criteria	Outcome
70-100	D	Distinction	Pass
60-69.9	M	Merit	Pass
40-59.9	P	Pass	Pass
<40	F1	A narrow failure	
<30	F2	A clear failure	

B.2.7.4 Marking protocols

- [a] Examining teams are expected to adhere to defined marking and moderating protocols. These protocols represent the minimum level of practice required to maintain the academic standards of the University's awards.
- [b] The University uses the following definitions in describing its expected minimum level of practice:
- ◆ *Single marking*: an assessment is marked by one person only.
 - ◆ *Blind double marking*: an assessment is marked by two people, and the grades/comments of the first marker are not available to the second marker.

- ◆ *Second marking (seen double marking)*: an assessment is marked by two people, but the grades/comments of the first marker are available to the second marker.
- ◆ *Sampling*: the moderator (external or internal) looks at examples of ranges of grades. This should only happen when scrutinising the work of a whole cohort is impracticable.
- ◆ *Internal moderation*: module grades are scrutinised by a colleague within the same faculty/institution. This may be through a sampling process, through scrutiny of a whole cohort, or through second or double marking.
- ◆ *External moderation*: an external examiner scrutinises the marking of an internal examiner or team of internal examiners, usually by sampling.

[c] Where appropriate, the marker and internal moderator should not write on scripts, but reference comments on a separate sheet of paper for the benefit of the external examiner. This prevents the marker influencing persons subsequently reading the script and the marker and/or internal moderator obscuring the text of the original script with comments.

[d] Internal moderation of all marking should take place in order to ensure consistency across the subject. This may take the form of sampling a small amount of work or may extend to more formal, extensive moderation where appropriate.

The module leader is responsible for the marks recorded in all elements of assessment and for ensuring that the subject assessment board receives the correct grades for the module. Where a module is shared amongst staff, the module leader is responsible for collating all marks for each element of assessment. Where the teaching and/or marking is shared with other staff, they should discuss beforehand the way in which the assessment criteria are applied to the learning outcomes of the module.

[e] Where a module is offered at a partner institution as part of a franchised or jointly developed course it should be treated in the same manner as an internal course.

[f] Faculties/College are expected to have developed a mechanism for ensuring equity across projects undertaken within any given subject.

All projects, where appropriate, should be double marked. Where there is a dispute between two internal markers this should be resolved in consultation with the subject leader, who should also include the project in the sample sent to the external examiner. In cases of disputes on matters of principle, or where no agreement can be reached internally, the matter should be referred to the external examiner.

[g] Samples of elements of assessment such as presentation reports, practical assessments and theatrical productions should also be made available, where possible, for external scrutiny. This may be achieved, for example, by using video recordings, video-conferencing facilities or inviting the external examiner to visit a sample of assessments.

[h] Examination questions and other assessment tasks should be made available for external scrutiny before the students undertake the assessment.

All assessed work should be made available for external scrutiny by way of external moderation of marks. In the case of sampling, the range of grades sent and the size and make-up of the sample should be agreed in advance between the subject leader and the external examiner. It would usually consist of a cross-section of the full range of grades awarded, with a focus on marginal cases. Coursework elements should be included with related examination scripts.

- [i] When dealing with assessments where marking and recording of grades is wholly or totally accomplished by a computerised system, members of subject assessment boards must ensure that careful consideration is given to each module's results on an individual basis.

B.2.7.5 Anonymous and non-anonymous assessment

- [a] All examinations are to be marked anonymously, with students identified by enrolment number.

- [b] Coursework assessments which can be marked anonymously (for example, essays) must be so marked where they contribute towards a final award. In these cases, students supply their enrolment number only and the grades are processed by an independent person. Once initial feedback has been given, it is the student's responsibility to approach the lecturer for further advice or support.

- [c] Some forms of coursework cannot be anonymously assessed because the nature or content necessarily identifies the individual student. The assessment schedule for the module must define any components of coursework which are not anonymously assessed, according to these categories:

- ◆ presentations;
- ◆ performances;
- ◆ dissertations/projects;
- ◆ participation in tutorials and seminars;
- ◆ exhibitions and displays;
- ◆ learning logs and laboratory reports;
- ◆ groupwork;
- ◆ supervised work experience or work placements;
- ◆ computer assisted learning;
- ◆ distributed learning.

- [d] Examiners must ensure demonstrable equity amongst students marked non-anonymously by adhering to the following protocols:

- ◆ informing students in advance of any non-anonymous assessment within a module;
- ◆ as far as possible, ensuring that "live" activities are viewed by more than one assessor;
- ◆ where possible, individualising a specified element within any group work assessment so that each group member's contribution to the final outcome is assessed;
- ◆ reassuring students about the confidentiality of comments within learning logs or journals;

- ◆ keeping a written record of their deliberations for presentations, projects, performances, and other “live” activities, in accordance with previously defined assessment criteria;
- ◆ informing students about work that is to be visually or aurally recorded for the purposes of double, second or external assessment;
- ◆ keeping all records relating to non-anonymisable assessments secure until the time limit for any appeal has passed.

[e] In modules where the coursework element of assessment contains a mix of anonymisable and non-anonymisable components, examiners may agree that the entire coursework component be non-anonymous. Such a judgement must be taken on the grounds of the security of the assessments only, and must be communicated to the students in advance.

[f] In modules containing coursework components where the work of some but not all students cannot be anonymously assessed, then all students must be non-anonymously assessed in that component. This regulation does not apply to students who, through disability or other cause, are differently assessed.

B.2.8 Progression and Reassessment

B.2.8.1 Progression

[a] The University’s progression regulations recognise that not all students are able to move smoothly through all stages of their courses, and are therefore framed to maximise the students’ achievement and minimise failure.

In interpreting the regulations in [b] to [g] below, award and progression assessment boards should be sensitive to the individual student profiles, and determine an outcome which, as far as possible, allows the student to achieve a level of personal success, while maintaining the standards of the awards.

In applying the regulations in [d] to [f] below, the student is governed by current regulations and not those in force when the student first attempted the module or year of study.

[b] All students are allowed to progress **within** each level of their course regardless of performance in other modules at that same level, providing they have not failed more than 50% of the credits taken in any one academic year.

[c] Students must normally accumulate 120 credits (6 modules) in order to progress from one level to the next.

[d] In the spirit of [a] above the award and progression assessment board may exercise its discretion in respect of students who do not manage to progress as in [c] above. Subject to the referral regulations, it may allow such students to:

- ◆ progress to the next level of the course and repeat the failed modules in addition to a full-time programme of study, subject to the limits described in [e] below. Note that for students progressing from level 3 (Foundation) to level 4 with 100 credits, failed modules do not need to be repeated.
- ◆ remain at the same level, and repeat the failed modules and take alternative modules to allow full-time registration. These alternative modules may be at

a higher level, provided that any pre-requisite modules have been completed satisfactorily;

- ◆ repeat the failed modules only, in part-time or full-time mode, depending on the number of repeated modules.

[e] Students may, at the discretion of the award and progression assessment board, progress carrying 20 credits; for example, having passed only 100 credits on a BSc degree course.

[f] With the agreement of the award and progression assessment board, students may choose to substitute another module in place of one failed, provided that the requirements of their courses are maintained. Substitution is restricted as follows:

- ◆ 20 credits (one module) during a postgraduate course;
- ◆ 60 credits (three modules) during a degree or honours degree course;
- ◆ 40 credits (two modules) during an HND or foundation degree course;
- ◆ 20 credits (one module) during an HNC course.

The award and progression assessment board confirms appropriate substitute modules.

[g] If the award and progression assessment board is satisfied that the student has failed in such a way as to suggest there is no possibility of retrieval or of the successful completion of a less demanding course, it may discontinue the student's studies.

[h] Each integrated masters course will define the particular level of achievement required for progression in the specific course.

B.2.8.2 Retrieval of failure

[a] Students who fail any module overall or an element of a module assessment which has been identified as a passing requirement may retrieve the failure through reassessment, according to the following regulations.

[b] The first reassessment is through a referral, defined as a second attempt at all or part of the assessment for a module, following initial failure. A referral is normally taken without further teaching input.

[c] Students have the right to a referral in up to and including 50% of the credits taken in any academic year. This right is for one referral for the assessments of each failed module only.

Where students have failed more than 50% of the credits taken in any one academic year they lose the right to referral; in such cases, the number of referrals permitted (if any) is at the discretion of the award and progression assessment board.

Students studying just one module or undertaking a postgraduate dissertation/project in an academic year have the right to a referral in that module or dissertation/project.

Where students have failed to undertake any assessments for a module, they lose the automatic right to referral. Faculties/College may apply discretion

where modules have only one element of assessment, for example, dissertations.

- [d] Referrals are only allowable in cases of failure. Examiners cannot require students to re-take any assessment for which they have already gained credit while they remain enrolled students. Students cannot re-take any module assessment which they have already passed in order to improve a grade.
- [e] Exceptionally, where there are approved extenuating circumstances, students have the right to be assessed in each case as if for the first time, even though they have achieved a pass grade. However, where a student elects to take this opportunity, the previous attempt is forfeited, and the new 'first attempt' grade must stand, even if a previously passed assessment is now failed. The award and progression assessment board should ensure the students are appropriately counselled of this right and its implications.
- [f] Where students have failed a referral, or failed to take the referral without good cause, an award and progression assessment board may at its discretion permit them to repeat the failed module(s), as in B.2.8.4 below. The student is then governed by current regulations and not those in force when the student first attempted the module. Students, however, do not have the right to repeat any failed module.

B.2.8.3 Referred assessments

- [a] Referred students must normally take the referral at the earliest available opportunity. Students wishing to amend the pace of their study or take a year away may apply to the award and progression assessment board to defer a referral. In approving or rejecting such a request, the award and progression assessment board must bear in mind both the reasons for the request and the integrity of the award involved.
- [b] Most referrals are held in the summer vacation. However, where a subject assessment board determines that this is not possible, for example because the assessment requires studio facilities or involves group work, they are held in the following academic session. In such cases, referred students cannot be required to repeat the module in full.
- [c] Students failing a module are referred in the failed elements of assessment only and carry forward any other grade(s) achieved in any element of assessment of the same module already completed successfully.
- [d] The regulations for passing a referred module will be the same as the first attempt and there will be no capping of marks for referred elements.
- [e] The overall module mark for any referred module will be capped at 40%.
- [f] Exceptionally, an award and progression assessment board may allow a further referral, rather than requiring students to repeat a failed module. This is in circumstances where attendance throughout a module and/or a repetition of the full assessment diet is judged not to be required, e.g. where a small but essential element of assessment only remains to be completed. All such permissions must be given either on clear academic grounds, or when extenuating circumstances in respect of the module have been approved.

B.2.8.4 Repeating modules

In applying the regulations in [a] and [d] below, the student is governed by current regulations and not those in force when the student first attempted the module.

- [a] Students who have failed a referred assessment may be permitted to repeat a module, once only, unless there are exceptional circumstances, at the discretion of the award and progression assessment board. In such cases, the student either progresses to the next level, repeating up to 20 failed credits (one module), or continues on the same stage, repeating the failed credits. If the module is not available, the award and progression assessment board may offer another module (substitution) providing the objectives of the course are still met. Students do not have the right to repeat the same module.
- [b] Students cannot be asked to repeat a module for which they have gained credit if they fail to progress to the next level or stage of the course. The credit already gained remains on their record, and they repeat only those modules they have failed.
- [c] Students cannot repeat a module for which they have already gained credit in order to improve a grade.
- [d] Students repeating modules are treated as if taking the module for the first time, and all the first attempt regulations and rights apply. Thus:
- ◆ students repeating a module are expected to take all elements of assessments for that module, and may not carry elements of assessment passed at the first attempt;
 - ◆ there is no ceiling on the grade which the student may achieve;
 - ◆ students referred in a repeated module are subject to the referral regulations, including the right of referral.

B.2.8.5 Compensation in cases of partial failure

- [a] Award and progression assessment boards may at their discretion allow a student's overall performance to compensate for partial failure. In exercising their discretion, boards must be mindful of the grounds for allowing it, the rest of the student's profile, and the normal compensation regulations set out below.
- For HND and HNC courses, students must have achieved all the course objectives before compensation is considered.
- [b] Core modules, ie those which were approved at validation as being essential for students to pass in order to achieve the award, are not eligible for compensation. Students should retrieve any failure at the earliest opportunity.
- [c] Compensation is normally limited as follows:
- ◆ 20 credits per undergraduate degree level;
 - ◆ 20 credits per Foundation Degree level;
 - ◆ 20 credits per HND level and no more than 40 credits overall;
 - ◆ 20 credits overall per HNC course;

- ◆ 20 credits per integrated masters level;
- ◆ 20 credits overall on taught postgraduate courses.

There is no compensation for a Master's degree dissertation.

[d] Compensation rules for postgraduate students

Full time

Masters and PgDip

To compensate 20 F1 credits, a full-time student must normally have passed 100 credits on the postgraduate course and at least 40 of these 100 credits must be at 50% or above (see B.2.8.5 [c]).

PgCert

To compensate 20 F1 credits, a full-time student must normally have passed 40 credits on the postgraduate course at 50% or above (see B.2.8.5 [c]).

Part time

To compensate 20 F1 credits, a part-time student must normally have passed at least 40 credits on the postgraduate course at 50% or above; no further compensation will be allowed within that level (see B.2.8.5 [c]).

Note that postgraduate courses may contain some level 6 credits, level in this context would include the level 6 and 7 credits comprising the course.

[e] Compensation rules for undergraduate students

To compensate 20 F1 credits, a full-time student must normally have passed the remaining 100 credits at that level (see B.2.8.5 [c]).

