# Regulations for Taught Courses

| Title: Regulations for Taught Courses | | | | | |
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Due to ongoing integration, these regulations are subject to change in respect of structures, roles and responsibilities.

# Contents

# A.1 The Framework for Academic Courses

## A.1.1 The Nature of the Framework

### A.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 Credit Qualification Framework for Wales and the Framework for Higher Education Qualifications;
- 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.

### A.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.

### A.1.1.3 The courses accredited by the University

In addition to its own provision, the University also accredits courses devised by its collaborative partners. These courses equally are courses of the University and are known as 'accredited' 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.

### A.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.

## A.1.2 The Courses and Awards of the University

### A.1.2.1 The range of University awards

The University recognises the following range of formal awards[1]:

| Full name | Abbreviation | Credits Required | Minimum at highest level | | | | | | Gown type |
|---|---|---|---|---|---|---|---|---|---|
| | | | 3 | 4 | 5 | 6 | 7 | 8 | |
| Higher National Certificate | HNC | 120 | | 120 | | | | | 1 |
| Higher National Diploma (note exit award of 120 ungrouped credits that do not qualify for HNC will be CertHE) | HND | 240 | | 120 | 120 | | | | 1 |
| Professional Graduate Certificate in Education | CertEd (PgCE) | 120 | 20 | 100 | | | | | 1 |
| Professional Certificate in Education | PcET (ProfCE) | 120 | | 20 | 100 | | | | 1 |
| Foundation Certificate in Higher Education | FCertHE | 120 | 120 | | | | | | 1 |
| Certificate of Higher Education | CertHE | 120 | 20 | 100 | | | | | 1 |
| Diploma of Higher Education | DipHE | 240 | 20 | 120 | 100 | | | | 1 |
| Advanced Certificate of Higher Education | ACertHE | | | | | | | | 1 |
| Foundation Degree in Arts (25% must be derived from L5 work based learning) | FdA | 240 | 20 | 120 | 100 | | | | 2 |
| Foundation Degree in Science (25% must be derived from L5 work based learning) | FdSc | 240 | 20 | 120 | 100 | | | | 2 |
| Bachelor of Arts (unclassified) | BA | 300 | 20 | 120 | 120 | 40 | | | 2 |

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[1] A new University award may be requested when required. The proposing faculty should provide a memorandum, to include (but not limited to) rationale, credit requirements, confirmation of mapping to relevant benchmark/credit framework and details of the required addition to the Secretary of QAC.

This request will then be reported to QAC and if approved will go forward for consideration by Academic Board for approval prior to addition to the regulations.

| Name | Abbrev | | | | | | | | Level |
|---|---|---|---|---|---|---|---|---|---|
| Bachelor of Business Administration | BBA (Hons) | 360 | 20 | 120 | 120 | 100 | | | 2 |
| Bachelor of Engineering (unclassified) | BEng | 300 | 20 | 120 | 120 | 40 | | | 2 |
| Bachelor of Laws (unclassified) | LLB | 300 | 20 | 120 | 120 | 40 | | | |
| Bachelor of Music (unclassified) | BMus | 300 | 20 | 120 | 120 | 40 | | | 2 |
| Bachelor of Science (unclassified) | BSc | 300 | 20 | 120 | 120 | 40 | | | 2 |
| Bachelor of Arts (with honours) | BA (Hons) | 360 | 20 | 120 | 120 | 100 | | | 2 |
| Bachelor of Arts (with honours) with qualified teacher status (QTS) | BA (Hons) QTS | 360 | 20 | 120 | 120 | 100 | | | 2 |
| Bachelor of Science (with honours) with qualified teaching status (QTS) | BSc (Hons) QTS | 360 | 20 | 120 | 120 | 100 | | | 2 |
| Bachelor of Engineering (with honours) | BEng (Hons) | 360 | 20 | 120 | 120 | 100 | | | 2 |
| Bachelor of Laws (with honours) | LLB (Hons) | 360 | 20 | 120 | 120 | 100 | | | 2 |
| Bachelor of Midwifery (with honours) | BM (Hons) | 360 | 20 | 120 | 120 | 100 | | | 2 |
| Bachelor of Music (with honours) | BMus (Hons) | 360 | 20 | 120 | 120 | 100 | | | 2 |
| Bachelor of Nursing (with honours) | BN (Hons) | 360 | 20 | 120 | 120 | 100 | | | 2 |
| Bachelor of Science (with honours) | BSc (Hons) | 360 | 20 | 120 | 120 | 100 | | | 2 |
| Masters of Biology | MBiol | 480 | 20 | 100 | 120 | 120 | 120 | | 3 |
| Master of Chiropractic | MChiro | 480 | 20 | 100 | 120 | 120 | 120 | | 3 |
| Master of Computing | MComp | 480 | 20 | 100 | 120 | 120 | 120 | | 3 |
| Master of Engineering | MEng | 480 | 20 | 100 | 120 | 120 | 120 | | 3 |
| Master of Geography | MGeog | 480 | 20 | 100 | 120 | 120 | 120 | | 3 |
| Master of Law | MLaw | 480 | 20 | 100 | 120 | 120 | 120 | | 3 |
| Master of Nursing Studies | MNurs | 480 | 20 | 100 | 120 | 120 | 120 | | 3 |
| Master of Mathematics | MMath | 480 | 20 | 100 | 120 | 120 | 120 | | 3 |
| Master of Science | MSci | 480 | 20 | 100 | 120 | 120 | 120 | | 3 |

| Name | Abbr. | | | | | | | | Level |
|---|---|---|---|---|---|---|---|---|---|
| Postgraduate Certificate | PGCert | 60 | | | | 20 | 40 | | 3 |
| Postgraduate Diploma | PgDip | 120 | | | | 30 | 90 | | 3 |
| Postgraduate Certificate in Education | PGCE | 120 | | | | 80 | 40 | | 3 |
| Master of Arts | MA | 180 | | | | 30 | 150 | | 4 |
| Master of Business Administration | MBA | 180 | | | | 30 | 150 | | 4 |
| Executive Master of Business Administration | EMBA | 180 | | | | 30 | 150 | | 4 |
| Master of Laws | LLM | 180 | | | | 30 | 150 | | 4 |
| Master of Music | MMus | 180 | | | | 30 | 150 | | 4 |
| Master of Public Affairs | MPA | 180 | | | | 30 | 150 | | 4 |
| Master of Science | MSc | 180 | | | | 30 | 150 | | 4 |
| Doctor of Business Administration | DBA | | | | | | | | 5 |
| Doctor of Letters | DLitt | | | | | | | | 5 |
| Doctor of Psychology | DPsych | 540 | | | | | 120 | 420 | 5 |
| Doctor of Science | DSc | | | | | | | | 5 |
| Doctor of Technology | DTech | | | | | | | | 5 |
| Doctor of Laws | LLD | | | | | | | | 5 |
| University Certificate of Credit | | 5 | 5 | | | | | | N/A |
| University Foundation Certificate | | 30 | 30 | | | | | | N/A |
| University Certificate | | 60 | 20 | 40 | | | | | N/A |
| University Higher Certificate | | 60 | 20 | | 40 | | | | N/A |
| University Advanced Certificate | | 60 | 20 | | | 40 | | | N/A |
| University Certificate of Achievement in Learning and Teaching (only as exit award of PGCert Learning and Teaching in Higher Education) | | | | | | | 20 | | N/A |
| Employment Experience Certificate (+60 P credits) | EEC | 180 | 120 | | | | | | N/A |

| Employment Experience Diploma (+120 P credits) | EED | 240 | 120 | | | | | | N/A |
|---|---|---|---|---|---|---|---|---|---|

