Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Academic Quality Handbook

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THIS DOCUMENT IS ALSO AVAILABLE IN WELSH

Chapter 1

Institutional Context

1. INSTITUTIONAL CONTEXT

1.1 Introduction

This Academic Quality Handbook (AQH) is designed to provide guidance and act as a source of reference for the regulations and principles upon which the University's quality assurance and enhancement mechanisms are based.

The AQH covers a broad range of areas, including the academic regulatory framework, the committee structure and quality assurance and enhancement systems. The regulations and principles outlined within the AQH apply to all academic activities. The AQH also refers to a number of policies and appendices which can be accessed via the University's website.

The AQH is reviewed and updated regularly and in response to changing circumstances and experiences. Advice and information on the regulations and principles within the AQH can be obtained from the Academic Office.

The AQH and its constituent policies and procedures are consistent with the indicators for good practice outlined in the *UK Quality Code for Higher Education* published by QAA, which is divided into three parts:

1. **Sector-Agreed Principles** which identify the fundamental nature of quality and standards in UK higher education. There are twelve Principles and each has a set of Key Practices which providers can follow to demonstrate how they are adhering to that Principle.

2. **Key Practices** set out how a provider can demonstrate they are adhering to the Sector-Agreed Principles.

3. **Advice and guidance** which supports the Quality Code by offering further detail in relation to each of the Sector-Agreed Principles.

Full details of the *UK Quality Code* can be found at: http://www.qaa.ac.uk/quality-code.

Part of the University's provision is additionally overseen by a range of other regulatory bodies, including Estyn, Ofsted and Ofqual. Certain programmes are accredited by Pearson and a range of other Professional, Statutory and Regulatory Bodies (PSRBs).

The University is working towards full governance and administrative integration with the University of Wales (UW). UW will continue to meet its obligations to students who are registered on programmes of study leading to UW awards, and to the collaborative centres and other institutions where the students are enrolled. Such programmes will continue to be managed in accordance with the academic regulations and quality assurance procedures of UW, which are published separately and are available from the University Registry in Cardiff.

In response to Welsh Government priorities, the University and UW are seeking to develop and embed opportunities for delivering higher technical education through further strategic development and consolidation of its network of partnerships with a number of FE colleges across Wales, in the form of University of Wales Technical Institutes (UWTIs). The quality assurance of these UWTIs falls under the quality assurance framework of UWTSD as outlined in this Academic Quality Handbook, with UWTSD acting as the awarding body for any awards and degrees.

1.2 Background

The University of Wales Trinity Saint David (UWTSD) is Wales's oldest Royal Chartered University. The University has multi-disciplinary campuses and learning centres in Birmingham, Cardiff, Carmarthen, Lampeter, London, Swansea, and other outreach centres in Wales.

The UWTSD Group is a multi-institutional collaborative venture owned and governed by the Royal Chartered University. Coleg Sir Gâr and Coleg Ceredigion are constituent colleges within the UWTSD Group. The UWTSD Group aims to deliver clear, tangible benefits for learners, employers, industry and communities by offering a new integrated approach from entry level to post-doctoral research.

1.3 Mission and Vision

The University's mission is:

Transforming Education; Transforming Lives.

The University's vision is to be a University for Wales, with a commitment to the well-being and heritage of the nation at the heart of all that it does. Central to the vision is the promotion and embedding of a dual sector educational system which educates learners of all ages and backgrounds, and stimulates economic development in the region, across Wales and beyond.

1.4 Values

Everything the University does is underpinned by its values, as outlined in its current Strategic Plan:

- We are **inclusive** and take pride in removing barriers to participation to support people from all backgrounds and circumstances to fulfil their potential.
- We are **collaborative**, working with our staff, students, and partners for the benefit of our region[s] and to ensure that we are connected to the wider world.
- We are proud to **celebrate Wales** and its distinctiveness by promoting the country's culture, heritage and language.
- We are **responsible,** committed to sustainable development and to ensuring that the needs of the present are met without compromising the needs of future generations.

1.5 Strategic Priorities

The University has identified six strategic priorities for 2026-2030:

Strategic Priority 1: To deliver a personalised education and student experience that puts learners first and supports them to realise their ambitions.

Strategic Priority 2: To develop and maintain skills-focussed, employer-relevant programmes that meet the needs of our students and their employability.

Strategic Priority 3: To harness the strengths of the UWTSD group to deliver integrated tertiary provision that supports learner progression and clear pathways through further and higher education.