At level 4 only, to compensate 20 F2 credits graded 20% or more (in this case a significant weakness is below 20% if applicable), a full-time student must normally have passed the remaining 100 credits at that level and have achieved an average mark of 50% or more in these 100 credits. (see B.2.8.5 [c]).

To compensate 20 F1 credits, a part-time student must normally have passed 40 credits within a level; no further compensation will be allowed within that level (see B.2.8.5 [c]).

At level 4 only, to compensate 20 F2 credits graded 20% or more (in this case a significant weakness is below 20% if applicable), a part-time student must normally have passed 40 credits at that level and have achieved an average mark of 50% or more in these 40 credits. No further compensation will be allowed within that level (see B.2.8.5 [c]).

[f] Where a student's failure in a module(s) is compensated by an award and progression assessment board, the module grade will be recorded as PC (Pass by Compensation).

[g] In considering compensating a failure, the award and progression assessment board must remember that the student has the right of referral in the failed modules (see B.2.8.2 [c]) and that in certain circumstances a compensated module will adversely affect the overall award outcome.

Students must therefore be offered the choice of accepting compensation or exercising their right of referral, and be made aware of any consequences following each alternative (see B.2.9.6.1 [f]).

- [h] Where a student is exiting with a possible qualification and with a profile that evidences partial failure, award and progression assessment boards may, in exceptional circumstances, consider allowing an award where the failed modules are not core to the course (see B.2.9.1 [d] and B.2.9.6.1 [f]).

B.2.9 The Conferment of Awards

B.2.9.1 The conferment of awards

- [a] The University confers only those awards approved by Academic Board and named in its *Framework for Academic Awards* (see B.1.2.1).

- [b] Each approved course is described through the University's credit framework in terms of the extent and the level of the credits required for its completion (see B.1.3). Students must normally accumulate the required number of credit points through following a validated course in order to achieve a University award.

- [c] Students' completion of their awards is determined by the award and progression assessment board, which then makes recommendations for conferment to the University's Academic Board. In agreeing the appropriate award for each individual candidate, the award and progression assessment board must take into account the relevant completion and classification regulations (if any), the distribution of grades, the student's academic development during the course, and any recommendations made by the extenuating circumstances panels.

- [d] In exceptional circumstances students who have not achieved the required number of credits may be granted their award at the discretion of the award and progression assessment board. This will only be allowed for exit awards and where failed modules are not an essential element of the award. Such students must demonstrate that there are extenuating circumstances which affect their ability to re-sit (see B.2.8.5 [g] and B.2.9.6.1 [f]).

B.2.9.2 Eligibility for awards

B.2.9.2.1 General condition of eligibility

All academic awards, other than honorary awards, are made only to students who:

- ◆ are properly enrolled on the courses;
- ◆ have followed the validated course comprising that course;
- ◆ have been assessed according to the University regulations.

B.2.9.2.2 Second awards and minimum additional credits

University of Glamorgan students are eligible for a second award at the same level as one previously obtained, provided they complete the following minimum additional credits:

- ◆ 120 credits at Level 3 (Access) or above for the foundation certificate;
- ◆ 120 credits of which at least 100 must be at Level 4 (Certificate) or above for the CertHE;
- ◆ 120 credits at Level 5 (Intermediate) or above for the DipHE;
- ◆ 100 credits at Level 5 (Intermediate) or above for the foundation degree;
- ◆ 60 credits at Level 6 (Honours) or above for the non-honours degree;
- ◆ 120 credits at Level 6 (Honours) or above for the honours degree;
- ◆ 80 credits at Level 4 (Certificate) or above for the HNC;
- ◆ 120 credits at Level 5 (Intermediate) or above for the HND;
- ◆ 60 credits at Level P for the EEC;
- ◆ 120 credits at Level P for the EED;
- ◆ 40 credits at Level 6 (Honours) or above for the Advanced CertHE;
- ◆ 60 credits with at least 40 credits at Level 6 (Honours) or above for the Graduate Certificate;
- ◆ 60 credits with at least 40 credits at Level 6 (Honours) or above for the Graduate Diploma;
- ◆ 60 credits at Level 6 (Honours) or above for the graduate degree;
- ◆ 60 credits with at least 40 at Level 7 (Masters) or above for the PgCert;
- ◆ 60 credits with at least 40 at Level 7 (Masters) or above for the PgDip;
- ◆ 100 credits with at least 80 at Level 7 (Masters) or above for the Master's;
- ◆ 120 credits at Level 7 (Masters) or above for the MEng.

This regulation limits the prior credit allowance which can be set against a second award at the same level as one previously obtained, and applies to all second awards whatever the awarding body of the prior award (see B.2.2.3.5).

Separate regulations apply to the credit requirements for first awards which include credit transferred from other institutions or gained on the basis of prior learning (see B.2.3.10).

Students wishing to take a degree with honours following completion of a non-honours degree within the same course need only complete the additional credits for the honours element.

Following the award and progression assessment board, students are not allowed to return to take additional credits to improve their classification.

B.2.9.3 Shared ownership courses

- [a] The University recognises as its own courses jointly developed in partnership with other UK universities or nationally funded higher education institutions. In developing shared ownership courses, the University will ensure that its standing as a degree awarding body is in no way compromised. A level of joint activity must at all times be maintained for such courses; they will also be subject to joint validation, review, annual monitoring and external examiner processes (see also B.1.2.5).

B.2.9.4 Edexcel awards

- [a] HND and HNC awards can only be conferred on candidates with no more than 40 or 20 credits respectively graded at PC over the total of their course.

B.2.9.5 Work experience-based awards

- [a] The University approves foundation degrees, the Employment Experience Diploma and Employment Experience Certificate as awards based primarily or significantly upon work experience for their conferment. These are in addition to those awards which contain either work-experience or key skills as essential elements, for example sandwich, HNC and HND awards.

B.2.9.5.1 Foundation degrees

- [a] Foundation degrees must specify at the validation or review stage:
- ◆ the ways in which the work-based learning is appropriate to the particular needs of the relevant employment sector or type of employer, and how the course helps to provide the knowledge and transferable skills needed for employment;
 - ◆ the appropriate balance between the intellectual and practical skills of the course;
 - ◆ the learning outcomes related to the intellectual and practical skills of the course. The practical learning outcomes should be explicitly relevant to both employers' and, where appropriate, professional needs;
 - ◆ the nature of the assessment of the learning outcomes;
 - ◆ clear routes of possible progression from foundation degrees towards honours degrees.
- [b] Employers should normally be involved in the delivery and assessment of the work-based learning and the monitoring of students. Work-based learning agreements between academic faculties/College and the sector/employers should be specified at the outset of the placement and should include any training for employers that may be required. Such arrangements should be reviewed regularly as part of the on-going monitoring and review of the course.
- [c] A foundation degree is awarded to students who achieve:
- ◆ at least 240 credits including at least 100 at Level 5 (Intermediate), of which 60 must be derived from the work placement component of the award.

B.2.9.5.2 Employment Experience Certificate

- [a] The Employment Experience Certificate is credit-rated as 60 P credits, and is awarded to students who complete a minimum of fifteen weeks (six hundred hours) experience that is deemed relevant and appropriate to a specific course. Students must also have acquired 120 or more credits, of which at least 100 are at Level 4 (Certificate) or above, with no more than 20 at Level 3 (Access).

B.2.9.5.3 *Employment Experience Diploma*

- [a] The Employment Experience Diploma is credit-rated as 120 P credits and is awarded to students who complete a minimum of thirty weeks (one thousand two hundred hours) work experience that is deemed relevant and appropriate to a specific course. Students must also have acquired 120 or more credits of which at least 100 are at Level 4 (Certificate) or above, with no more than 20 at Level 3 (Access).

B.2.9.5.4 *Credit for work-based learning*

- [a] Work experience credits can only be awarded to students who have achieved:
- ◆ all of the competencies associated with a work placement, as defined beforehand by academic staff;
 - ◆ a satisfactory reference from the employer;
 - ◆ a satisfactory reference from the approved placement supervisor;
 - ◆ satisfactory completion of a range of prescribed activities/exercises designed to make explicit and enhance the learning achieved during the placement.

B.2.9.6 *The classification of honours degrees*

B.2.9.6.1 *The classification of honours degrees for students graduating in 2011/12 (or prior to 2011/12)*

- [a] Students on undergraduate degree courses are given an honours classification at the end of the period in which they attain the minimum credit required for an honours degree, i.e., 360 credits of which at least 100 must be at Level 6 (Honours) or above, 120 at Level 5 (Intermediate) or above, 120 at Level 4 (Certificate) or above and no more than 20 at Level 3 (Access).

- [b] The Level 5 (Intermediate) grades are usually determined at the end of the period in which students attain the minimum credit for completion of the Diploma in Higher Education, i.e., 240 credits of which at least 100 must be at Level 5 (Intermediate) or above, 120 at Level 4 (Certificate) or above and no more than 20 at Level 3 (Access).

The overall Level 5 (Intermediate) grades are the mean of the best 100 credits achieved at Level 5 (Intermediate) (see B.2.9.6.1 [c] and [d] below). These may be a combination of 10 credit, 20 credit or higher value modules. The mark from the profile of the Level 5 (Intermediate) performance is brought forward as two modules and counts as a notional 40 credits in the Level 6 (Honours) profile.

This Level 5 mean should be calculated to two decimal places using conventional rounding (e.g. 45.135 will become 45.14 and 41.131 will become 41.13) and this figure should be used in the final degree classification.

- [c] Any Level 6 (Honours) credits taken at the Level 5 (Intermediate) stage are included in the overall Level 5 (Intermediate) mean calculation. However, Level 6 (Honours) credits so used cannot subsequently be separately included in the final classification.

Any credits taken at a level lower than Level 5 are not included in the overall Level 5 mean calculation; hence the calculation will only be made on the 100 credits achieved at Level 5 (see B.2.9.6.1 [b] above).

[d] The final classification profile comprises 140 credits.

For students taking 120 credits at Level 6 (Honours):

- It is derived by taking the 120 Level 6 (Honours) credits plus the 40 credits brought forward from Level 5 (Intermediate) credits and removing the lowest graded 20 credits from the total 160 credits.

For students taking 100 credits at Level 6 (Honours):

- It is derived from the 100 Level 6 (Honours) credits together with the 40 credits from the Level 5 (Intermediate) credits. The overall Level 5 (Intermediate) grades are the mean of the best 100 credits achieved for all Level 5 (Intermediate) modules, 20 of which may have been attained in the current year.

The mean of these 140 credits should be calculated to 2 decimal places rounded correctly. The average is obtained from level 6 module marks (whole numbers) and the level 5 classification (2 decimal places).

The classification profile of 140 credits is interpreted as below:

Either:

Mean % over 140 credits	Classification
70-100%	First Class Honours Degree
60-69.99%	Upper Second Class Honours Degree
50-59.99%	Lower Second Class Honours Degree
40-49.99%	Third Class Honours Degree

or:

Class	Profile
First	<p><i>Either:</i></p> <ul style="list-style-type: none"> ▪ at least 80 credits graded at 70% or above ▪ at least 20 of the remaining 60 credits graded at 60-69.99% <p><i>And</i></p> <ul style="list-style-type: none"> ▪ a mean of at least 68.0% <p><i>or:</i></p> <ul style="list-style-type: none"> ▪ at least 60 credits graded at 70% or above ▪ at least 60 of the remaining 80 credits graded at 60-69.99% <p><i>And</i></p> <ul style="list-style-type: none"> ▪ a mean of at least 68.0%
Upper second	<p><i>Either:</i></p> <ul style="list-style-type: none"> ▪ at least 80 credits graded at 60% or above ▪ at least 20 of the remaining 60 credits graded at 50-59.99% <p><i>And</i></p> <ul style="list-style-type: none"> ▪ a mean of at least 58.0% <p><i>or:</i></p> <ul style="list-style-type: none"> ▪ at least 60 credits graded at 60% or above of which at

	<p>least 20 credits must be graded at 70% or above</p> <ul style="list-style-type: none"> ▪ at least 60 of the remaining 80 credits graded at 50-59.99% <p><i>And</i></p> <ul style="list-style-type: none"> ▪ a mean of at least 58.0%
Lower second	<p><i>Either:</i></p> <ul style="list-style-type: none"> ▪ at least 80 credits graded at 50% or above ▪ at least 20 of the remaining 60 credits graded at 40-49.99% <p><i>And</i></p> <ul style="list-style-type: none"> ▪ a mean of at least 48.0% <p><i>or:</i></p> <ul style="list-style-type: none"> ▪ at least 60 credits graded at 50% or above of which at least 20 credits must be graded at 60% or above ▪ at least 60 of the remaining 80 credits graded at 40-49.99% <p><i>And</i></p> <ul style="list-style-type: none"> ▪ a mean of at least 48.0%
Third	<ul style="list-style-type: none"> ▪ at least 140 credits graded at 40% or above of which 20 credits may be at PC

This is summarised below in tabular form:

	70% and above	60-69.99%	50-59.99%	40-49.99% or PC	Minimum %*
1st	80	20		40	68
1st	60	60		20	68
2(i)		80	20	40	58
2(i)	20	40	60	20	58
2(ii)			80	60	48
2(ii)		20	40	80	48
3				140	

* In exceptional circumstances that fall outside the agreed procedures (e.g. accuracy and methodology of classification, extenuating circumstances) the board may exercise discretion.