## A.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, CertHE[2], DipHE[3], Bachelor's degree leading to Bachelor's degree with honours
FCertHE, CertHE, DipHE, Bachelor's degree, Bachelor's degree with honours leading to Integrated Masters degree
GradCert, GradDip, leading to Graduate Degree
PgCert, PgDip, leading to a taught Master's degree

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.

*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 Credit[4]
University Foundation Certificate
University Certificate
University Higher Certificate
University Advanced Certificate

## A.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.

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[2] See A.1.2.2
[3] See A.1.2.2
[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.

### A.1.3 The Credit Accumulation and Transfer System

#### A.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;
- 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.

#### A.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.

#### A.1.3.3 The credit point

A credit point is defined as what can be achieved in ten notional 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.

#### A.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 Credit and Qualification Framework for Wales (CQFW) and the Framework for Higher Education Qualifications (FHEQ)[5].

The levels are as follows:

- 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.

- 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.

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[5] Where level 3 provision is being proposed also refer to the Qualifications and Credit Framework

- Level 5: the standard of achievement expected for the award of a Diploma of Higher Education or a Foundation 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.

- 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.

- 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.

- 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.

## A.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.

### *A.1.3.5.2 Graduate entry awards with embedded awards*

- 60 credits with at least 40 at Level 6 = Graduate Certificate
- plus 60 credits with at least 80 at Level 6 = Graduate Diploma
- plus 60 credits at Level 6 = Graduate Degree

## A.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 postgraduate students.

See A.2.2.8 for minimum and maximum registration periods.

## A.1.3.7 Credit transfer

Credits 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.

See also section A.2.3.10, Accreditation of Prior Learning.

## A.1.3.8    Compatibility between credit systems

Credit levels in relation to qualification levels[6]

| Credit Levels | Qualification Levels | | | |
|---|---|---|---|---|
| | FHEQ Levels | QCF Levels | | |
| | | NVQ | Vocational | General Qualification |
| 8 | Doctoral | | | |
| 7 | Masters | 5 | 7 | |
| 6 | Honours | | 6 | |
| 5 | Diploma | 4 | 5 | |
| 4 | Certificate | | 4 | |
| 3 | | 3 | 3 | GCSE AS and A Level |
| 2 | | 2 | 2 | GCSE (Grades A*-C) |
| 1 | | 1 | 1 | GCSE (Grades D-G) |
| Entry | | | | Entry |

European Credit Transfer System (ECTS)

ECTS credits represent the workload and defined learning outcomes ("what the individual knows understands and is able to do") of a given course or programme. 60 credits are the equivalent of a full year of study or work. In a standard academic year, 60 credits would be usually broken down into several smaller components.

A typical "first cycle" (or Bachelor's) Degree, would consist of 180 or 240 credits, whereas a typical "second cycle" (or Master's) Degree, would consist of 90 or 120 credits, with at least 60 credits at second cycle level.

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[6] Source: *Office of Qualifications and Examinations Regulation*

Countries that are not signatories to the Bologna agreement do not have a unified credit system. Credit equivalencies should be checked through UK NARIC on an individual basis.

## A.1.4 The Modular Structure

### A.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.

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. Whilst the content of a module is constant the same module can be developed to be assessed at different levels providing that two module codes are assigned to differentiate the level and the assessments and learning outcomes reflect the level of study.

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 A2 below.

### A.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 notional 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.

### A.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 methods are defined through validation but may be amended through a formal approval process.

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.

### A.1.4.4 The mode of study

Courses are validated in full time and part time modes; and in either mode that may be validated 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 notional hours per credit point.

### A.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.

Section A.2.2.8 outlines expectations for minimum and maximum periods of registration for a course.

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

### A.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 courses 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.

### A.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.

### A.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).

### A.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';
- 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, heath 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.

### A.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.

### A.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.

### A.1.4.12 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.

### A.1.5 The Design and Management of Modular Courses

### A.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[7] modules) can be used as vehicles for integrating the separate thematic strands at strategic points through the course.

## A.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.

## A.1.5.3    The course

Students study specific modules, validated as leading to their designated course.

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.

## A.1.5.4    Flexibility within and between courses

All courses should make provision for supporting students who wish to transfer courses. However, decisions on transfers will be made by the Course Leader and will be subject to the consideration of the student's learning to date. 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 substitute modules up to 20 credits taken at any one level providing that the substitution does not adversely affect students from achieving all course learning outcomes.

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

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[7] Please refer to the Guidance on Dissertation Supervision.

### A.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:

- Monitor the operation of courses, including any versions running concurrently with collaborative partners;
- Consider external examiners' reports and agree responses thereto, noting causes for concern; features of good practice; and emerging trends;
- Consider feedback from students and agree responses thereto, noting causes for concern; features of good practice; and emerging trends;
- Consider feedback from employers and agree responses thereto, noting causes for concern; features of good practice; and emerging trends;
- Agree and monitor the implementation of Course Action Plans;
- Refer to the Centre for Excellence in Learning and Teaching (CELT) good practice in learning and teaching for further dissemination;
- Report to FQAC/CQAC and make a substantial contribution to Faculty/College Annual Monitoring processes;
- Receive reports on interim modifications.

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

### A.1.5.6 The management of subjects and modules

Whilst the University focuses its framework for managing academic standards and quality on course and module level, the Assessment Boards allow a holistic view of the subject. A subject is a collection of cognate modules located in and organised by one faculty/College.

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.

A subject assessment board comprises all staff offering and teaching on modules within that subject. The assessment of modules and the assurance of standards are the responsibility of the subject assessment board (see section A.2.6).

### A.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.

### A.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 course 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.

### A.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 systems are in place to provide advice on academic matters and to monitor students' academic progress on an individual level.

### A.1.5.10 Welfare advice and counselling

Welfare advice is organised on campuses through the Advice Shops who, together with the 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 Support and Library Services department on welfare matters.

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

The Advice Zones 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 Advice Zone Team Leaders and/or an extenuating circumstances panel.

# A2: Regulations for Taught Courses

## A.2.1 Principles

### A.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 allows 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.