Strategic Priority 4: To broaden the impact of our applied, practice-led research, innovation and skills in partnership with employers to create more opportunities for our communities and students.

Strategic Priority 5: To support, embed and strengthen Welsh medium study opportunities and the use of the Welsh language across our staff community, learner provision, engagement and practice.

Strategic Priority 6: To secure the University's financial sustainability, enabling investment in our mission and our people.

Further information about the strategic priorities is published in the University's *Strategic Plan 2026-2030*.

1.6 The Institutes/Faculties

The University is divided into four Institutes/Faculties as shown below (the University is currently in the process of transitioning from Institutes to Faculties):

Institute of Education and Humanities
Institute of Inner City Learning
Institute of Management and Health
Wales Institute of Science and Art

Institutes/Faculties offer clusters of cognate academic programmes. Details of the composition of the Institutes/Faculties, and the programmes they provide, are available on the University's website. The Institutes/Faculties and the clusters within them may carry other names for branding purposes.

The Institutes/Faculties have formal programme links with the constituent colleges in the UWTSD Group and with the University's collaborative partner institutions through our collaborative partnership framework as outlined in Chapter 9 of the AQH. Details of the latter are provided on the University's website.

1.7 Institute/Faculty Quality Structures

The organisational structure of each Institute's/Faculty's quality structures depends upon a number of factors including the size of the Institute/Faculty, its campus locations, and the range and nature of its provision and activities.

Within the Institute/Faculty management team, there are senior staff (Assistant Deans) with dedicated responsibility for quality. This group is in turn supported by the Academic Directors and Programme Managers who coordinate the programme clusters and other thematic areas within the Institute.

Each Institute/Faculty has an Institute/Faculty Board which has oversight of quality and enhancement within the Institute/Faculty and reports to the Senate. The terms of reference and membership of Institute/Faculty Boards are published in Chapter 2. In addition, Academic Disciplines have Academic Discipline Boards which report to the Institute/Faculty Board (see terms of reference in Appendix IC1).

Within the overall parameters set by UWTSD, Institutes/Faculties take an individual approach to the management of the quality of the student learning experience and the academic standards of provision and establish their own sub-committees. Within each Institute/Faculty, the Institute/Faculty senior management team is responsible for ensuring that the organisational structure is appropriate to secure compliance with academic and other

regulatory requirements, to meet the University's expectations with respect to quality assurance and enhancement, and to liaise effectively with relevant academic and professional services units to achieve this.

Membership of the Institute/Faculty consists of the Vice-Chancellor (ex-officio), the Institute/Faculty senior management team and all members of the academic and professional services staff assigned to or formally associated with the Institute/Faculty.

The Institutes/Faculties work closely with the Apprenticeship Unit and Collaborative Partnerships Office in relation to partners.

1.8 Central Quality Structures

The key professional units in relation to the oversight of quality assurance and enhancement are the Academic Office for UWTSD programmes and the Collaborative Partnerships Office for collaborative provision. In addition to the overarching oversight by the Academic Office, the Apprenticeship Unit is responsible for apprenticeship provision across the University, with the Doctoral College having responsibility for research degree provision.

1.9 Academic Governance

The University's governing body, the Council, submits an annual assurance statement to Medr confirming compliance with Medr's Conditions of Registrations, including those relating to academic quality and standards. In order to assist Council, Senate submits a range of reports on academic matters throughout the year and is required to confirm annually that it has discharged its responsibilities.

Chapter 2

Academic Committee Structure

2. ACADEMIC COMMITTEE STRUCTURE

This chapter provides details of the membership and terms of reference of Senate, the University's senior academic committee, and its Standing Committees. For ease of reference, a summary of the University's key management committees is also provided.

Senate and each of its Standing Committees may co-opt additional members as and when necessary. Unless otherwise stated, committees are quorate when at least one third, or the nearest higher whole number, of the total actual membership is present. The period of office for elected staff representatives is normally three years. Where a Standing Committee includes student representation, a member of staff from the Students' Union is permitted to attend as an observer.

Senate normally meets three times each academic session and its Standing Committees normally each meet three times each academic session. Meetings are normally held remotely. Where necessary, Standing Committees may establish their own sub-committees, steering groups or working groups to deal with operational issues that require action on a more frequent basis. A chart of key committees and their sub-committees can be found on the penultimate page of this chapter. This year, committees have been organised by Tier as shown in the chart and described below.

Tier 1
The University's principal academic governing body. Sets academic strategy, approves institutional frameworks and receives assurance on academic performance, quality, standards, student experience and research.
Meets termly (3 times per year).