[e]

Some students, for example those entering the University at the final degree stage or those entering the final degree stage by 'topping up' from HNDs or Foundation degrees awarded by the University of Glamorgan, cannot be given an overall Level 5 (Intermediate) grade. The classification for these students is based on the 120 credits studied at Level 6 (Honours), as follows:

either:

Mean % over 120 credits	Classification
70-100%	First Class Honours Degree
60-69.99%	Upper Second Class Honours Degree
50-59.99%	Lower Second Class Honours Degree
40-49.99%	Third Class Honours Degree

The mean of the above 120 credits should be calculated to 2 decimal places rounded correctly.

or:

Class	Profile
First	<p><i>Either:</i></p> <ul style="list-style-type: none"> ▪ at least 80 credits graded at 70% or above ▪ at least 20 of the remaining 40 credits graded at 60-69.99% <p>And</p> <ul style="list-style-type: none"> ▪ a mean of at least 68.0% <p><i>or:</i></p> <ul style="list-style-type: none"> ▪ at least 60 credits graded at 70% or above ▪ at least 40 of the remaining 60 credits graded at 60-69.99% <p>And</p> <ul style="list-style-type: none"> ▪ a mean of at least 68.0%
Upper second	<p><i>Either:</i></p> <ul style="list-style-type: none"> ▪ at least 80 credits graded at 60% or above ▪ at least 20 of the remaining 40 credits graded at 50-59.99% <p>And</p> <ul style="list-style-type: none"> ▪ a mean of at least 58.0% <p><i>or:</i></p> <ul style="list-style-type: none"> ▪ at least 60 credits graded at 60% or above of which at least 20 credits must be graded at 70% or above ▪ at least 40 of the remaining 60 credits graded at 50-59.99% <p>And</p> <ul style="list-style-type: none"> ▪ a mean of at least 58.0%
Lower second	<p><i>Either:</i></p> <ul style="list-style-type: none"> ▪ at least 80 credits graded at 50% or above at least 20 of the remaining 40 credits graded at 40-49.99% <p>And</p> <ul style="list-style-type: none"> ▪ a mean of at least 48.0% <p><i>or:</i></p> <ul style="list-style-type: none"> ▪ at least 60 credits graded at 50% or above of which at least 20 credits must be graded at 60% or above ▪ at least 40 of the remaining 60 credits graded at 40-49.99% <p>And</p> <ul style="list-style-type: none"> ▪ a mean of at least 48.0%
Third	<ul style="list-style-type: none"> ▪ at least 120 credits graded at 40% or above of which 20 credits may be at PC

This is summarised below in tabular form:

	70% and above	60-69.99%	50-59.99%	40-49.99% or PC	Minimum %*
1st	80	20		20	68
1st	60	40		20	68
2(i)		80	20	20	58
2(i)	20	40	40	20	58
2(ii)			80	40	48
2(ii)		20	40	60	48
3				120	

* In exceptional circumstances that fall outside the agreed procedures (e.g. accuracy and methodology of classification, extenuating circumstances) the board may exercise discretion.

[f] Where students' profiles contain modules graded F2, or modules graded F1 which the award and progression assessment board is unable to compensate, the board may offer a classification, subject to the compensation limitations. The classification is determined as follows:

- ◆ the profile is interpreted as if the failed modules are at PC rather than F1 or F2
- ◆ the resulting classification is lowered by one band.

The student gains no credit for these modules.

Award and progression assessment boards may not impose the reduced classification, as the students still retain the right to be referred in the failed modules. Should students successfully exercise this right, the resulting classification will not carry the reduction penalty for the failed module(s).

B.2.9.6.2 The classification of honours degrees for students graduating in 2012/13¹⁷ or thereafter.

[a] Students on undergraduate degree courses are given an honours classification at the end of the period in which they attain the minimum credit required for an honours degree, i.e., 360 credits of which at least 100 must be at Level 6 (Honours) or above, 120 at Level 5 (Intermediate) or above, 120 at Level 4 (Certificate) or above and no more than 20 at Level 3 (Access).

[b] The Level 5 (Intermediate) grades are usually determined at the end of the period in which students attain the minimum credit for completion of the Diploma in Higher Education, i.e., 240 credits of which at least 100 must be at Level 5 (Intermediate) or above, 120 at Level 4 (Certificate) or above and no more than 20 at Level 3 (Access).

¹⁷ *Students who have already completed some or all level 5 modules prior to 2011/12 can request to have their classification calculated under both regulations (B.2.9.6.1 and B.2.9.6.2) and will be given the higher of the two
 *Students who have completed some level 6 modules prior to 2011/12 and students undertaking a sandwich year in 2011/12, will have their classification calculated under both regulations (B.2.9.6.1 and B.2.9.6.2) and be given the higher of the two.

[c] The classification is calculated as follows:

Method 1

Calculate the average of the marks from the 180 credits obtained from the best 60 credits at level 5 and the 120 credits at level 6.

Method 2

Calculate the average of the marks from the 120 level 6 credits.

The student receives the better of the two averages above and is awarded a classification based on the table below.

Mean %	Classification
69.5 - 100%	First Class Honours Degree
59.5 - <69.5%	Upper Second Class Honours Degree
49.5 - <59.5%	Lower Second Class Honours Degree
39.5 - <49.5%	Third Class Honours Degree

[d] Students entering the University at the final degree stage or those entering the final degree stage by 'topping up' from HNDs or Foundation degrees awarded by the University of Glamorgan will be classified using Method 2 only.

[e] Students who have passed 360 credits with 100 at level 6 will have a classification calculated as follows:

The average of all level 5 modules (whether 100, 120 or 140 credits) will be calculated and this mark will count as 20 credits at level 6. The classification will then be calculated as in [c] above.

[f] Students who have passed 360 credits with 140 at level 6 will have a classification calculated as follows:

The average over all 140 level 6 credits will be calculated and this average will be weighted as 120 credits. The classification will then be calculated as in [c] above.

B.2.9.7 Classification of HNC, HND and Foundation Degrees

B.2.9.7.1 HNC

The average of all credits comprising the award will be calculated. A distinction will be awarded if the average is 69.5% or more. Otherwise a merit will be awarded if the average is 59.5% or more. Otherwise a pass will be awarded if the average is 39.5% or more.

B.2.9.7.2 HND

The average of all level 5 credits comprising the award will be calculated. A distinction will be awarded if the average is 69.5% or more. Otherwise a merit will be awarded if the average is 59.5% or more. Otherwise a pass will be awarded if the average is 39.5% or more.

B.2.9.7.3 Foundation Degrees

The average of all level 5 credits comprising the award will be calculated. A distinction will be awarded if the average is 69.5% or more. Otherwise a merit will be awarded if the average is 59.5% or more. Otherwise a pass will be awarded if the average is 39.5% or more.

B.2.9.8 Classification of Postgraduate awards

B.2.9.8.1 Classification of Postgraduate awards prior to 2012/13

[a] The University offers a range of different postgraduate courses encompassing graduate entry courses at Level 6 (Honours) (conversion courses) and Master's courses (primarily at postgraduate level). To receive a Master's award, students' programmes of study must include 180 credits of which at least 150 must be at Level 7 (Masters) and no more than 30 at Level 6 (Honours).

[b] For all postgraduate courses, the student receives a merit if the majority of credits comprising the award are graded at M (60%) or above on the postgraduate scale. The student received a distinction if the majority of credits comprising the award are graded at D (70%) or above on the postgraduate scale. This is irrespective of the stage of the course at which the grades are awarded (see B.2.7.3 [e]).

[c] Where included, the dissertation or project element of any postgraduate award is non-condonable.

B.2.9.8.2 Classification of Postgraduate awards for student graduating in 2012/13 or thereafter¹⁸

[a] The University offers a range of different postgraduate courses encompassing graduate entry courses at Level 6 (Honours) (conversion courses) and Master's courses (primarily at postgraduate level). To receive a Master's award, students' programmes of study must include 180 credits of which at least 150 must be at Level 7 (Masters) and no more than 30 at Level 6 (Honours).

[b] The average of all credits comprising the award will be calculated. A distinction will be awarded if the average is 69.5% or more. Otherwise a merit will be awarded if the average is 59.5% or more. Otherwise a pass will be awarded if the average is 39.5% or more.

B.2.9.9 Classification of other awards

CertHE, DipHE and non honours degrees are not classified when used as exit awards.

Where a CertHE/DipHE has been validated as a free standing award, for example where no higher level award exists in that area, CertHE and DipHE will be graded as follows:

¹⁸ Students who enrolled on a postgraduate course prior to September 2012 will have their classification based on the better of the methods in B.2.9.8.1 and B.2.9.8.2.

CertHE

The average of all credits comprising the award will be calculated. A distinction will be awarded if the average is 69.5% or more. Otherwise a merit will be awarded if the average is 59.5% or more. Otherwise a pass will be awarded if the average is 39.5% or more.

DipHE

The average of all credits comprising the award will be calculated. A distinction will be awarded if the average is 69.5% or more. Otherwise a merit will be awarded if the average is 59.5% or more. Otherwise a pass will be awarded if the average is 39.5% or more.

B.2.9.10 The certification of awards

- [a] Students receive a certificate of their award, once conferred, which records:
- ◆ the name of the University;
 - ◆ the full name of the student;
 - ◆ the full title of the award, including the course;
 - ◆ the place of study;
 - ◆ the date of conferment;
 - ◆ any other relevant endorsement, e.g. honours classification, sandwich mode.
- [b] Students may request a transcript of the module(s) successfully completed on a course. The transcript records:
- ◆ the full name of the student;
 - ◆ the dates of his/her enrolment;
 - ◆ the place of study;
 - ◆ the module title(s), credit value(s) and level(s);
 - ◆ the % grade achieved for each module and the date(s) of completion.

B3: Verification and Appeals Regulations

These regulations should be read in conjunction with the University's Procedures on Verification and Appeals (which must be complied with).

B.3.1 Introduction

B.3.1.1 The University's regulations for the verification or review of a decision of an assessment board apply to all academic programmes, other than those where an alternative appeals procedure is specified, e.g. research degrees.

B.3.1.2 The regulations apply where students wish to:

- ask for verification of a decision of an assessment board;
- appeal against the decision of an assessment board;
- appeal against the decision and penalty imposed by the Assessment Infringements Panel or an assessment board for academic misconduct.

B.3.1.3 Where a verification or appeal also contains within it elements of a complaint, it is possible for it to be reclassified and processed using the complaints procedures, if appropriate.

B.3.2 Extenuating circumstances affecting performance

B.3.2.1 Separate regulations cover extenuating circumstances (see section B.2.6.7 of Academic Handbook). Those regulations set out the responsibility of students to notify the University of any circumstances that may affect their assessments as soon as they arise. This should be prior to assessments taking place, unless there are circumstances which mean notification is not possible.

B.3.2.2 If a student has good reason for being unable to submit an extenuating circumstances claim prior to the published faculty/College deadline in advance of the assessment board which considers their results, the student may use these regulations to request a verification or to appeal against the decision of the assessment board.

B.3.3 Responsibilities

B.3.3.1 The University has responsibility for providing and informing all students of the existence and location of the assessment and course regulations, as well as procedures governing extenuating circumstances and appeals.

B.3.3.2 *Presumption of good faith*

B.3.3.2.1 There is a presumption that assessment boards and the Assessment Infringements Panel act in good faith and within the principles of natural justice.

B.3.3.2.2 There is a presumption that any request for verification or appeal is submitted in good faith by the student.

B.3.3.3.3 The University will take every reasonable step to safeguard the position of the student (appellant) pending the outcome of the verification and/or appeal.

B.3.4 Grounds for Requesting Verification

B.3.4.1 Assessment Board Verification

A candidate is entitled to ask for verification of the decision of an assessment board when one or more of the following grounds apply:

- a) That the student considers that there was a computational or administrative error in the assessment results
- b) That the student considers that the assessments were not conducted in accordance with the approved regulations for the course;
- c) That the assessment board failed to take into account approved extenuating circumstances reported by the student prior to the board which he/she believes might have adversely affected their performance, or there were extenuating circumstances of which the student had good reason for failing to make the board aware in advance of the meeting.

In the latter case under c) above, the student must show good reason why such extenuating circumstances were not made known to the faculty/College prior to the assessment board. Where a candidate could have reported extenuating circumstances to the faculty/College prior to the assessment board, those circumstances cannot subsequently be cited as grounds for verification and appeal.

- d) That there is evidence that the penalty imposed by the award and progression board was unduly harsh.

A request for verification cannot be submitted until after the award and progression board results are published.

B.3.4.2 Assessment Infringements Panel Verification

A candidate is entitled to ask for verification of the decision of the Assessment Infringements Panel when one or more of the following grounds apply:

- a) That the student considers that there was an administrative error in the notification of the outcome of the Assessment Infringement Panel
- b) That the Panel hearing was not conducted in accordance with the regulations;
- c) That the Panel failed to take into account evidence provided by the student prior to the hearing or that there was evidence now available which the student had good reason for failing to make the Panel aware of in advance of the meeting.
- c) That there is evidence that the penalty imposed by the award and progression board was unduly harsh.

A request for verification cannot be submitted until after the student has been formally notified of the Panel decision.

B.3.5 Verification or Appeal and Academic Judgement

A verification or appeal request will not be accepted when it is based on a disagreement with the academic judgement of the assessment board. Academic judgement includes assessing an individual piece of work, and/or reaching a decision on a student's progression, or on the final level of the award, based on the marks, grades and other information relating to the student's performance.

B.3.6 The Verification Process

B.3.6.1 A request for verification of a decision must be lodged with the Quality Unit in Academic Registry within ten working days of either the publication of award and progression board results or the notification of the decision of the Assessment Infringements Panel. Details of how to submit a verification request are contained in the Verification and Appeals Procedures.

B.3.6.2 Every effort will be made to deal promptly with requests for verification that meet the grounds for verification and any subsequent appeals in order to enable students to proceed to the next stage of a course or to a subsequent course of study at the appropriate time. Verifications should be dealt with within ten working days, however, depending on the complexity of the case and the time of submission of a verification or appeal, students may find that the verification/appeals process necessarily delays their ability to progress.