### A.2.1.2 Course design

[a] Taught courses are defined in terms of level, learning outcomes and place within the CQFW and FHEQ[8].

[b] The curriculum, structure, teaching methods and forms of assessment of taught courses allow for the attainment of their stated learning outcomes.

[c] All University courses must conform to the relevant QAA Benchmarks.

[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.

## A.2.2 Courses

### A.2.2.1 Definition of Student's Programme of Study

A student's '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.

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[8] 'Credit Qualification Framework for Wales' and 'Framework for Higher Education Qualifications'

### A.2.2.2 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 or statutory body. Requests for such amendments are approved by the relevant university committees and must be supported by appropriate evidence. Approved course specific regulations are held on the University website at http://asaqs.southwales.ac.uk/documents/download/4/

### A.2.2.3 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.

### A.2.2.4 Changes to course specifications

An individual course specification cannot be changed without formal approval through the relevant university committees. 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.

### A.2.2.5 Course specifications for agreed independent routes

The course specification for students following an agreed independent route (see A.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.

### A.2.2.6 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 CQFW and FHEQ[9] 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 A.1.4.7.

### A.2.2.7 Enrolment on courses

#### A.2.2.7.1 Validation
Any course which leads to a University award must be validated according to the University procedures before any students are enrolled upon it.

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[9] 'Credit Qualifications Framework for Wales' and 'Framework for Higher Education Qualifications'

### A.2.2.7.2  *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 to140 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.

## A.2.2.8  The duration of courses

The registration periods for the main awards below apply where all credits are studied at the University. Where a student varies their mode of study these periods will be proportional[10].

| Award | CQFW level of award | Minimum period of registration | Maximum period of registration |
|---|---|---|---|
| **Undergraduate Courses** | | | |
| **Certificate of Higher Education** | Level 4 | 1 year full-time or part-time equivalent<br><br>3 years part-time | 3 years full-time<br><br>6 years part-time |
| **Diploma of Higher Education** | Level 5 | 2 years full-time or part-time equivalent<br><br>4 years part-time | 4 years full-time<br><br>8 years part-time |
| **Foundation Degree** | Level 5 | 2 years full-time<br><br>Normally 3 years part-time (exemptions require the approval of the University) | 4 years full-time<br><br>10 years part-time |
| **Honours Degree** | Level 6 | 3 years full-time (for 3 year courses)<br><br>4 years full-time (for 4 year courses)<br><br>4 years part-time | 5 years full-time (for 3 year courses)<br><br>6 years full-time (for 4 year courses)<br><br>10 years part-time |
| **Accelerated Honours Degree** | Level 6 | 2 years full-time | 5 years full-time |
| **Graduate Certificate and Diploma** | | | |
| **Graduate Certificate** | Level 6 | 1 year full-time<br><br>2 years part-time | Normally as per minimum period. |
| **Graduate Diploma** | Level 6 | 1 year full-time | Normally as per minimum period. |

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[10] Discretion may be exercised by Progression Boards and reasonable adjustments made provided they do not compromise academic standards.

| | | | |
|---|---|---|---|
| | | 2 years part-time | |
| **Integrated Master's** | | | |
| **Integrated Master's** | Level 7 | 4 years full-time | 6 years full-time |
| | | 8 years part-time | 10 years part-time |
| **Master's** | | | |
| **Postgraduate Certificate** | Level 7 | 1 year part-time | Normally as per minimum period. |
| **Postgraduate Diploma** | Level 7 | 1 year full-time | Not more than 2 years full-time |
| | | 2 years part-time | Not more than 3 years part-time |
| **Master's Degree (excluding MRes)** | Level 7 | *For one year courses* Not less that 12 months full-time | *For one year courses* Not more than 2 years full-time |
| | | Not less than 24 months part-time | Not more than 5 years part-time |
| **MRes** | Level 7 | *For one year courses* Not less that 12 months full-time | *For one year courses* Not more than 2 years full-time |
| | | Not less than 24 months part-time | Not more than 5 years part-time |
| **PGCE** | | | |
| **Professional Graduate Certificate in Education (PGCE) PcE** | Level 6 | 1 year full-time 2 years part-time | Normally as per the minimum period. Any re-examination must take place within two years of the date of the initial failure. |
| **Postgraduate Certificate in Education Primary** | Level 7 | 1 year full-time | Normally as per the minimum period. Any re-examination must take place within two years of the date of the initial failure. |
| **Postgraduate Certificate in Education Secondary** | Level 7 | 1 year full-time | Normally as per the minimum period. Any re-examination must take place within two years of the date of the initial failure. |
| **Certificate, Graduate Certificate and Advanced Certificate** | | | |
| **Professional Certificate in Education (PcET)** | Level 5 | 1 year full-time 2 years part-time | Normally as per the minimum period. |

| | | | |
|---|---|---|---|
| **Professional Graduate Certificate in Education (PcET)** | Level 5 | 1 year full-time<br><br>2 years part-time | Normally as per the minimum period. |
| **Advanced Certificate of Higher Education** | Level 6 | 1 year full-time<br><br>2 years part-time | Normally as per the minimum period. |
| **Edexcel and WJEC Courses** | | | |
| **Foundation Diploma in Art and Design** | Level 3 | 1 year full-time | 2 years full-time<br>3 years part-time |
| **Higher National Certificate** | Level 5 | 2 years part-time | Not more than 5 years from the start of the courses |
| **Higher National Diploma** | Level 5 | 2 years full-time | Not more than 5 years from the start of the courses |
| **Access and Foundation Course** | | | |
| **Access to HE (all pathways)** | Level 2<br>Level 3 | 1 year full-time or part-time equivalent | Normally 3 years full time and up to 5 in exceptional circumstances |
| **Foundation Course (all pathways)** | Level 3 | 1 year full-time | 3 years |
| **International Foundation Year** | | | |
| **International Foundation Year Course** | Level 3 | 1 year full-time | 1.5 years full-time |

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

[b]     Sandwich degrees normally include at least a minimum of thirty weeks (one thousand two hundred hours) work experience that is deemed relevant and appropriate to a specific course.

[c]     The Employment Experience Certificate and the Employment Experience Diploma (see A.2.9.4) may be taken within or in addition to the normal duration of the course to which they relate.


## A.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.


### A.2.3.1     Admission Criteria

The Enquiries & Admissions Unit co-ordinates admission to most University undergraduate and postgraduate courses taught at its campuses in Pontypridd, Newport 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.

### A.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 UK Quality Code, Chapter B2: Admissions.

### A.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.

### A.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.

#### A.2.3.4.1 Undergraduate courses

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.

#### A.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.

#### A.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.

### A.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 integrated masters and postgraduate applicants. International/Non-EU applicants may also be required to

adhere to English language requirements as stipulated by the UK Visas and Immigration (UKVI) 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.