B.3.6.3 Following an initial investigation by the chairperson (or nominee) of the relevant assessment board or Assessment Infringements Panel, one of the actions set out in B.3.6.3.1, B.3.6.3.2 and B.3.6.3.3 below shall be taken:

B.3.6.3.1 The chairperson (or nominee) of the assessment board or the Assessment Infringements Panel shall inform the Academic Registrar (or nominee) in writing that, as a result of the investigation, there is no reason to re-consider the candidate's case. The chairperson (or nominee) will provide an explanation in writing.

B.3.6.3.2 The chairperson (or nominee) shall arrange for the assessment board to re-consider the decision of the board if the verification investigation indicates that:

- there is evidence of a computational or administrative error and/or;
- the assessments were not conducted in accordance with the approved regulations for the programme of study and/or;
- the assessment board had information concerning exceptional personal circumstances which it did not take into account or did not, for good reason, have information which it now considers should be taken into account and/or;
- there is evidence that the penalty was unduly harsh

B.3.6.3.3 The chairperson of the Assessment Infringements Panel (or nominee) shall arrange for a review of the case if the verification indicates that:

- there is evidence of a computational or administrative error and/or;
- that the Panel hearing was not conducted in accordance with the regulations and/or;
- that the Panel failed to take into account evidence provided by the student prior to the hearing or that there was evidence now available which the student had good reason for failing to make the Panel aware of in advance of the meeting and/or;
- there is evidence that the penalty was unduly harsh

The Academic Registrar (or nominee) shall be informed in writing of the full circumstances of the case. The Academic Registrar (or nominee) shall then inform the candidate of the action being taken.

B.3.7 Grounds for Appealing

B.3.7.1 Assessment Board Appeal

A candidate is only entitled to access the appeal process against a decision of an assessment board once the verification process has been completed.

B.3.7.1.1 Appeals will only be considered where they are based on the following ground:

defects or irregularities in the conduct of the examinations or in written instructions or in advice relating thereto, where there is a *prima facie* case that such defects, irregularities or advice could have had an adverse effect on the candidate's performance and the verification process has not revealed these defects or irregularities;

B.3.7.2 Assessment Infringements Panel Appeal

A candidate is only entitled to access the appeal process against a decision of the Assessment Infringements Panel once the verification process has been completed.

B.3.7.2.1 Appeals will only be considered where they are based on the following ground:

defects or irregularities in the conduct of Assessment Infringements Panel and the verification process has not revealed these defects or irregularities;

B.3.8 The Appeal Process

B.3.8.1 An appeal must be lodged with the Quality Unit in Academic Registry within ten working days of the notification of the outcome of a request for verification. Details of how to submit an appeal are contained in the Verification and Appeals Procedures.

B.3.8.2 Every effort will be made to deal promptly with appeals that meet the grounds for appeal. Appeals should be dealt with within 20 working days, however, depending on the complexity of the case and the time of submission of an appeal, students may find that the appeals process necessarily delays their ability to progress.

B.3.8.3 **Disallowed Appeals**

B.3.8.3.1 **Assessment Board Appeal**

An initial investigation of the Appeal shall be carried out by the Academic Registrar (or nominee). In the following circumstances the Academic Registrar (or nominee) is required to disallow any appeal, within ten working days of its receipt:

- a) if it is based on factors which were known to the assessment board concerned when the candidate's result was determined;
- b) if the evidence provided was known to the assessment board when the penalty was imposed;
- c) if the appeal was submitted outside of the ten working days deadline.

B.3.8.3.2 **Assessment Infringements Panel Appeal**

An initial investigation of the Appeal shall be carried out by the Academic Registrar (or nominee). In the following circumstances the Academic Registrar (or nominee) is required to disallow any appeal, within ten working days of its receipt:

- a) if the evidence provided was known to the Assessment Infringements Panel when the penalty was imposed;
- b) if the appeal was submitted outside of the ten working days deadline.

B.3.8.4 **Accepted Appeals**

If it is decided by the Academic Registrar (or nominee) that there is a **prima facie** case to be considered, it shall be referred to an Appeal Board consisting of three persons drawn from a Standing Appeals Panel and the President of the Students Union (or nominee). Details of the procedures relating to the Standing Appeals Board and the Appeal Board are set out in the Procedures for Verification and Appeals.

B.3.8.4.1 With the prior written agreement of the appellant and the Academic Registrar (or nominee), a case may be expedited by referral for executive action by the chairperson of the Standing Appeals Panel. The only decisions available to the chairperson shall be:

- a) to refer the case back to the relevant assessment board for further consideration;
- b) to refer the case back to the Assessment Infringements Panel for further consideration;
- b) to refer the case to a full appeal board for decision.

An appeal shall not be rejected by the chairperson's executive action.

B.3.8.4.2 An appellant shall be offered a personal hearing by the Appeal Board and may be supported, for example by a friend or a representative of the

Students' Union. At least twenty four hours before the meeting of the Committee, the student should advise the Secretary of the name and status of the person accompanying them. Although the University would not anticipate the attendance of a legal representative, the chairperson of the hearing may exercise discretion should the student indicate that they wish to bring someone with a legal background.

Inadmissible matters

- B.3.8.4.3 The chairperson of the Appeal Board shall, at an Appeal Board meeting, have discretion to declare inadmissible any matter introduced by the appellant, or by any member of staff or student accompanying the appellant, if he/she deems it not directly related to the contents of the appeal previously lodged in writing within the stipulated deadline.

Procedural irregularities

- B.3.8.4.4 If there is evidence of procedural or other irregularity, the Appeal Board shall have the power to annul the relevant decision(s) of the assessment board or Assessment Infringements Panel. If an error or irregularity is found to have affected more than one candidate, the Appeal Board may take action including, if necessary, recommending to the Academic Board the appointment of new external examiners, in order that revised recommendations may be made in respect of the candidate(s).

B.3.9 Conclusions of the Appeal Board

- B.3.9.1 The Appeal Board shall be empowered to take either of the following decisions:

- a) that the appeal be rejected and no further action be taken;

In the case above, the decision of the Appeal Board shall be final and the matter shall, therefore, be regarded as closed. There shall be no discussion of the decision of the Appeal Board with the appellant or any other person.

- b) that the matter be referred back to the relevant assessment board.

In exceptional cases only, the Appeal Board may specify the composition of the assessment board. Where the case is referred back to the assessment board, the Appeal Board may, where appropriate to the circumstances of the case, require an officer of the Academic Registry to attend the meeting of the assessment board as an observer.

- c) that the matter be referred back to the Assessment Infringements Panel.

- B.3.9.2 If as a result of an appeal the marks, grades or classification of a student is altered the student's record will be updated in line with the procedures.

- B.3.9.3 The Appeal Board hearing shall be conducted in accordance with the procedures set down by the University.

- B.3.9.4 The appellant and the chairperson (or nominee) of the assessment board or Assessment Infringement Panel shall be notified of the decision of the Appeal Board by the Academic Registrar (or nominee) as soon as possible.

B.3.10 Office of the Independent Adjudicator

A student whose appeal or complaint is unsuccessful may, following issue of a Completion of Procedures letter, lodge a complaint with the Office of the Independent Adjudicator (OIA). Details of the OIA and the relevant information in relation to the Scheme can be accessed at www.oiahe.org.uk. Further information and advice can be obtained from the Quality Unit, Academic Registry.

B4: Student Complaints Regulations

These regulations should be read in conjunction with the relevant University/College Procedures on Student Complaints (which must be complied with).

B.4.1 Introduction

B.4.1.1 The University recognises that there may be occasions where students feel they have cause for complaint about a service they have received. When a complaint is received the University seeks to resolve it as quickly and fairly as possible, whether the complaint is about services provided by the University, treatment by any staff member, student or visitor, or any other issue.

B.4.1.2 These regulations apply to:

- ◆ Students studying at the University or studying University of Glamorgan courses at the Royal Welsh College of Music and Drama or through distance delivery.
- ◆ Former students, for a period of twelve months after ceasing to be a student.
- ◆ Students studying University programmes at the University's partner institutions where the complaints relate to academic matters

B.4.2 General Principles

B.4.2.1 Timely and transparent procedures

In the interests of the students and the University, all complaints are dealt with in a timely manner and through processes which are clear, straightforward and transparent.

B.4.2.2 Anonymity or 3rd party complaints

The University expects that students with concerns should be responsible for making these concerns known themselves. Complaints made either anonymously or by a third party will only be admitted after consideration of:

- ◆ the seriousness of the issues raised;
- ◆ the credibility of the concern;
- ◆ the likelihood of confirming the allegation from attributable sources.

Anonymous complaints must be referred to the Deputy Vice-Chancellor (Research and Student Experience) for consideration.

B.4.2.3 Submission in good faith

The University presumes that all complaints are submitted in good faith and will not disadvantage any student for bringing forward a complaint in this way. However, the University would not expect students to submit spurious or vexatious complaints and may take action in line with the Regulations Governing Student Conduct where complaints have been identified as such.

B.4.2.4 Impartiality in investigation

All complaints are investigated by staff who have no material interest in the complaint.

B.4.2.5 Privacy

Staff investigate complaints with due regard to the privacy of all parties. The complaint is only disclosed to those immediately involved and/or those whose participation is necessary for a resolution. All parties respect the confidentiality of the process.

B.4.2.6 Confidentiality

Confidentiality will be respected in conducting all aspects of the complaints procedures. However, any student or member of staff about whom a complaint is made will have the right to be informed of the complaint and its nature.

If a student requests that his/her identity be kept confidential, this is respected up to the point when disclosure is necessary to progress or resolve the issue, in which case the student is informed in advance of the disclosure.

B.4.2.7 Student Representation

The student is allowed to be accompanied to any discussions, meetings or hearings, for example by a friend or representative of the Students' Union. At least twenty four hours before the meeting of the Committee, the student should advise the Secretary of the name and status of the person accompanying them. Although the University would not anticipate the attendance of a legal representative, the Chair of the hearing may exercise discretion should the student indicate that they wish to bring someone with a legal background.

B.4.2.8 Complaints Including Elements of Appeal

Where a complaint also contains within it an element of an appeal it is possible for the complaint to be reclassified and processed using the Verification and Appeal procedures, if appropriate.

B.4.3 Complaints Covered by these Regulations

B.4.3.1 Academic matters

Academic matters mean specific concerns a student may have about the provision of academic programmes and related services, including complaints about the conduct and management of academic appeals

Students who have concerns regarding academic matters should raise them, through these regulations and the associated procedures, at the time when the issue first arises. Complaints about the provision and conduct of academic programmes cannot be retrospectively used as grounds for a verification or appeal against the decision of an assessment board.

B.4.3.2 Students' experience

Complaints over any aspect of the student's experience at the University, including relationships with the administration or any supporting services, such as accommodation, catering, information services etc.¹⁹

B.4.3.3 Discrimination

This means complaints concerning discrimination by the University, in contravention of the University's Single Equality Scheme.

B.4.3.4 Malpractice or impropriety

This relates to concerns about malpractice or impropriety in the conduct or management of the University, the disclosure of which is deemed to be in the public interest.

B.4.4 Complaints Falling Under Separate Regulations

B.4.4.1 Academic appeals

Representations by students against decisions made by examination boards are handled under the *Verifications and Appeal Regulations*. Students wishing to submit a verification or appeal may seek advice from the Students' Union or Student Services, and should address their submission to the Academic Registrar.

B.4.4.2 Harassment

Allegations of harassment by a student or member of staff fall under the *Dignity at Study policy*. Students believing they are being harassed in any way should first seek the advice of their faculty/College harassment advisor. The Students' Union or Student Services can also help.

B.4.4.3 Allegations of misconduct

Allegations of misconduct by any student or member of staff are governed by the *Regulations Governing Student Conduct* and the *Staff Disciplinary Procedures* respectively. Students wishing to raise such allegations must bring them to the attention of their ²⁰dean of faculty/principal of College, who will then act under these separate procedures. The student making the initial complaint will be informed of the eventual outcome.

B.4.5 Principles Relating to the Handling of Student Complaints

B.4.5.1 Students making the complaint must be made aware that, in the interests of fairness, those who are either themselves the subject of the complaint, or responsible for the provision or service complained about, will be invited to comment on the complaint at the earliest opportunity.

¹⁹ For students studying University programmes at the University's collaborative partner institutions, matters which are the responsibility of the partner institution, eg crèche facilities, should be dealt with under the partner institution's own complaints procedure.

²⁰ For the Royal Welsh College of Music and Drama, the Principal will undertake any responsibilities assigned to deans of faculty in these regulations.

- B.4.5.2 Students making the complaint will be allowed reasonable time to seek advice for any meeting which forms part of the process, whether at the informal or formal stages in the procedures.
- B.4.5.3 At all stages in the formal procedures, every effort should be made to come to a resolution acceptable to all parties, including through informal discussion and agreement, should that be the complainant's wish.
- B.4.5.4 With the agreement of those concerned, or where a complaint is not resolved within a reasonable timescale, the complaint may be referred, exceptionally, to a later stage in the process, omitting earlier stages, or to a mutually acceptable alternative means of resolving the complaint.
- B.4.5.5 If the complaint refers to the dean of an academic faculty²¹, it should be referred to the Deputy Vice-Chancellor (Academic and Business Development); if it relates to the head of a service department, it should be referred to the Deputy Vice-Chancellor (Research and Student Experience) or the Deputy Vice-Chancellor (Strategic Resources) as appropriate; if it relates to a Deputy Vice Chancellor it should be referred to the Vice Chancellor; if it relates to the Clerk to the Governors, it should be referred to the Vice-Chancellor; if it relates to the Vice-Chancellor, it should be referred to the Chairman of the Board of Governors.
- B.4.5.6 It is recognised that where a case is complex the deadlines for investigation may be extended in consultation with the Academic Registrar. The student will be kept informed of progress and any foreseen delays within 15 working days of receipt of the complaint.