### A.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.

### A.2.3.7   Admission of members of staff

Members of staff of the University of South Wales Group (the University of South Wales; 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.

### A.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.

### A.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.

### A.2.3.10   Recognition of Prior Learning (RPL) also known as Accreditation of Prior Learning (APL) APCL / APEL

[a]      The University's provision for the Recognition of Prior Learning (RPL) seeks to ensure that students are admitted to the highest level of award for which they are qualified and for which they wish to apply and that they receive credit for their previous and demonstrable learning achievements. These principles apply equally to pre-entry, post-entry or credit transfer applications.

[b]      An applicant can use both forms of RPL (certificated and experiential) to claim credit as part completion of an award.

[c]      All applications for the transfer of credit using the RPL procedure must be made in accordance with the regulatory procedures for RPL for Exemption.

[c]      All applications for the award of academic credit for experiential learning using the RPL procedure must be made in accordance with the regulatory procedures for RPL for Accreditation.

[d]      The RPL procedures are applicable when used:

(i) To allow an applicant entry onto a course where they do not meet the formal entry requirements;

(ii) To award credit at the point of entry;

(iii) For transfer between courses/programmes of study;

(iv) Post-entry to a course/programme of study.

[e]     The maximum amount of credit which can be transferred/awarded through RPL is outlined in Section 2.3.10.4

### A.2.3.10.1 RPL for Admission

[a]     The University may admit students on the basis of their prior experiential learning, provided that it is identifiable, relevant to the programme of study for which they are applying and provides sufficient evidence of their ability.

[b]     The applicant is responsible for identifying their formal application to study at the University as a 'RPL for Admission' application.

### A.2.3.10.2 RPL for Exemption formally known as Accreditation of Prior Certified Learning (APCL)

[a]     Students are not expected to re-take modules for which they have gained equivalent credit elsewhere (certificated learning), provided that the credit is accepted as appropriate for the course to which they are transferring. Students may be given full or partial recognition of their prior learning.

[b]     The applicant is responsible for identifying their formal application to study at the University as a 'RPL for Exemption' application.

[c]     Students may apply to transfer from courses of study within the University or from courses of other institutions on the basis of the relevant credit they have gained on those other courses.

[d]     The proposed credits against which prior certificated learning is to be set must be formally recorded on an RPL exemption form which details the specific module 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 course leader. 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.

### A.2.3.10.3 RPL for Accreditation formally known as Accreditation of Prior Experiential Learning (APEL)

[a]     Students are not expected to take modules for which they have relevant prior experiential learning. RPL for Accreditation is a way of recognising, assessing and awarding students with credit for their knowledge, skills and experience; provided they can demonstrate that their existing knowledge and skills meet most of the course /module learning outcomes.

[b]     The applicant is responsible for identifying their formal application to study at the University as a 'RPL for Accreditation' application.

[c]     The applicant is responsible for completing the RPL for Accreditation form, for supplying supporting evidence and submitting the completed application to the relevant Course Leader. This evidence must be relevant, sufficient, authentic, and current and demonstrate the appropriate learning skills for the level of learning. Students may not use the same evidence to double count experiential learning, whether awarded by the

University of South Wales or another institution, and the student must sign the RPL for Accreditation form to this effect.

[d]     Course Leaders and Module Leaders are responsible for assisting applicants in preparing their RPL for Accreditation application and for assessing those claims. These two functions, however, must be clearly separated and handled independently.

[e]     When assessing RPL for Accreditation the applicant's prior learning should be mapped to the learning outcomes of either individual modules within the course or the level/interim stage learning outcomes as stated in the course specification.

[f]     RPL for Accreditation applications are subject to the University's normal assessment regulations and all credit awarded is provisional, until ratified by the subject assessment board..

[g]     The proposed credits awarded for prior experiential learning must be formally recorded on an RPL for Accreditation 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. The form must be signed by the Course Leader, the RPL Assessors and the student.

[h]     Where a student is successfully awarded credit for experiential learning, the RPL for Accreditation form should be sent to the Student Administration Manager to allow the mark(s) to be recorded on the appropriate module(s) of the student's record.


### A.2.3.10.4 RPL credit limits

[a]     The University has agreed maximum limits of credit which can be applied for under the RPL regulations which are outlined in the table below.

[b]     Transferred credit is credit recognised under RPL for Exemption and is credit awarded and accredited by an institution or body other than the University of South Wales. This transferred credit is classified as prior certificated learning irrespective of whether the credit was obtained from taught modules or from accredited prior experiential learning approved by that institution or body. Transferred credit can only be used for awards listed in the table below. Marks are not allocated for transferred credit.

[c]     Experiential credit is credit awarded under RPL for Accreditation (see column 2) by the University of South Wales and is classed as prior experiential learning. Marks may be allocated for experiential learning.

[d]     University of South Wales taught credit (see column 3 in the table below) is credit achieved from taught University of South Wales modules which includes distance learning and work based learning modules.

[e]     Grading of University of South Wales awards is based on marks achieved in University of South Wales credit (taught or experiential learning) only and subject to any additional restrictions in the table below.

[f]     In some instances, Professional, Statutory or Regulatory Boards (PSRBs) may have additional requirements which must be met.


| Award | Transferred credit /Experiential credit (maximum) | University of South Wales taught 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[11] |
| DipHE | 120 | 120 with a minimum of 100 at level 5 | 240 | DipHE is not graded when given as an exit award[12] |
| Bachelors degree | 240 | 60 at level 6 | 300 | Use as an exit award for bachelors 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 South Wales credits obtained on the honours degree will be classified according to the standard regulations otherwise classification is based only on the 120 University of South Wales credits[13] |
| BMus (RWCMD only) | 300 | 180 at level 6 | 480 | Students with at least 90 level 5 and 180 level 6 University of South Wales 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 South Wales credits |
| HNC | 60 | 60 at level 4 | 120 | |
| HND | 120 | 120 with a minimum of 100 at level 5 | 240 | |
| Foundation Degree | 120 | 120 with a minimum of 100 at level 5 | 240 | |
| PcET | 60 | 60 level 5 | 120 | |
| Integrated masters | 240 | 240 with a minimum of 100 at level 6 and 120 at level 7 | 480 | |
| PgCert | 20 | 40 at level 7 | 60 | |
| PgDip | 60 | 60 at level 7 | 120 | |
| Masters | 120 | 60 at level 7 | 180 | |
| Taught doctoral awards | 180 | 360 | 540 | |

### A.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.

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[11] See A.2.9.9, Classification of Other Awards
[12] See A.2.9.9, Classification of Other Awards
[13] See A.2.9.5, The Classification of Honours Degrees

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.

### A.2.4 Attendance and Engagement

#### A.2.4.1 University/College attendance and engagement - Expectations

The University's/College's expectations regarding the level of attendance and engagement for students enrolled on its courses are designed to ensure that all students are able to fulfil the learning outcomes of their courses and make the most of the learning opportunities made available to them.