B.4.6 Stages in the Handling of Student Complaints

Informal

- B.4.6.1 Students should seek to resolve their concerns with the person directly responsible for the subject of their complaint as soon as the issue arises. Similarly, Faculties/Departments should seek to address any complaints on an informal basis as soon as they are drawn to their attention
- B.4.6.2 It is anticipated that it will be possible to resolve many complaints at this stage before it becomes necessary to access the formal stages of the complaints procedure. If, having sought to use an informal approach, the student considers that the complaint is not being resolved in a timely or suitable manner, they have the right to proceed to stage one of the formal procedures set out below.

Formal Stages

- B.4.6.3 **Stage 1** involves the submission of a complaint to the Quality Unit in Academic Registry.
- B.4.6.5 The complaint at this stage is considered by the dean of faculty/head of corporate department (or nominee) who will seek to resolve the complaint within

²¹ Complaints relating to the Principal of the RWCMD should be referred to the Company Secretary, who will consult with the Vice-Chancellor and/or the Chair of the Board of Directors as appropriate.

fifteen working days, unless the complexity of the complaint requires additional time. In such circumstances, the Quality Unit will be kept informed of any delays by the faculty/department and will communicate the reason for any delay to the student.

- B.4.6.6 The dean of faculty/head of corporate department (or nominee) will determine whether the appropriate member of the Directorate should be consulted or informed of the complaint. The dean of faculty/head of corporate department (or nominee) will appoint an investigating officer to consider the complaint.
- B.4.6.7 Following completion of the investigation, the investigating officer's report will be presented to the dean of faculty/head of corporate department (or nominee) who will submit a faculty/departmental response to the Quality Unit. The outcome will be provided to the complainant by the Quality Unit within twenty working days of receipt of the complaint, unless the complexity of the complaint has resulted in delays requiring additional time. Where the complaint has been rejected, the reasons for the outcome will be clearly explained to the student.
- B.4.6.9 If a proposed solution is put to the complainant following stage 1, they must respond to the University to confirm whether they are willing to accept the outcome.
- B.4.6.10 If the complaint is not either resolved or subject to further investigation in a way that is satisfactory to the complainant, the complainant may take his/her concerns to the next stage.
- B.4.6.11 **Stage 2** involves consideration of the complaint by one of the University's team of student conciliators, a member of staff with no prior involvement with the case. The role of the conciliator is to consider the range of possible solutions to resolve the situation and propose an outcome to both sides. The complainant and the faculty/department must agree to meet with the conciliator either individually or jointly to discuss the proposed solutions.
- B.4.6.12. The conciliator will seek to resolve the complaint within twenty working days. Where the complexities of the case and the need to contact a range of individuals in the course of the investigation make this difficult, the student will be kept informed of progress and the reason for any delays.
- B.4.6.13 The proposed solution will be provided in writing to the student, as well as to the faculty/department. The complainant is required to respond to the University to confirm in writing whether or not they accept the outcome.
- B.4.6.14 **Stage 3** involves consideration of the complaint by a Complaints Review Panel, consisting of the Vice Chancellor (or nominee), a dean of faculty/head of corporate department (or nominee) (from a faculty/department which has had no involvement in the complaint to date) and the President of the Students Union (or nominee).
- B.4.6.15 Stage 3 may only be invoked when stage 2 has been completed. The only criteria under which a complaint may be considered at stage 3 are:
- i) the student has evidence that the procedures at stages 1 and 2 were not conducted in line with the regulations;

- ii) the student can show that there were specific issues of the complaint which they raised during stage 1 and stage 2 which were not considered.

B.4.6.16 Any additional evidence which has not been considered at previous stages should be included with the stage 3 complaint form. However, where new evidence is submitted at this stage there must be good reason why it was not introduced at an earlier stage.

B.4.6.17 Prior to taking the case to Complaint Review Panel, the Academic Registrar (or nominee) shall review the submitted Student Complaint Form 3 in order to determine whether the student has grounds under which their complaint can be considered at stage 3. The Academic Registrar (or nominee) may take one of the following actions:

- i) Dismiss the case
- ii) Conclude that the complaint meets the criteria for further consideration set out in B.4.6.15 above.

Students will be informed of the Academic Registrar's decision normally within fifteen working days.

B.4.6.18 If a complaint is deemed eligible to be considered at stage 3, the complainant shall have the right to present his/her complaint in person to the panel and may be accompanied by a representative of his/her choosing. The details of the procedures of the panel are contained in the Student Complaint Procedures.

B.4.6.19 If the complainant is not satisfied that their complaint has been resolved, the complainant may, within three months of receiving formal confirmation from the Vice-Chancellor (or nominee), refer the complaint to the Office of the Independent Adjudicator. A Completion of Procedures letter will be issued immediately if the complaint is not upheld. If the complaint is fully or partially upheld the complainant will be informed by the University that they may request a Completion of Procedures letter if they remain dissatisfied.

Office of the Independent Adjudicator

B.4.6.20 Following the issue of a Completion of Procedures letter, the complainant may lodge a complaint with the Office of the Independent Adjudicator (OIA). Details of the OIA and the relevant information in relation to the Scheme can be accessed at www.oiahe.org.uk. Further information and advice can be obtained from the Quality Unit, Academic Registry.

B5: Academic Integrity Regulations

NB Procedures relating to these regulations can be found in Volume 2 of the Academic Handbook.

B.5.1 Introduction

These regulations apply to all students of the University of Glamorgan, including those at the Royal Welsh College of Music and Drama. Where references are made to faculties or deans of faculties, in the case of the Royal Welsh College of Music and Drama this should be taken as the College or principal. References to the Board of Governors should be taken as Board of Directors for the Royal Welsh College of Music and Drama.

B.5.2 Principles of Academic Integrity

What is academic integrity and why is it important?

B.5.2.1 The University is a 'learning community' within which students and staff learn from each other, from their peers and through original research. All members of the University are expected to maintain high standards of academic conduct and professional relationships based on courtesy, honesty and mutual respect. In maintaining this learning community, the concept of **academic integrity** is fundamental.

B.5.2.2 Academic integrity means conducting all aspects of your academic life in a professional manner. It involves:

- taking responsibility for your own work;
- respecting the rights of other scholars;
- behaving with respect and courtesy when debating with others, even when you do not agree with them;
- fully acknowledging the work of others wherever it has contributed to your own (thereby avoiding plagiarism);
- ensuring that your own work is reported honestly;
- following accepted conventions when presenting your own work;
- ensuring that you follow the ethical conventions and requirements appropriate to your discipline;
- if you are studying on a professionally-recognised vocational programme, maintaining standards of conduct which are appropriate to a practitioner in that area;
- supporting others in their own efforts to behave with academic integrity;
- avoiding actions which seek to give you an unfair advantage over others.

B.5.2.3 As a member of the academic community at the University of Glamorgan, students are expected to work in accordance with these principles.

B.5.2.4 Acting with academic integrity enables students to demonstrate their own knowledge, skills and understanding of the subject and then to receive feedback to help them progress.

B.5.2.5 A 'Guide to Good Academic Practice' can be found on Glamlife for students.

Breaches of Academic Integrity

B.5.2.6 Students are responsible for their own work and conduct and for ensuring that they neither fall accidentally into poor academic practice in their written work nor engage in practices which breach academic integrity. Such practices are unacceptable whether they have been followed deliberately or through a lack of understanding. As well as damaging a student's own development, failure to work with academic integrity is unfair to other students who complete work honestly and fairly. It can also potentially damage the relationship between staff and students which is at the heart of the University community and relationships with other partners. Ultimately students' results will not be a true reflection of their performance, which may potentially damage the academic standing of the University's awards.

B.5.2.7 Should students have reason to believe that a fellow student is not working with academic integrity, they should speak in confidence to the module leader. Their identity will not be revealed as part of any investigation; however, no further action would be taken unless additional evidence is identified by the marker or module leader.

B.5.2.8 If it is suspected that a student has not worked with academic integrity and is suspected of having used any of the Academic Misconduct practices outlined in section B.5.3, they will be investigated. If a student is found to have acted outside the principles of academic integrity there are a range of penalties which may be applied as set out in section B.5.4.

B.5.2.9 Any student involved in an investigation will have the opportunity to put their case forward. Students in this position are encouraged to seek support from the Students' Union. There is also provision to request a review of the outcome of any investigation.

B.5.3 Definitions of Academic Misconduct

Plagiarism

B.5.3.1 **Plagiarism** is the reproduction or paraphrasing, without acknowledgement, from **public or private (ie: unpublished)** material (including material downloaded from the internet) attributable to, or which is the intellectual property of, another including the work of students.

B.5.3.2 Plagiarism may be of written and also non-written form and therefore would also include the unacknowledged use of computer programs or software, mathematical/computer models/algorithms, macros, spreadsheets, web pages, databases, designs/models/displays of any sort, diagrams, graphs, tables, drawings, works of art of any sort, digital images, computer-aided design drawings, GIS files, photographs, maps, music/composition of any sort, posters, presentations and tracing. This list is not exhaustive.

B.5.3.3 Examples of plagiarism are:

- Intentionally Including in a student's own work, extracts from another person's work without explicitly marking the text as a quotation and accrediting the source;

- Intentionally using of the ideas of another person including images and other creative work without acknowledgement of the source.
- Intentionally paraphrasing or summarising another person's work without acknowledgement;
- Cutting and pasting from electronic sources without explicit acknowledgement of the source of the URL or author and/or without explicitly marking the pasted text as a quotation;
- Submitting a piece of work entirely as a student's own when it was produced in collaboration with others, and not declaring that this collaboration has taken place;
- Intentionally submitting appropriated imagery or creative products without indicating the source of the work.

Cheating

B.5.3.4 **Cheating** is any action taken before, during or after an assessment or examination which seeks to gain unfair advantage or assists another student to do so.

B.5.3.5 Examples of cheating are:

- Gaining access to, or using, unauthorised notes or other material relating to an assessment;
- Introducing any information, including electronically stored information, into the examination room unless expressly permitted by the examination or course regulations;
- Communicating during an examination with any person outside the examination room or with other students within the examination room.
- Copying the work of another student with or without their knowledge or agreement whether in examinations or in other assessments;
- Allowing another person to impersonate you, or impersonating another person, with the intention of gaining an unfair advantage for yourself or the other person;
- Ghosting; that is, submitting as your own work a piece of work produced in whole or part by another person on your behalf, or deliberately seeking to make material available to another student with the intention that the other student should present the work as his or her own; (Note: this does not include the use of an amanuensis in examinations or legitimate input from University study skills tutors and/or mentors.)
- Amending and resubmitting work following a final mark being issued in order to gain a better mark.

Contract cheating is when a student buys an essay or assignment, either 'off the shelf' or specifically written for them and submits it as their own work;

Falsification

B.5.3.6 **Falsification** is any attempt to present fictitious or distorted data, evidence, references, experimental results or other material and/or knowingly to make use of such material.

B.5.3.7 Examples of falsification are:

- Presenting data based on controlled investigations, experiments, surveys or analysis falsely claimed to have been carried out by you;
- The invention of references and/or false claims;
- Including data etc. in your work which you know to be false or incorrect, whether or not this has been created by you.

B.5.3.8 In connection with programmes leading to a professional qualification, falsely claiming to have completed non-academic requirements such as hours in practice, or to have achieved professional competencies may lead to disqualification to practise.

Recycling

B.5.3.9 **Recycling** is where a piece of work which has already been used in one context is used again (without declaration) in another context.

B.5.3.10 Examples of recycling are:

- Re-submitting work which has already been assessed and marked in full or in part for another assessment in the same or in a different module or course.
- Failure to disclose that a piece of work was submitted for assessment and has been or will be used for other academic purposes.
- Publishing essentially the same piece of work in more than one place without declaration.

B.5.3.11 In some instances it may be acceptable to use work previously submitted for a written assignment as the basis for an examination answer or to further expand and develop such work at a higher level; e.g. developing the ideas formulated in a third year dissertation into a Master's level thesis. Such situations would be governed by the specific regulations of the appropriate programme of study.

Other breaches of academic integrity

B.5.3.12 There may be other breaches of academic integrity which are not specifically referred to above and some breaches may fall into more than one category. Where a member of staff is concerned that a student has submitted work that is substantially different to other work which has been submitted previously the faculty/College may investigate.

B.5.4 Dealing with Academic Misconduct

B.5.4.1 Cases of Academic Misconduct will initially be dealt with at faculty/College level but where agreement is not reached at faculty/College level, the case will be escalated to University level.

Faculty/College level

B.5.4.2 The Head of Learning and Teaching or Dean's/Principal's nominee of the course-holding faculty/College will have overall responsibility for the management of academic misconduct cases within their faculty/College but may nominate colleagues at Head of Department level to chair the meeting with the student(s). The person chairing the meeting with the student(s) must

not be the Chair of the Award and Progression Assessment Board considering the student's results.

B.5.4.3 When a case of academic misconduct is suspected the student(s) will be invited to meet with at least two members of the course-holding faculty/College, with no direct involvement in the case. The member of staff who identified the suspected academic misconduct or the module leader will be invited to attend the meeting with the student by the clerk to the meeting. A report by either the member of staff who identified the suspected academic misconduct or the module leader must be provided to the Chair prior to the meeting. The student is entitled to bring a friend or representative from the Students' Union to the meeting. Due notice of the hearing will be considered to have been given on sending the notice and supporting information by e-mail to the student's University email account. Additionally, faculties/College may send notification by the most appropriate postal route (e.g. standard or recorded delivery) to the student's last recorded address. The case may then be heard whether or not the student attends the hearing.

B.5.4.4 Following discussions at this meeting the chairperson shall inform the student(s) which of the following actions will be taken.

[a] Of the chairperson and student(s) agree that academic misconduct has not taken place, no further action will be taken, other than to advise the member of staff who suspected academic misconduct that this is not the case.