The University's expectation is that:

- students should attend, and actively engage[14] in, all timetabled learning events, including lectures, seminars, laboratories and other nominated classes;
- students should attend any meetings or other learning activities arranged in relation to their course
- Engagement includes attendance, use of VLE where appropriate, contribution in classroom situations, submission of assessment and responding to University communications in a timely manner.

The University retains the right to withdraw students who it deems are not attending/engaging with their studies as appropriate (see A.2.4.5).

Students must adhere to University attendance and engagement expectations. However, there may be exceptional and/or unforeseen circumstances that may require a student to be absent from studies (please refer to Section A.2.4.7 Temporary Absence). Advice can also be sought via the Advice Zone or Advice Zone online.

#### A.2.4.2 Students at partner institutions

Students studying at the University's collaborative partners are expected to comply with A.2.4.1 and with any general attendance requirements of those collaborative institutions.

#### A.2.4.3 Attendance monitoring procedures

The faculty/College/campus is responsible for devising appropriate procedures for monitoring attendance, ensuring that procedures are in place specifically for monitoring international non-EU students studying on a Tier 4 visa in relation to Home Office/UKVI reporting responsibilities. The University will report non-attendance/engagement to grant

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[14] Examples of active engagement are contributing to group project work, performing in group recitals

awarding authorities or sponsors, where appropriate. In relation to international non-EU students studying on a Tier 4 visa it will provide reports to the Home Office/UKVI.

### A.2.4.4    Module and course attendance requirements

Where courses/modules specify attendance requirements, these must be set out in the course specification and/or module descriptors and any documentation provided to the students who must be informed that these requirements must be met.

### A.2.4.5    Action in cases of non-attendance

Any student who fails to fulfil their attendance and/or engagement obligations will be notified in writing and informed of the possible consequences, which may in certain circumstances lead to withdrawal of the student from the course, subject to an appeals procedure. In the case of international non-EU students studying on a Tier 4 visa, upon withdrawal Tier 4 sponsorship will cease. The student must leave the UK. See also Section A.2.6.8.

If you are notified of the University's intention to withdraw you from your course, you have the right to appeal within 10 working days from the date that the withdrawal notification is sent.

**Students' Right of Appeal**

1. Students have the right of appeal against their Withdrawal for lack of engagement
2. Appeals shall be made to the Associate Registrar (Student Administration) or nominee
3. The grounds under which appeals may be made are:
   - That you were unable to engage in the University's procedures at the time for good reason.
   - That the procedures were not conducted fairly and/or in accordance with the published regulations.

Evidence must be provided by the student that supports their ground(s) for appeal.

4. Notice of appeal must be made in writing to the Associate Registrar (Student Administration) and must be received not later than 10 working days after the formal notification of withdrawal dated on this letter.
5. The decision of the Associate Registrar (Student Administration) will be final and will be notified to the student within a period of 5 working days following receipt of the appeal. The decision will be communicated 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.

### Office of the Independent Adjudicator

Following the issue of a Completion of Procedures letter, a student 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 Student Casework Unit, Academic Registry.

### A.2.4.6    Disabled Students

If a disabled student is unable to meet any specific attendance/engagement requirements for a module, the module leader may, in consultation with the Disability and Dyslexia Service, vary these as appropriate, while ensuring the student remains able to meet the learning outcomes of the module. Approval of the Subject External Examiner must be obtained. Where this impacts upon course attendance requirements the course leader must also be informed and approve any variation. Approval of the Award External Examiner must be obtained.


### A.2.4.7    Temporary Absence

It is not the expectation that students on undergraduate or postgraduate taught courses should request absence from their studies. However, there may be exceptional and/or unforeseen circumstances that may require a student to be absent from studies. The student should report any absence of less than 10 working days to the course leader and inform their Campus Advice Centre.

Any student who considers that an absence spanning more than 10 working days is unavoidable, must submit a request in writing to the Director of Student Administration (please refer to the 'Student Absence' pages on UniLife)[15]. Students are also required to adhere to any monitoring and absence procedures in operation within their faculty/college/campus.

The Director of Student Administration (or nominee) will only authorise an absence above 10 working days in exceptional circumstances, taking into account, (in consultation with the faculty/campus) the reason given for the absence, student engagement and attendance to date as well as any previous requests for authorised leave and the potential impact on the student's studies and ability to continue to complete the course within the designated length of the course. Student Administration Services will inform the Faculty/Campus/UKVI Lead Officer of any authorised absence of an overseas student.

Where the absence would impact on the course completion date, interruptions of studies will be discussed with the student. In the case of international non-EU students studying on Tier 4 visas, the University reserves the right to require a student to suspend studies in the event that the student's absence will result in non-compliance with the Tier 4 visa regulations. In the event of an interruption of studies, Tier 4 sponsorship will cease and the student must leave the UK. They would need to request a new Confirmation of Acceptance for Studies (CAS) statement from the Faculty in order to re-apply for an appropriate visa prior to returning to studies. See also A.2.6.10.

In circumstances that they 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), the student should also refer to Section A.2.6.7 Regulations on Extenuating Circumstances, and, seek advice from the relevant Campus Advice Centre.

Students may not request authorised absence for more than 20 working days in one academic year (not including scheduled vacation periods). In circumstances in which an absence of more than 20 working days is unavoidable the University reserves the right to require a student to suspend or withdraw from studies. In the case of international non-EU students studying on Tier 4 visas, such an event will lead to withdrawal of Tier 4 sponsorship. The student must leave the UK and re-apply for an appropriate visa prior to returning to studies.

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[15] In the case of the Royal Welsh College of Music and Drama, the request should be submitted to the Head of Academic Services.

# A.2.5 Assessment Policy

## A.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 A.2.5.1.1 to A.2.5.1.3 below.

### A.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.

### A.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.

### A.2.5.1.3 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.

## A.2.5.2 The assessment regime

[a]     Tutors are encouraged to include formative assessment exercises within their teaching courses, 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 A.2.7.4).

[c]     All courses are conducted under common University regulations.

[d]     Students must be assessed in accordance with the validated assessment methods.

[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. See section A.2.6.7.

[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.

## A.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 work[16] 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 A.2.6.7).

[b]     Students are responsible for informing the extenuating circumstances panel, in-line with the timescales set out in the Extenuating Circumstances Regulations of any personal circumstances which may have affected their performance and which they wish the examiners to take into account.

[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 Misconduct Regulations.

## A.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

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[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.

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 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.

## A.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 A.2.5.6 below.

### A.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.

### A.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 A.2.3.5), they must achieve that standard before they complete their course.