[b] If the chairperson and student(s) agree that academic misconduct has taken place the chairperson will refer the matter to the Award and Progression Assessment Board for action as in B.5.5.1 [a] to [e];

[c] If the chairperson and student(s) do not reach agreement the matter shall be referred to the Assessment Infringements Committee for action as in B.5.4.7.

B.5.4.5 From the point of raising the suspected misconduct faculties/College have fifteen working days to meet with the student(s) to determine an appropriate outcome as set out in B.5.4.4 [a], [b], [c]. However, if the Award and Progression Assessment Board meets before the end of the fifteen working days the outcome (as set out in B.5.4.4 [a], [b],[c]) should be determined before that board. It is recognised that where a case is complex the deadlines for investigation may be extended, in consultation with the dean of faculty/principal of College. The student will be kept informed of progress and any foreseen delays.

B.5.4.6 All outcomes from faculty/College meetings should be reported to the Subject Assessment Board so that any penalty imposed in relation to the module can be recorded before being ratified at the Award and Progression Assessment Board.

University Level

B.5.4.7 If an agreement between the chairperson and the student(s) could not be reached the case is referred to an Assessment Infringements Panel.

B.5.4.8 The Academic Board has established an Assessment Infringements Committee from which the members of any Assessment Infringements Panel will be drawn.

Composition of the Assessment Infringements Committee

Vice Chancellor or nominee (Chairperson)
A representative of the Students' Union
Academic Registrar or nominee (Secretary)
Two representatives from each academic faculty and the Royal Welsh College of Music and Drama nominated by the Dean/Principal

An **Assessment Infringements Panel** will consist of:

The Chair of the Assessment Infringements Panel
A representative of the Students' Union
One of the faculty/ Royal Welsh College of Music and Drama representatives
Academic Registrar or nominee (Secretary)

No person who was a member of an assessment board associated with the allegation or was connected in any way with the course will be a member of the Assessment Infringements Panel.

Functions of the Assessment Infringements Panel

- B.5.4.9 The Assessment Infringements Panel will have the following functions:
- [a] To consider allegations of academic misconduct committed by students.
 - [b] To ensure that a student accused of academic misconduct is given a full and fair hearing.
 - [c] To establish, as far as possible, the facts of the case and to decide whether or not the allegation is substantiated.
 - [d] To determine an appropriate penalty, having taken full account of procedures outlined in 4.11 below.
 - [e] To report the decision to the appropriate assessment board.
- B.5.4.10 The **Assessment Infringements Committee** will meet on an annual basis to review its activities and ensure consistency across Assessment Infringements Panels.

Assessment Infringements Panel Hearing

- B.5.4.11 The student(s) concerned and either the member of staff who identified the suspected academic misconduct or the module leader will be given at least five working days notice, in writing, of the Panel meeting and of the procedures to be adopted at the hearing. Due notice of the hearing will be considered to have been given on sending the notice and supporting information by e-mail and recorded delivery, to the student's last recorded address. The case may then be heard whether or not the student attends the hearing.
- B.5.4.12 The procedures adopted by the Panel will always accord with natural justice and will provide for the following:

- ◆ the right for the student to submit written evidence to the Panel and to appear before it. (The student is allowed to be supported at the Panel, for example by a friend or a representative of the Students' Union. At least twenty four hours before the meeting, the student should advise the Secretary of the name and status of the person accompanying them. Although the University would not anticipate the attendance of a legal representative, the Chair of the hearing may exercise discretion should the student indicate that they wish to bring someone with a legal background);
- ◆ the right for the Panel to examine any documentation it considers necessary and to call witnesses as appropriate, including the invigilator or member of staff concerned.

B.5.4.13 The Panel will establish as far as is possible, the facts of the case and, where an allegation is proven, it will seek advice from the Head of Learning and Teaching (or dean's/Principal's nominee) and module leader in determining a penalty. This is to promote consistency between decisions taken by the Panel and those by the faculty/College and to ensure the penalty is appropriate to the course. In all cases where the right to practise professionally may be affected by the Panel's decision then the Panel shall ensure that it takes the advice of a person with appropriate professional expertise.

B.5.4.14 The Panel will determine the penalty using guidelines set out by the University (see Academic Handbook Volume 2) and report its decision to the chairpersons of the Subject Assessment Board and the Award and Progression Assessment Board. The Subject Assessment Board must accept this decision but may refer any new relevant evidence back to the Panel. The Subject Assessment Board will record the penalty imposed in relation to the module. The Award and Progression Assessment Board will record and ratify the decision.

B.5.5 Actions Available in Proven Cases

B.5.5.1 The following are the penalties available to the Head of Learning and Teaching (or dean's/Principal's nominee) or the Assessment Infringements Panel:

- [a] in cases where it is agreed that a student unknowingly committed academic misconduct, refer the student to an appropriate workshop or individual tutorial at the Education Drop-In Centre. If the student does not attend, an alternative penalty, such as a written warning, can be issued by the Chair of the faculty/College meeting.
- [b] issue a written reprimand or warning as to future conduct. A note will be retained on the student's record.
- [c] deem the student(s) concerned to have failed part or all of the assessments for the stage/level of the programme and determine whether or not the student should be reassessed. If reassessment is permitted, standard University regulations will be followed. The decision to permit reassessment will normally be based on the seriousness of the academic misconduct and the following options are available:

- i) Cancel mark for element of assessment – student is allowed to resubmit the work – element mark capped at 40%
- ii) Cancel mark for element of assessment – student is allowed to resubmit the work – whole module capped at 40%
- iii) Cancel mark for whole module – student is allowed to resubmit the work – module capped at 40%
- iv) Cancel mark for whole module – student is not allowed to resubmit the work.
- v) Cancel mark for whole module – student is not allowed to repeat or substitute module
- vi) Cancel module marks for whole year – allow repeat year
- vii) Cancel module marks for whole year – student is not allowed repeat year.

[d] in addition to any decision made under c), a recommendation can be made to the Vice Chancellor that the student concerned should be expelled (in accordance with the disciplinary procedures contained within the Regulations Governing Student Conduct). If expelled, the student may be:

- i) Fail discontinued but allowed to retain credits already gained
- ii) Fail discontinued and all credits gained cancelled. No further study at the University will be allowed.

[e] the University reserves the right to revoke an award if it is discovered that academic misconduct was committed in order to gain the award.

B.5.5.2 Decisions on which of the above penalties should be applied will be made in accordance with a tariff of penalties available in Volume 2 of the Academic Handbook.

B.5.6 Appeals Procedure

B.5.6.1 A student may use the appeal process set out in the Verification and Appeals procedure, to appeal against:

- a decision of the Assessment Infringements Panel that academic misconduct has taken place and/or
- the penalty imposed by the Assessment Infringements Panel or award board.

B6: Regulations Governing Student Conduct

Introduction

Students at the University are expected to observe University rules and regulations, to respect persons and property and to show courtesy and consideration at all times. The University hopes that the need for disciplinary action will be rare. Any alleged misconduct will be dealt with in accordance with the procedures set out in these regulations (unless those procedures are varied by agreement between the University and the student in any particular case).

These regulations will apply to every student, meaning every enrolled student of the University or a holder of a sabbatical office in the University's Student Union but not students who are enrolled with partner institutions nor to students who are also members of staff of the University (where the staff disciplinary procedures will apply).

These regulations apply to all students of the University of Glamorgan, including those at the Royal Welsh College of Music and Drama. Where references are made to faculties or deans of faculties, in the case of the Royal Welsh College of Music and Drama these should be taken as the College or Principal. References to the Board of Governors should be taken as Board of Directors for the Royal Welsh College of Music and Drama.

B.6.1 Student Conduct: General Requirement

Students must observe all University regulations which govern the effective organisation and management of specific areas of activity within the University, (including those relating to financial requirements, health and safety, the use of learning, computing, child care, refreshment, sport and recreational facilities) or which are specifically included as part of the student's programme of study (including any professional code of practice incorporated therein). There are also separate regulations pertaining to student usage of Students' Union facilities. Copies of all such regulations may be obtained from the Quality Unit, Academic Registry or alternatively may be accessed on the University's web-site at <http://academicregistry.glam.ac.uk/acpolicyandregs/#students>.

B.6.2 Definition of Misconduct

B.6.2.1 An act will be regarded as misconduct, and therefore the subject of disciplinary action:

- if it constitutes or is likely to constitute improper interference with the proper functioning and activities of the University, or of those who work or study in the University
- or if it damages or is likely to damage the reputation of the University.

The following constitutes a non-exhaustive list of examples of possible misconduct.

B.6.2.2 Students must **not** whilst on campus, in University premises off campus or engaged in University activities:

- a) commit physical assault, serious threatening behaviour or verbal or written abuse to other students, staff or visitors to the University, including via internet websites such as social networking ones;
- b) make malicious or vexatious allegations against other members of the University;

- c) damage University property or property of other students, staff or visitors;
- d) misappropriate any University property, funds or assets or property of other students;
- e) act in any way which is likely to cause injury to any other person within the University community, including impairing the safety of premises or equipment and interfering with anything provided in the interests of Health and Safety at Work;
- f) commit any criminal act whilst upon University premises or engaged in University activities;
- g) engage in any activity or behaviour which contravenes the University's Equal Opportunities or Harassment policies;
- h) behave in any way which unreasonably interferes with the legitimate freedoms of any other student, member of staff, or visitor, or which disrupts or interferes with activities properly carried out by the University;
- i) misuse University IT systems or equipment;
- j) fail to give their name and address to an officer or employee of the University when reasonably requested to do so by such officer or employee in the course of their duties;
- k) fail to comply with a penalty imposed in respect of any previous misconduct under these regulations;
- l) purchase or order goods on behalf of the University without due authorisation;
- m) use University facilities without prior authorisations;
- n) make excessive noise in or around University halls of residence or other University property.

B.6.2.3 Students must not behave in the community in such a way as may be reasonably deemed to harm the reputation of the University or its relationship with the local community.

B.6.2.4 Students must not falsify information provided to the University nor fail to disclose relevant information (e.g. criminal convictions).

B.6.3 Academic Requirements

B.6.3.1 Students must ensure that they satisfy course and module attendance requirements (as stated in their course handbook) and should bear in mind that it is the University's responsibility to report unsatisfactory attendance to grant awarding authorities, and where appropriate, to employers or other sponsors. In the case of overseas students, reports will be provided to the UK Border Agency.

B.6.3.2 Students are responsible for notifying the dean of faculty/Principal of College without delay of any prolonged absence (in excess of 20 working days) through illness or other unavoidable cause, and should provide any necessary documentary support for such absence.

B.6.3.3 Students must not attempt to secure an unfair advantage over others in assessment, as covered in the University Regulations for Academic Integrity.

B.6.3.4 Students are required to enrol during the official enrolment periods which are determined by the University.

B.6.3.5 Students must ensure that they are aware of and abide by University regulations pertaining to intellectual property rights.

B.6.4 Financial Requirements

B.6.4.1 Students must abide by the regulations set down by the University in relation to the payment of their fees.

B.6.4.2 Course fees are normally charged on an annual basis but in the event that a student discontinues or is expelled from the course, fees will be charged in full up to and including the end of the term in which the student leaves.

B.6.4.3 Hostel charges are payable termly in full during the first ten days of each term.

B.6.4.4 Students who cause damage to or loss of University property, assets or funds (see B.6.2.1 c, d, e) may be required to pay for such damage or loss. (see B.6.9.2)

B.6.4.5 Students should ensure that sufficient funds are available to honour any payments made to the University by cheque, credit card or any other means.

B.6.4.6 Any student who is in debt to the University, for any reason whatsoever, may be excluded from any or all University services (e.g. hostels, Learning & Corporate Support Services, teaching and assessment) and may be refused permission to re-enrol with the University until the debt is paid. Assessment results may be withheld (subject to the requirements of the Data Protection Act 1998) and certificates will not be issued until the debt is paid. The University may take appropriate steps to recover any outstanding debts or recover/replace any University property.

B.6.5 Change of Address

Students must promptly inform the University of any changes to term-time and/or home address through utilising the electronic services provided by the University.

B.6.6 Health and Safety

B.6.6.1 Students must read and comply with all health, fire and safety regulations, and co-operate with all activities in respect of such regulations.

B.6.6.2 Smoking is permitted only in designated areas.

B.6.6.3 Accidents must be notified promptly to the dean of faculty/principal of College or head of corporate department who will ensure that the necessary documents are completed.

B.6.6.4 A students' car park is available adjacent to the main Treforest campus. Students are not permitted to park cars or motor cycles on campus unless permission has been previously obtained through the Head of Estates and Facilities. Students' vehicles, motor cycles and cycles must be parked in designated areas.

B.6.6.5 Students must observe the speed limit on campus and otherwise drive with due regard for the well being of others.

B.6.7 University Liability for Loss/Damage

B.6.7.1 The University is not liable for loss or damage to personal property brought on to or left on campus.

B.6.7.2 Students who cause damage to or loss of University property, assets or funds (see B.6.7.2.2 c, d, e) may be required to pay for such damage or loss.

B.6.7.3 Students who expose the University to liability towards third parties may be required to pay damages to the University to cover any losses or expenses the University incurs in the process.