### A.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.

## A.2.5.6 Assessment through the medium of Welsh

(see also Procedures for Assessments Submitted in Welsh which must also be adhered to)

[a]     The University recognises its responsibilities under the Welsh Language Act (1993) and Welsh Language Measure (2011) 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 are therefore permitted to submit assessments, both coursework assessments and examinations, in Welsh providing the procedures set out below can be put in place. (NB In the case of some assessments, eg group assessments, presentations or practicals, it may not be possible to make the necessary arrangements.)

[b]   Students must notify the University at the start of a module or, at the latest, within four weeks of the start of a module, through completion of the relevant form, of their wish to submit assessments through the medium of Welsh so that appropriate arrangements can be put in place.

[c]   **Internal examiners**

Where the normal internal examiner is not Welsh-speaking, the faculty should consider whether there is an alternative member of staff within the University

with suitable competencies to undertake the marking. These competencies encompass both those of the discipline concerned and high level linguistic skills in both Welsh and English to ensure comparability. The member of staff marking the Welsh assignments should liaise closely with the normal internal examiner to ensure consistency of marking.

Where there is no suitably qualified member of staff available, the faculty should seek to appoint an associate examiner (ie someone from outside the institution who could play the same role as an 'internal examiner). The associate examiner should have a discussion in advance with the internal examiner to ensure they become familiar with the assessment requirements of the course and the marking criteria for the assessments to be undertaken in Welsh. The associate examiner should be provided with a number of English medium assessments which have been marked against the criteria to ensure consistent marking of the Welsh medium assignments.

The associate examiner should discuss the marking of the Welsh assessments with the normal internal examiner prior to the mark being agreed.

Where neither of the above alternatives are possible, the internal examiner should make arrangements for the Welsh assessment to be translated into English for marking by the internal examiner. All such translations must be arranged through the Welsh Language Officer who will seek an appropriate translator familiar with the subject matter. The translator will be instructed not to correct grammatical errors in undertaking the translation and to reflect in the translation any lack of clarity in the original Welsh version. The work sent to the translator will be anonymous, ie there will be no indication of the name of the student who has submitted the work. The student will be given an opportunity to verify the translation.

Where the assessment is in the form of a written examination, the examination paper must be sent to the Welsh Language Officer for the translation to be prepared at least one month in advance of the examination.

[d]   **External examiners**

The external examiner should be informed of any written assessments which have been submitted in Welsh and either marked by an alternative internal marker or an associate examiner or have been translated.

Where 10% or more of a module cohort elect to submit written assessments in Welsh where the module is taught in English, some of the assessments submitted in Welsh should be included in any sample of the assessed work which is provided to the external examiner. Where necessary, the sample of assessments submitted in Welsh may be translated into English for this purpose.

The relevant subject assessment board should be informed where any students have submitted assessments through the medium of Welsh and the module leader will confirm that the agreed University procedures have been followed.

These regulations and the related procedures conform to the QAA guidelines for HEIs in Wales developed to supplement the QAA Quality Code, B6: Assessment of Students and Accreditation of Prior Learning[17].

### A.2.5.7 Examination centres different from the study institution

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

[b]    Students must apply to take their examinations at an alternative examination centre and provide reasons with acceptable evidence for their request.

[c]    Examinations may only be held at an existing collaborative partner institution of the University where appropriate conditions for examinations have been established or at a British Council office approved as an examination centre by Student Administration Services

[d]    Student Administration Services, in consultation with faculties where appropriate, must confirm that the format of the examination is suitable for assessment at the approved examination centre.

### A.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 electronically 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.

### A.2.6 Assessment Management

### A.2.6.1 General arrangements

#### A.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

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[17] Guidelines for higher education institutions in Wales for effective practice in examining and assessing in a language other than the language of tuition (QAA 2003)

responsible for deciding students' progression, completion and, if appropriate, classification on the basis of the grades supplied by the subject assessment boards.

### A.2.6.1.2 External Examiners' roles

The University operates a system of Course External Examiners. These are allocated a module and course workload. Details of their role can be found in the External Examiner Handbook.

In their first year of tenure they will be invited to the Subject and Progression/Award Boards. In subsequent years, they will be expected to wherever possible attend the Progression/Award Board.

They contribute to the work of Subject Boards remotely after their first year via the academic staff in attendance.

They are appointed to maintain oversight of the academic standards, quality and coherence of the modules/courses to which they are appointed. Examiners must endorse the outcomes of the board on its completion.

### A.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 judgment is final.

### A.2.6.1.4 Consent of the Course External Examiner

No recommendation for the conferment of an award of the University can be made without the consent of a Course 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.

## A.2.6.2 Subject assessment boards

### A.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.

### A.2.6.2.2 Membership

The membership of a subject assessment board is as follows:

- dean of faculty/principal of College or nominee (Chairperson);
- 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 (mandatory only if in the first year of their tenure);
- nominee of the head of administration or equivalent (Secretary).

### A.2.6.2.3 *Functions*

All the functions of the board must be carried out in accordance with the University regulations outlined in this document, 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.
- 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 A.2.6.2.4 below);
- to receive reports of any disability and/or dyslexia (including language matters) relating to any candidate.

### A.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 A.2.6.7).

## A.2.6.3 **Award and progression assessment boards**

### A.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.

### A.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.

### A.2.6.3.3 *Membership*

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

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

### A.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/campus'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;
- to record the decisions and proceedings of all meetings of the board.

### A.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 A.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.

### A.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.

### A.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 deputy dean or head of school 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 must attend training sessions which will be offered by the University at regular intervals to ensure familiarity and full knowledge of current regulations and practice. 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.

## A.2.6.6 Chairperson's action

[a] Chairpersons of assessment boards should take chairperson's action when information becomes available which was not 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 and academic counsellors, 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 Student Administration Services 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.

## A.2.6.7 Regulations on Extenuating Circumstances

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

## A.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 Campus Advice Zone for support and advice concerning their decision, and to complete the withdrawal process

[b] Partner institutions are responsible for informing Student Administration Services, via completion of the University of South Wales 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 Zone should be informed. The student should then be contacted by the Advice Zone 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.

[f]     In the case of international non-EU students studying on a Tier 4 visa, Tier 4 sponsorship will cease. The student must leave the UK.


### A.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 Student Administration Services, via completion of the appropriate University of South Wales form.


### A.2.6.10   Interruption of studies

See Section 11 of the University's Extenuating Circumstances Regulations (which must be complied with).


## A.2.7     Marking and Grading

### A.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.

[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. Work[18] 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 A.2.6.7).

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[18] 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.

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 Quality Code, B6: Assessment of Students and Accreditation of Prior Learning, and the marking protocols described in A.2.7.4 below.

### A.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.

### A.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.

[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>30    | Fail: a narrow failure (compensatable) | Fail | Fail |
| F2   | <30       | Fail: a clear failure (not compensatable except for level 4 students) | Fail | Fail |

For further guidance on Compensation in cases of partial failure see A.2.8.5

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

| Code | Grade (%) | Description | Outcome |
|------|-----------|-------------|---------|
|      | 70-100    | Pass with distinction | Pass |
|      | 60-69.9   | Pass with merit | Pass |
|      | 40-59.9   | Pass | Pass |
| F1   | <40>30    | Fail: a narrow failure (compensatable) | Fail |
| F2   | <30       | Fail: a clear failure (not compensatable) | Fail |

For further guidance on Compensation in cases of partial failure see A.2.8.5

[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>30 | F1 | A narrow failure | |
| <30 | F2 | A clear failure | |

For further guidance on Compensation in cases of partial failure see A.2.8.5

## A.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 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.


### A.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. Some forms of coursework cannot be anonymously assessed because the nature or content necessarily identifies the individual student.

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

- 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.

## A.2.8    Progression and Reassessment

### A.2.8.1    Undergraduate and Integrated Masters Progression

[a]    Students must normally accumulate 120 credits in order to progress from one undergraduate level to the next.

[b]    All students are allowed to continue at the same level of their course providing they pass at least 50% of the credits taken in their academic session[19].

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

[d]    If a student fails to pass 120 credits at the relevant level of study, regulations [e] to [g] may apply. The student will be governed by current regulations and not those in force when they first attempted the module or year of study.

[e]    Subject to A.2.8.2 below, the award and progression assessment board may allow students to progress to the next level of the course and repeat the failed modules (up to a maximum of 20 credits) in addition to a full-time programme of study. Note that for students progressing from level 3 to level 4 with 100 credits, failed modules do not need to be repeated.

[f]    The award and progression assessment board may allow students to remain at the same level (repeat year) and

- repeat the failed modules and take additional modules. Any higher level modules may only be taken if any pre-requisite modules have been completed satisfactorily;
- repeat the failed modules only

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

- 20 credits per level of an undergraduate course (HNC/HND/FD/Honours degree);
- 20 credits per level of an integrated masters course

The award and progression assessment board confirms appropriate substitute modules.

[h]    Students may only take the number of credits required to achieve the award. Students may not take additional credits in order to improve a classification.

[i]    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 successful completion of the course, it may discontinue the student's studies on that course. Students may not be re-admitted to the same or similar course.

### A.2.8.2    Postgraduate Progression

[a]    Progression and award points will be at PgCert stage, PgDip Stage and Masters stage. Block delivery masters courses may use the PgCert stage as a progression point for full time students in addition to the PgDip progression point. The progression of part time masters students may also be considered at PgCert stage. Full time masters courses

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[19] For this purpose, an academic session is defined as from the date of the students' enrolment on the stage of the course until the first sitting board for that stage.

with linear module delivery will use only the PgDip and masters progression and award points.

[b]      All students are allowed to continue at the same level[20] of their course providing they pass at least 50% of the credits taken at the relevant stage.

[c]      If a student has to repeat a stage, the student will be governed by current regulations and not those in force when they first attempted the module or stage of study.

[d]      The award and progression assessment board may allow students to:

- repeat the failed modules and take additional modules.
- repeat the failed modules only

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

- 20 credits per postgraduate course

The award and progression assessment board confirms appropriate substitute modules.

[f]      Students may only take the number of credits required to achieve the award. Students may not take additional credits in order to improve an award grade.

[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 successful completion of the course, it may discontinue the student's studies on that course. Students may not be re-admitted to the same or similar course.

### A.2.8.3     Retrieval of failure

#### A.2.8.3.1   *Resits*

[a]      A resit is defined as an opportunity to pass a module without further teaching input. Only failed elements of assessment may be retaken, marks for passed elements of assessment are carried forward. If a student does not resit a failed element, a mark of 0% will be given for that element.

[b]      Students take the resit at the earliest available opportunity. Most resits are held during the resit period. 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.

[c]      Resits are only allowable in cases of failure. Examiners cannot require students to resit any passed modules and students cannot choose to resit a passed module in order to improve a grade.

[d]      The regulations for passing a resit module will be the same as at the first attempt and there will be no capping of marks for resit elements.

[e]      The overall module mark for any resit module will be capped at 40%.

[f]      Where students have failed to submit any assessment for a module (module mark of 0%), they are not allowed a resit except where the module has only one element of assessment in which case the Subject Assessment Board may exercise discretion.

[g]      Undergraduate students who have passed at least 50% of the credits taken in any academic year are allowed to resit the failed modules subject to [f] above.

Postgraduate students who have passed at least 50% of the credits taken in any stage being considered at a progression point are allowed to resit the failed modules subject to

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[20] 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.

[f] above. However at PgCert stage, students who have passed 20 credits are allowed to resit the remaining 40 credits subject to [f] above.

[h] Where undergraduate students have failed more than 50% of the credits taken in any one academic year they lose the right to resit. The award and progression assessment board. may permit resits at their discretion[21].

Where postgraduate students have failed more than 50% of the credits taken in any stage being considered at a progression point they lose the right to resit. The award and progression assessment board. may permit resits at their discretion[22]. However at PgCert stage students who have failed more than 40 credits lose the right to resit.

[i] Students studying just one module in an academic year have the right to a resit in that module subject to [f] above.

[j] Where there are approved extenuating circumstances, students have the right to be assessed as if for the first time, even if they have passed the element of assessment and/or the module. Where a student elects to exercise this right, any previous marks awarded are forfeited, and the new first attempt marks stand, even if a previously passed assessment is now failed.

[k] Where students fail or fail to attempt a resit, the award and progression assessment board may permit them to repeat the failed module(s). Students, however, do not have the right to repeat any failed module. During the repeat of the module, the student is governed by current regulations and not those in force when the student first attempted the module.

[l] Students, (notwithstanding extenuating circumstances) should have a maximum of 4 attempts at a module. Those being their first attempt, a resit followed by repeating the module (and the associated resit).


## A.2.8.4    Repeat modules

[a] Students who have failed a resit may be permitted to repeat a module.

[b] Repeat modules are treated as if being taken for the first time[23]. 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;
- students failing a repeated module are subject to the resit regulations, including the right of resit.

If repeating a module, the student is governed by current regulations and not those in force when the student first attempted the module.

[c] If the module is not available, the award and progression assessment board may offer another module (substitution) providing the learning outcomes of the course are still met. Students do not have the right to repeat the same module.

[d] A module may be repeated once only.

[e] 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.

[f] Students cannot repeat a module for which they have already gained credit in order to improve a grade.

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[21] For example if a module is not available the following year
[22] For example if a module is not available the following year
[23] However, the overall module mark will be capped at 40%.

### A.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 accordance with the compensation regulations set out below.

[b] Core modules, i.e., 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 level of an undergraduate course (HNC/HND/FD/Honours degree);
- 20 credits per level of an integrated masters course
- 20 credits during a postgraduate course (there is no compensation for a Master's degree dissertation).

[d] 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 A.2.8.5 [c]).