B.6.8 Procedures Relating to Contravention of these Regulations

B.6.8.1 Introduction

- a) These procedures will apply in the event of any alleged breach of any rule or regulation of the University in force from time to time, including these regulations, or any other matter which may have involved alleged misconduct or inappropriate conduct.
- b) The purpose of the procedure is to ensure that in taking disciplinary action against a student the University acts fairly and consistently in relation to all students.
- c) Any student accused of misconduct will be informed of the complaint(s) against him or her in writing in advance of any hearing and will have an opportunity to respond before any action is taken.
- d) The student is allowed to be supported at any hearings, for example by a friend or a representative of the Students' Union. At least twenty four hours before the meeting, the student should advise the Secretary of the name and status of the person accompanying them. Although the University would not anticipate the attendance of a legal representative, the Chair of the hearing may exercise discretion should the student indicate that they wish to bring someone with a legal background.
- e) The outcome of any disciplinary or appeal hearing shall be determined on the balance of probabilities, according to reasonable belief in the student's innocence or guilt.
- f) The University will conduct disciplinary cases in a confidential and sensitive manner. The identity of individuals who make complaints against others will be kept confidential so long as that does not hinder or frustrate any investigation. However, the investigation process may reveal the source of the complaint and the complainant may need to provide a statement as part of the evidence required.
- g) Students will be provided with a date for their hearing. Should the student require a revised date the hearing will be rearranged once only. Students

should inform the University at least 48 hours in advance of the original hearing if they require a revised date. Should a student not attend a hearing, the meeting will take place in their absence; in that case, however, students are strongly advised to provide a written submission for the Committee.

- h) It is the student's responsibility to ensure that any witness they wish to call attends the meeting.

B.6.8.2 Advice on procedure

The Academic Registrar has overall responsibility for the operation of the disciplinary procedures and the postholder (or nominee) can act as a point of contact or advice on procedural matters. Any student who is accused of misconduct, or otherwise involved in disciplinary investigations or hearings, is advised to seek advice from the Students' Union or from the Student Services Department.

B.6.8.3 Reporting of incidents of misconduct

- a) Allegations of misconduct against a student should normally be made to that student's Dean of Faculty/Principal of College/Head of Department who will be responsible for overseeing the handling of the allegations, drawing on advice from the Academic Registrar or nominee. (Anyone making allegations may make them to their own Dean of Faculty/Head of Department, who will refer them on to the student's Dean of Faculty/Principal of College/Head of Department).
- b) Allegations of misconduct should be made promptly, preferably in writing, and include the following information:
 - a. the identity of the person(s) against whom the allegations are made
 - b. the nature of the misconduct
 - c. the time and location
 - d. possible witnesses and
 - e. details of any action already taken.
- c) Where there is doubt as to whether the student's dean of faculty/principal of College is the appropriate person to deal with the allegations (e.g. where the incident involves students in more than one faculty, or is related to the work of a central University department, or where the incident occurs in Halls of Residence), advice should be sought from the Academic Registrar.
- d) The student's dean of faculty/principal of College (or nominee), in consultation as appropriate with the Academic Registrar, will consider the nature and seriousness of the allegations with a view to deciding whether there is a *prima facie* case for formal disciplinary proceedings, on the basis of the information available, or whether the matter should be handled informally outside the University disciplinary procedures.

B.6.8.4 Investigation of allegations

- a) In each case which is to be the subject of formal disciplinary proceedings an investigating officer will be appointed, who will normally be an appropriate nominee of the dean of faculty/principal of College. However, where the allegations are of sufficient seriousness to warrant referral to the Disciplinary Committee for possible suspension or expulsion from the University, then the

investigating officer will normally be the dean of faculty/principal of College or associate dean.

- b) Investigating officers, when they are first appointed, will be required to undertake a briefing session about their role with Academic Registry and will receive written guidelines on how to conduct investigations.
- c) The student(s) against whom the allegations are made will be informed immediately, in writing, of the nature and seriousness of the allegations made, that they are the subject of an investigation, and the identity of the investigating officer.
- d) The investigating officer shall conduct an investigation of the allegations within 15 working days. The timescale may be extended by agreement with the individual(s) who is (are) the subject of the allegations or, in exceptional circumstances, by the University.

B.6.8.5 Responsibility for disciplinary decisions

- a) Following completion of the investigation, the investigating officer's report will be presented either to the dean of faculty/principal of College, or in the case of serious allegations where the dean/principal is the investigating officer, to a member of Directorate nominated by the Vice Chancellor (Directorate nominee).
- b) The dean of faculty/principal of College or Directorate nominee, in discussion with Academic Registry, will determine whether a disciplinary hearing is still appropriate, in the light of the investigating officer's report, or whether the matter could be resolved in other ways (e.g. counselling/advice or informal warning). The Directorate nominee may determine that the matter is appropriate for a disciplinary hearing by him/herself or other nominated person in place of a hearing by the Disciplinary Committee.
- c) Serious allegations of misconduct will normally be heard by a Disciplinary Committee operating in accordance with the arrangements set out in Section B.6.11.

B.6.8.6 Suspension for the purposes of investigation

Where an allegation is of sufficient seriousness, the Vice Chancellor's nominee may approve suspension of a student for a period of up to 15 working days whilst an investigation is carried out. Such suspension should only be instituted in exceptional circumstances where it is deemed necessary to protect members of the University. Such suspension shall be notified to the Academic Registrar (or nominee). Investigatory suspension beyond 15 working days will require approval by a Disciplinary Committee.

Suspension shall normally be interpreted as exclusion from all University campuses and services, including residential accommodation. However, the student may visit the campus to access any support required in preparing a defence, eg from the Students' Union or Student Services, providing appointments have been made in advance through Academic Registry.

The student may make representations about such suspension (including verbal representations) to the Vice Chancellor, or his/her nominee, for which purpose s/he

may be accompanied by a chosen representative. If no disciplinary action is subsequently taken the University will ensure so far as possible that the student has not been disadvantaged by the suspension.

B.6.8.7 Disciplinary hearings

Disciplinary hearings conducted by a Disciplinary Committee will be undertaken in accordance with procedures set out by the University. Hearings conducted by Directorate members or deans of faculty/heads of department (in accordance with B.6.8.5a) and B.6.8.5b) above) will follow the same principles.

B.6.9 Penalties

B.6.9.1 Formal warning normally constitutes the first stage of the formal disciplinary penalties.

- a) Verbal formal warnings may be issued by the dean of faculty/principal of College to which the student belongs, by a head of corporate department or by a member of Directorate after consultation with the dean of faculty/principal of College, the student and any other appropriate person, and will be recorded. Students have the right for these to be given in the presence of a Students' Union representative or 'friend'.
- b) Written formal warnings may be issued by the dean of faculty/principal of College to which the student belongs, by a head of corporate department or by a member of Directorate after consultation with the dean of faculty/principal of College, the student and any other appropriate person.

Formal warnings will remain on record for a specified period, normally one year. Any repeated occurrence of a similar offence may result in a recommendation to the Vice Chancellor, or his/her nominee, that the student be referred to a Disciplinary Committee.

B.6.9.2 Compensation. Compensation of up to £1000 may be required by the Vice Chancellor or his/her nominee, after consultation with the dean of faculty/principal of College, student and any other appropriate person. The compensation is to be paid to the University or to the owner or possessor of the property damaged or to the person injured as the Vice Chancellor shall decide. The Vice Chancellor shall have regard to the means of the student and may allow time to discharge the sum or order the sum to be paid in prescribed instalments.

B.6.9.3 Fines. Fines of up to £1000 may be required by the Vice Chancellor or his/her nominee, after consultation with the dean of faculty/principal of College, student and any other appropriate person. The Vice Chancellor shall have regard to the means of the student and may allow time to discharge the penalty or order the sum to be paid in prescribed instalments.

B.6.9.4 Suspension (disciplinary). The Disciplinary Committee has the authority to suspend a student from the University on disciplinary grounds for such period as the Disciplinary Committee considers just and reasonable in the circumstances.

B.6.9.5 Expulsion. The Disciplinary Committee has the authority to expel a student from the University on disciplinary grounds.

B.6.10 Misconduct which is also a Criminal Offence

B.6.10.1 The University through the Academic Registrar will promptly report to the Police any incident or allegation which may involve a serious criminal offence. Where the Academic Registrar is not available (e.g. in an emergency situation) serious incidents may be reported to the Police but the Academic Registrar must then be contacted as soon as possible.

B.6.10.2 Conduct which may constitute a criminal offence may also amount to misconduct which, in addition to any criminal process, may therefore fall to be dealt with under the procedures in these regulations, if that conduct:

- took place on University premises; and/or
- affected other members of the University; and/or
- damaged or was likely to damage the reputation of the University.

B.6.10.3 The following procedures apply where the alleged misconduct would also constitute an offence under the criminal law if proved in a court of law:

- a) Where the offence under the criminal law is considered by the University to be not serious, action under these regulations may continue but such action may be deferred pending any police investigation or prosecution.
- b) In the case of all other offences under the criminal law, no disciplinary action (other than investigatory suspension pursuant to 8.6 above) may be taken under these regulations unless the matter has been reported to the police and either the student has been prosecuted or a decision not to prosecute has been taken, at which time the Vice Chancellor may decide whether disciplinary action under these regulations may be taken.
- c) Where a finding of misconduct is made and the student has also been sentenced by a criminal court in respect of the same facts, the court's penalty shall be taken into consideration in determining any penalty under these regulations.

B.6.11 Disciplinary Committee - Membership and Functions

A Disciplinary Committee will be convened to consider serious cases of misconduct by students.

B.6.11.1 The membership of the Disciplinary Committee shall be constituted as follows:

One member of the University's Senior Management (Chairperson)
One staff member of the Academic Board
The President of the Students' Union or nominee
Academic Registrar or nominee (Secretary)

(N.B. Either the member of Senior Management or the Academic Board member must also be a Governor)

The members of the Disciplinary Committee shall have had no previous involvement with the case(s) or association with the student(s).

- B.6.11.2 The functions of the Disciplinary Committee are as follows:
- a) To consider reports from investigating officers in respect of serious allegations of misconduct by students.
 - b) To consider recommendations from the Vice Chancellor's nominee to extend an investigatory suspension beyond 15 working days.
 - c) To consider appeals against formal warnings, fines or compensation.
 - d) To establish, as far as possible, the facts of the case, including the ability to call witnesses.
 - e) To consider appropriate action as follows:
 - i. to approve a period of suspension to allow for further investigation to be undertaken;
 - ii. to approve a period of suspension on disciplinary grounds;
 - iii. to approve expulsion of a student;
 - iv. to impose other restrictions where it is deemed appropriate (for example, restrictions on use of IT);
 - v. to take any action available in the penalty list
 - vi. to confirm that action taken so far is sufficient and appropriate;
 - vii. to agree that the offence has not been established and there is no case to answer. Under these circumstances the University will ensure so far as possible that the student has not been disadvantaged by any disciplinary action or suspension.
 - f) To report its decision to the Vice Chancellor and the Clerk to the Governors.

B.6.12 Students' Rights of Appeal

B.6.12.1 Students have the right of appeal against formal warning, compensation, fines, suspension or expulsion.

B.6.12.2 Appeals against any of the above decisions, or an extension to an investigatory suspension, shall be made to an Appeal Panel consisting of the Vice Chancellor (or nominee) and a member of senior management. In the case of a difference of opinion between the two members of the panel, the Vice Chancellor shall have the casting vote.

The grounds under which appeals against formal warning, fines or compensations may be made are:

That new evidence or extenuating circumstances have become known which the student could not have reasonably made known at the time of the original hearing; and/or

That the original hearing was not conducted fairly and/or in accordance with the published regulations.

The grounds under which appeals against suspension or expulsion may be made are as above and, in addition:

That the original penalty imposed was excessive under the circumstances.

- B.6.12.3 Notice of appeal shall be made in writing to the Academic Registrar & Clerk to the Governors and shall be received not later than 10 working days after the formal notification of the Disciplinary Committee's decision.
- B.6.12.4 Any member of the University's senior management who has been concerned in the proceedings of the Disciplinary Committee shall not take part in the Appeal Panel.
- B.6.12.5 The student may make representations about his or her case (including verbal representations for which purpose s/he may be accompanied by a chosen representative) to the Panel considering the appeal.
- B.6.12.6 The appeal hearing shall be conducted in accordance with arrangements set out by the University.
- B.6.12.7 The decision of the Panel considering the appeal shall be final and shall be notified to the student within a period of 5 working days following the meeting by e-mail and/or first class post to the last known address of the student. Such despatch shall be deemed to be sufficient and complete discharge of the duty to inform the student.
- B.6.12.8 If the appeal is successful, the University will ensure as far as possible that the student has not been disadvantaged by any disciplinary action or suspension.

B.6.13 Office of the Independent Adjudicator

A student whose appeal or complaint is unsuccessful may, following issue of a Completion of Procedures letter, lodge a complaint with the Office of the Independent Adjudicator (OIA). Details of the OIA and the relevant information in relation to the Scheme can be accessed at www.oiahe.org.uk. Further information and advice can be obtained from the Quality Unit, Academic Registry.

B7: Criminal Offences which do not fall under the Regulations governing Student Conduct

(See also B6)

B.7.1 Students who commit a criminal offence and receive a criminal conviction as a result must notify the University immediately by contacting the Administrative Office in their Faculty/College, providing information on the circumstances of the conviction. If the criminal conviction falls under the definition of a 'relevant criminal conviction' as defined in paragraph 2 below, the Faculty/College will contact the student to obtain full details of the conviction and the nature of the offence and the matter will be referred to the Criminal Convictions Group, which also considers the criminal convictions of applicants wishing to study at the University.

B.7.2 The term "relevant criminal conviction" includes convictions, cautions, admonitions, reprimands, final warnings, bind over orders or similar involving one or more of those listed below:

- Any kind of violence including (but not limited to) threatening behaviour, offences concerning the intention to harm or offences which resulted in actual bodily harm
- Offences listed in the Sex Offences Act 2003
- The unlawful supply of controlled drugs or substances where the conviction concerns commercial drug dealing or trafficking
- Offences involving firearms
- Offences involving arson
- Offences listed in the Terrorism Act 2006.

If the conviction involved an offence similar to those set out above, but was made by a court outside of Great Britain, and that conviction would not be considered as spent under the Rehabilitation of Offenders Act 1974, the University should be notified.