At levels 3 and 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 have passed the remaining 100 credits at that level and have achieved an average mark of 50% or more in these 100 credits. (see A.2.8.5 [c]).

To compensate 20 F1 credits, a part-time student must have passed 40 credits within a level; no further compensation will be allowed within that level (see A.2.8.4 [c]).

At levels 3 and 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 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 A.2.8.4 [c]).

[e] Compensation rules for postgraduate students

<u>Full time</u>

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 A.2.8.4 [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 A.2.8.4 [c]).

<u>Part time</u>

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 A.2.8.4 [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.

[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) but the module mark will not be changed.

[g] In considering compensating a failure, the award and progression assessment board must remember that the student has the right to resit failed modules (see A.2.8.3.1) 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 to resit, and be made aware of any consequences following each alternative.

## A.2.9 The Conferment of Awards

### A.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 A.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 A.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]     See A.2.9.11 for Aegrotat and Posthumous Awards.


### A.2.9.2 Eligibility for awards

#### A.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.


### A.2.9.3 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.


### A.2.9.4 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.


#### A.2.9.4.1 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]     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 240 credits of which at least 100 must be at Level 5 (Intermediate) or above and the remaining credits at level 4 or above. Of the 240 credits, 25% must be derived from level 5 work based learning[24].

### A.2.9.4.2 *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 or above, with no more than 20 at Level 3.

### A.2.9.4.3 *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 or above, with no more than 20 at Level 3.

### A.2.9.4.4 *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.

## A.2.9.5    The classification of honours degrees

[a]     Students who have already completed some or all level 5 modules prior to 2011/12 can request to have their classification calculated under both previous regulations and will be given the higher of the two. Students who have completed some level 6 modules prior to 2011/12 will have their classification calculated under both regulations and be given the higher of the two.

[b]     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 or above, 120 at Level 5 or above, 120 at Level 4 or above and no more than 20 at Level 3.

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[24] See Guidelines for the Development of Foundation Degrees

| [c] | The Level 5 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). |
|-----|------|
| [d] | 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 |

| [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 [d] 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.

| [g] | 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 South Wales will be classified using Method 2 only[25]. |
|-----|------|

## A.2.9.6  Classification of HNC, HND and Foundation Degrees

### A.2.9.6.1  *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.

### A.2.9.6.2  *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

[25] Where the 'top up' student is required to study a minimum of 60 level 5 and 120 level 6 credits as part of the degree, the student will be classified as in [d]

more.

### A.2.9.6.3 *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.

### A.2.9.7 Classification of Integrated Masters awards

<u>Method 1</u>

Calculate the average of the marks from the 180 credits obtained from the best 60 credits at level 6 and the 120 credits at level 7

<u>Method 2</u>

Calculate the average of the marks from the 120 level 7 credits

The student will be awarded the better of the two averages above and is awarded a classification as follows:

If the average is 69.5% or more, then a Distinction will be awarded.

If the average is 59.5% or more but less than 69.5% then a Merit will be awarded.

If the average is 39.5% or more and less than 59.5% then a Pass will be awarded.

### A.2.9.8 Classification of Postgraduate awards

[a]     Students who enrolled on a postgraduate course prior to September 2012 will have their classification based on the better of the methods in the previous regulations.

[b]     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).

[c]     **Masters**

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.

**PgDip**

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.

**PgCert**

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.

### A.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:

**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.

**PcET**

PcET is a free standing award and is classified as follows:

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.

### A.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 date of conferment;
- any other relevant endorsement, e.g. honours classification, sandwich mode.

[b]     Students receive 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.

### A.2.9.11   Aegrotat and Posthumous Awards

#### A.2.9.11.1  Aegrotat awards

Aegrotat awards may be awarded to students who have been prevented by illness from completing final examined/assessed elements of a taught course of study.

The Progression and Award Board should be satisfied that the student's prior performance shows beyond a reasonable doubt that he/she would have passed but for the illness/event that occurred and that the student is unlikely to be able to return to complete his/her study at a later date.

Aegrotat awards will only be made with the express approval of the student. Where he/she is unwilling to accept this award the Progression and Award Board shall permit him/her to complete the assessments in question by an approved subsequent date.

An aegrotat degree, diploma or certificate shall be unclassified and, in all other respects, un-graded. An aegrotat award does not necessarily entitle the holder to registration with a professional body, or exemption for the requirements of any professional qualification, which might otherwise be associated with the course of study concerned.

Progression and Award Boards may not recommend the award of aegrotat research degrees and aegrotat taught Master's degrees may only be awarded where the work done for the dissertation can be examined. This requirement does not prevent the issuing to the student of any relevant certificate or diploma award that might be made in respect of study already completed.

### A.2.9.11.2 *Posthumous awards*

Posthumous awards may be made in cases where there has been a death of a student. The following is intended to apply in these circumstances; if a student has died, having qualified for the award and satisfying the usual requirements prior to death, the award made will not be distinguished in any other way from that given to any other graduate usually.

The Progression and Award Board will need to satisfy itself that the appropriate requirements have been met in respect of the awards, as follows:

*Initial Degree Courses*

A Progression and Award Board may recommend that a posthumous award may be given where the student achieved no fewer than one third of the credits required at the appropriate levels.

For full-time honours degrees and taught postgraduate awards, the Board must consider a report supplied by a senior member of Faculty confirming that their performance was likely to result in the award requested

*Postgraduate Research Degrees*

An Examination Board may recommend that a posthumous degree be awarded:

- After the thesis has been examined or submitted for examination but before the viva (where required) could be held, if the Board considers the work presented and provided that it is satisfied that the work is the student's own (by means of the receipt of a report from the supervisor).
- Before the thesis has been submitted, provided the Board is able to consider available evidence of the research work completed by student. Normally such evidence shall be supplied by the student's supervisor, who shall submit a report for consideration by the examiners. In addition:
    - Enough of the research project must have been completed to allow a proper assessment to be made of the scope of the thesis
    - The standards of the research work completed must be that normally required for the award of the degree in question, and must demonstrate the student's grasp of the subject
    - The written material available (such as draft chapters, published work, presentations to conferences/seminars) must demonstrate the student's ability to write a thesis of the required standard.

Should a case fail to satisfy the requirements of the regulations it is open to the Examination Board (in consultation with the external examiner) to refer it to the Research Committee for consideration for special approval of it on its merits.

*The making of the award*

In cases in which families or friends wish to attend a ceremony, in consultation with family and friends the following could be arranged:

- The holding of a special ceremony in memory of the student in the faculty concerned, at which a presentation of the certificate could be made to the appropriate persons
- The inclusion of the student's name in the formal degree congregation, together with the extension of an invitation to family and friends to attend.

In cases in which family and friends do not wish to take part in a ceremony a personal letter of condolence should be prepared for dispatch at the same time as the certificate is dispatched to the family.