Warnings, penalty notices for disorder (PNDs), anti-social behaviour orders (ASBOs) or violent offender orders (VOOs) are not classed as convictions for the purpose of this section, unless the student has contested a PND or breached the terms of an ASBO or VOO and this has resulted in a criminal conviction.

B.7.3 The Criminal Convictions Group will consider the information provided on the criminal conviction and whether it has a bearing on the course which the student is studying at the University.

B.7.4 Where the Group concludes that the criminal conviction means that the student cannot continue to study on the course, the student will be informed that they are being withdrawn from the University. The University reserves the right not to refund any fees which the student has paid for the current year of study.

B.7.5 Where the Group concludes that the criminal conviction does not preclude the student from studying on the course, the student will be informed that they will not be withdrawn from their studies. However, where the criminal conviction involves a custodial sentence, the student will be suspended from studies for the duration of the sentence and should contact the University once the custodial sentence has been completed. The University will not refund any fees which the student has paid for the period during which they are serving the custodial sentence.

B.7.6 On the completion of a custodial sentence, the student should contact the faculty/College so that a meeting can be set up with a member of the Faculty/College Executive and the relevant tutor on the course to discuss dates for the student's continuation on the course and whether the student will need to repeat a year of study/repeat modules commenced prior to the custodial sentence.

B8: Policy and Procedure Governing Fitness to Practise

B.8.1 Introduction

B.8.1.1 This policy and procedure relates to courses governed by specific professional standards. Whilst a student in nursing, midwifery, chiropractic, social work or certain psychology courses may perform well in assessments and may have committed no offence, he or she may not be fit to become a nurse, midwife, chiropractor, social worker, play therapist, behaviour analyst or psychology practitioner. There may be a number of reasons for this, for example a drug/alcohol related problem, mental ill health or any condition or disorder which would adversely affect the student's performance. The institution will have a responsibility to deal with such students to ensure that they do not qualify to practise in a profession when they are deemed not fit to do so. This may also apply to other students working for professional qualifications, for example in other professions allied to medicine.

B.8.1.2 Criminal conduct or disciplinary offences whilst a student of the University may also lead to action under these procedures, as will unprofessional behaviour which may also contravene codes of professional conduct as applied to students.

B.8.1.3 When necessary, action should be taken under fitness to practise procedures to:

- Protect present or future patients, service users or clients (i.e. public protection);
- Protect the institution against a legal suit brought by someone claiming to have suffered loss or harm as a result of a student proving after qualification to be unfit to practise;
- Ensure students do not waste time and money seeking a qualification for which they are not suited;
- Comply with the requirements of professional bodies.

B.8.1.4 The appropriate Head of Department may arrange an investigation into a student's fitness to practise at any time during a student's programme of study. He or she will then decide how to deal with the matter and which procedural route should be followed.

B.8.1.5 The student will have the right to know the case against him/her and to be given a proper opportunity to reply to that case before any decision as to his/her fitness to practise is made.

B.8.2 Advising Students of Professional Standards

B.8.2.1 Each faculty, which has a duty to ensure its students' fitness to practise, will have its own internal arrangements to monitor and ensure its students' fitness to practise.

B.8.2.2 These arrangements will include:

- Provision of a student contract which includes reference to the issue of fitness to practise;
- Provision of advice to students regarding standards of professional behaviour as described in student handbooks;
- Provision of appropriate induction sessions on professional conduct and fitness to practise and what it means;
- Provision of details of the relevant professional body requirements to students including those relating to the student's eligibility to register and to the Dean of Faculty's obligation with regard to declaring them fit to practise;
- Provision of a copy of the student conduct regulations, and a copy of this procedure;
- A process for identifying alleged unfitness to practise and carrying out the requirements of this procedure and of any additional Departmental requirements pertaining to the subject area.

B.8.3 Investigating Issues

B.8.3.1 The Dean of Faculty (or nominee) in consultation with the Academic Registrar may arrange for an investigation into a student's fitness to practise at any time during a student's programme of study. They will need to decide
a) whether it should be dealt with under the Policy and Procedure Governing Fitness to Practise or the Regulations Governing Student Conduct and
b) whether it should be dealt with by the Faculty or University Committee on Fitness to Practise.

B.8.3.2 If there is any doubt whether it is appropriate to consider a misconduct issue within the Fitness to Practise procedures, or there is a need for further advice regarding the level (Faculty or University) the Faculty Advisory Fitness to Practise Committee should be consulted. More severe cases should be referred to the University Committee on Fitness to Practise.

B.8.3.3 Cases where students may face expulsion (for reasons of fitness to practise) must be referred to the University's Committee on Fitness to Practise.

B.8.4 The Investigation

B.8.4.1 It is expected that issues surrounding professional behaviour will be dealt with initially by a senior member of faculty staff in consultation with the relevant Head of Department. When an issue concerning a student's Fitness to Practise arises, the Dean (or nominee) will appoint an Investigating Officer. The investigating officer must be a member of staff who has not had any involvement with the teaching of the student concerned.

B.8.4.2 The student is required to cooperate with the Investigating Officer in the conduct of the investigation.

B.8.4.3 As part of the investigation, a student may be required to agree that a medical report should be requested in respect of his/her medical condition by the

Investigating Officer. The student will also be required to agree to the disclosure of any such report to the extent necessary for the proper conduct of the investigation and any subsequent proceedings. This requirement may extend to other reports, including reports from social workers, probation officers and the police. The University will bear any costs of such reports.

B.8.4.4 The Investigating Officer will prepare a report on the investigation that will be presented to the Dean of Faculty who, in consultation with the Academic Registrar, will be responsible for deciding whether there is a prima facie case to answer by the student. If so, the case will be referred either to the Faculty Committee on Fitness to Practise or the University Committee on Fitness to Practise, depending on the severity of the case. If there is no case to answer, the student will be informed accordingly.

B.8.5 Paperwork required for hearings

B.8.5.1 When a student is referred to either the Faculty or University Committee on Fitness to Practise, the following information will be requested:

- [a] the investigation report;
- [b] any additional written comments on the student's conduct and/or health, explaining why there is concern as to the student's fitness to practise;
- [c] factual information about the student's professional progress on the course; and
- [d] any other relevant documentation.

B.8.5.2 All documentation will be sent to the Secretary of either the Faculty or University Committee on Fitness to Practise.

B.8.5.3 The Secretary will send to the student a copy of all documentation received and will notify both parties of the date of either the Faculty or University Committee on Fitness to Practise hearing as soon as possible and in any event, not less than 10 working days before the hearing.

B.8.5.4 The student will be invited to set out his or her case in writing prior to the hearing. Copies of any relevant documentation should be enclosed. These should be sent to the Secretary of either the Faculty or University Committee on Fitness to Practise not less than 5 working days before the hearing. The Secretary will send a copy to the Head of Department. The student must also send the Secretary details of any witnesses he/she is preparing to bring to the hearing in support of his/her case. The student is responsible for ensuring that any witnesses he/she wishes to call are notified of the date, time and venue for the hearing.

B.8.5.5 Written material, submitted by the student, will be circulated by the Secretary at least 3 working days before the hearing.

B.8.5.6 The Committee will not receive written material that has not also been made available to the Head of Department and the student.

B.8.5.7 Any written communication to the student will be sent by e-mail to the student's University e-mail address and first class mail and separately by recorded delivery to the registered term-time address last supplied by the student, and to his or her home address if this is different from the term-time address. It is the student's responsibility to ensure that his or her current addresses are made known to the Faculty concerned.

B.8.6 Attendance at hearings

B.8.6.1 The student will be required to attend the meeting of the Faculty/ University Committee on Fitness to Practise in person. If the student fails to attend without reasonable explanation, the Committee will consider the case in the student's absence. The Chair will decide what constitutes a "reasonable explanation".

B.8.6.2 Members of staff and any other persons relevant to the case may be required to attend the meeting if appropriate.

B.8.6.3 At the Faculty Committee on Fitness to Practise the Department's case will be presented by the Head of Work Based Learning and Student Support or nominee. At the University Committee on Fitness to Practise the Department's case will be presented by the Head of Department.

B.8.6.4 The student is allowed to be supported at the meeting, for example by a friend or a representative of the Students' Union. At least twenty four hours before the meeting, the student should advise the Secretary of the name and status of the person accompanying them. Although the University would not anticipate the attendance of a legal representative, the Chair of the hearing may exercise discretion should the student indicate that they wish to bring someone with a legal background.

B.8.6.5 The meeting of both the Faculty and University Committee on Fitness to Practise will be conducted in accordance with the procedure set out by the University.

B.8.7 Committees on Fitness to Practise

Composition

Faculty Committee on Fitness to Practise

B.8.7.1 The Committee will comprise a Chair appointed by the Dean, one member drawn from the teaching staff of departments of the Faculty which have Fitness to Practise requirements but who has had no involvement with the case, one member drawn from the teaching staff of another Faculty, and one member (in an advisory capacity only) from outside the University but practising at a senior level in the student's profession. Nominations for this external member will be sought from appropriate practice providers (e.g. NHS Health Board/Local Authority, Health Professions Council, British Association of Play Therapists, Behaviour Analyst Certification Board). The Committee will be served by a Secretary who is not a member but will be present throughout the proceedings.

University Committee on Fitness to Practise

B.8.7.2 The Committee will comprise a Chair (normally the Deputy Vice Chancellor Academic and Business Development or other independent member of the Directorate), the Dean of Faculty of the student or nominee, one member drawn from the teaching staff of departments of the Faculty which have Fitness to Practise requirements but who has had no involvement with the case, one member drawn from the teaching staff of another Faculty. The Committee will have present an individual from outside the University but practising at a senior level in the student's profession in the capacity of an advisor. Nominations for this external advisor will be sought from appropriate practice providers (e.g. NHS Trust/Local Authority, Health Professions Council). The Committee will be served by a Secretary who is not a member but will be present throughout the proceedings. The Secretary will be a member of staff of the Academic Registry.

Committee Functions

B.8.7.3 Both Committees have the following, functions:

[a] To consider cases of students, who are enrolled on a programme leading directly to a professional qualification which gives the right to practise a particular profession or calling, which are referred to the Committee on either of the following grounds:

- any conduct which may call into question a student's fitness to be admitted to and practise that profession; or
- any health problem which may call into question a student's fitness to be admitted to and practise that profession.

[b] To hear appeals from students who have been refused signature of their declaration of good character or similar or where a request for an extension of the pre-registration period has not been granted as a consequence of decisions taken by Award Boards in relation to professional stipulations.

Additionally the University Committee on Fitness to Practise has the following function:

[c] To hear appeals from students against decisions made by the Faculty Fitness to Practise Committee.

Powers of the Committees on Fitness to Practise

B.8.7.4 Following consideration of the case both Committees may:

in the case of an enrolled student:

- permit the student to continue with the programme;
- permit the student to continue with the programme under close supervision and/or specified conditions;

- suspend the studies of the student for a specified time with conditional return;
- recommend any other action considered appropriate by the Committee to enable the student's successful completion of the remainder of the programme;
- require that the student's studies on a programme leading to a professional qualification be terminated but recommend enrolment for an alternative academic qualification.

Additionally, the University Fitness to Practise Committee may:

- require that the student's studies on the programme be terminated and that his/her enrolment as a student should cease.

In arriving at a decision the Committee's may seek advice as to the likelihood that the student would be recommended for registration with the appropriate profession at a later date.

B.8.7.5 Where enrolment is allowed to continue on a programme under specified conditions, the Department will monitor progress and report any failure to meet the conditions to the Secretary of the Committee.

B.8.8 Students' Rights of Appeal

B.8.8.1 Students have the right of appeal against decisions made by both the Faculty and University Committees on Fitness to Practise.

Appeals against decisions of the Faculty Committee on Fitness to Practise

B.8.8.2 Appeals against decisions made by the Faculty Fitness to Practise Committee should be made to University's Committee on Fitness to Practise. Notice of the appeal should be made in writing to the Quality Unit and should be received not later than 10 working days after the formal notification of the decisions made by the Faculty Fitness to Practise Committee.

Appeals against decisions of the University Committee on Fitness to Practise

B.8.8.3 Appeals against decisions of the University Committee on Fitness to Practise should be made to a Committee of the Board of Governors. Notice of appeal should be made in writing to the Clerk to the Board of Governors and must be received not later than 10 working days after the formal notification of the Committee on Fitness to Practise's decision.

B.8.8.4 The Clerk will put the appeal before a Committee of the Board of Governors appointed by them to consider the appeal. The Committee will comprise a minimum of two members of the Board of Governors other than staff or student governors. Any Governor who has been concerned in the proceedings of the Committee on Fitness to Practise will not take part in the meeting of the Committee at which any appeal from the Committee on Fitness to Practise's decision is considered. There will always be a relevant professional advisor,

who will not be a member of the Committee of the Board of Governors, to advise the Committee.

B.8.8.5 The student may make representations about his or her case (including oral representations for which purpose s/he may be accompanied by a chosen representative) to the Committee considering the appeal.

B.8.8.6 The decision of the Committee considering the appeal will be final and will be notified to the student within a period of 5 working days following the meeting by e-mail, by first class post and separately by recorded delivery to the last known address of the student. Such despatch will be deemed to be sufficient and complete discharge of the duty to inform the student. If the appeal is successful, the University will ensure, so far as possible, that the student has not been disadvantaged by any disciplinary action or suspension.

B.8.9 Office of the Independent Adjudicator

A student whose appeal or complaint is unsuccessful may, following issue of a Completion of Procedures letter, lodge a complaint with the Office of the Independent Adjudicator (OIA). Details of the OIA and the relevant information in relation to the Scheme can be accessed at www.oiahe.org.uk. Further information and advice can be obtained from the Quality Unit, Academic Registry.