Tier 2
These committees provide institutional and faculty-level oversight of key areas of academic activity, monitor performance and risks, and provide assurance to Senate. Focus on strategy, performance, risk and assurance.
Meet termly (3 times per year).

Tier 3
These boards provide detailed oversight of specific areas of activity and support the work of the Tier 2 committees through scrutiny, enhancement and assurance. Focus on thematic oversight, enhancement and specialist assurance.
Meet termly (3 times per year).

Tier 4
These groups undertake detailed operational activity, casework, approvals and individual decisions under delegated authority from higher committees. Focus on implementation, approvals and operational decisions.
Meet as required based on business needs and case volumes.

Senate and its Standing Committees are chaired by senior officers of the University. Institute/Faculty Boards are chaired by a senior manager of the Institute/Faculty. Other chairs are determined and appointed on an annual basis by the Chair of Senate and are usually drawn from the prescribed membership of the relevant committee.

The Vice-Chancellor is also normally an observer for Standing Committees and Sub-Committees.

The Academic Office provides the secretariat for Senate and for those standing committees (and sub-committees) with primary responsibilities that relate directly to the remit of the Office. The secretariat for other committees is normally provided by staff working in the area most directly relevant to the committee's work.

In addition to the academic governance structure, there is an executive structure within which the key committee is the Senior Leadership Team (SLT), chaired by the Vice-Chancellor.

The University is working towards full governance and administrative integration with the University of Wales (UW). UW will continue to meet its obligations to students who are registered on programmes of study leading to UW awards. Such programmes will be managed through the committees of UW, the details of which are available from the University Registry in Cardiff.

2.1 Executive Committees

2.1.1 Curriculum Planning Group (CPG)

Purpose

To oversee the strategic development and sustainability of the University's academic portfolio, ensuring that proposals for new, modified and withdrawn provision are aligned with institutional strategy, market demand, financial sustainability, resource capacity and regulatory requirements before entering formal academic approval processes.

Responsibilities

- Academic portfolio strategy.
- Curriculum portfolio planning.
- Programme business approval.
- Resource and capacity planning.
- Portfolio performance and viability.
- Strategic curriculum review.
- Portfolio alignment with Strategic Plan.
- Market demand and recruitment viability.
- Academic portfolio risk.

Key Strategic Plan Priorities

- SP2: To develop and maintain skills-focussed, employer-relevant programmes that meet the needs of our students and their employability.
- SP3: To harness the strengths of the UWTSD Group to deliver integrated tertiary provision that supports learner progression and clear pathways through further and higher education.
- SP6: To secure the University's financial sustainability, enabling investment in our mission and our people.

Key Performance Indicators

None

Strategies

None

Terms of Reference

(1) To oversee the strategic development and management of the University's academic portfolio and ensure alignment with the Strategic Plan, institutional priorities and external opportunities.

(2) To consider proposals for new programmes, curriculum developments, portfolio changes and programme withdrawals and determine whether they should proceed to formal academic approval and validation processes.

(3) To assess the strategic, market, financial, operational and resource implications of proposals and ensure that provision is viable and sustainable.

(4) To oversee business approval arrangements for academic provision and ensure that proposals demonstrate:
- market demand;
- learner need;
- employer relevance;
- financial sustainability;
- resource availability.

(5) To oversee the strategic review of the University's academic portfolio and make recommendations regarding expansion, consolidation, suspension or withdrawal of provision.

(6) To consider academic portfolio performance indicators including:
- recruitment;
- conversion;
- portfolio sustainability;
- contribution margin;
- strategic importance;
- tertiary progression opportunities.

(7) To ensure appropriate consideration of workforce, estates, digital, library and student support implications associated with academic portfolio developments.

(8) To consider the strategic implications of emerging technologies, including artificial intelligence, for curriculum design and portfolio development.

(9) To make recommendations to SLT and Senate, where appropriate, on matters relating to academic portfolio strategy and development.

Membership

Pro-Vice Chancellor (Education) (Chair)
Chief Operating Officer (Deputy Chair)
Pro-Vice Chancellor (Further Education and Skills)
Pro Vice-Chancellor (International)
Chief Financial Officer
Chief People Officer
Deans
Associate Pro Vice-Chancellor (Welsh Language Services)
Director of Academic Services
Observer: University's Curriculum Review Lead
Membership may be extended to include other relevant staff as and when required.

2.1.2 Recruitment and Admissions Planning Group (RAPG)

Purpose

To oversee the development, implementation and performance of the University's recruitment, admissions and applicant conversion activities, ensuring achievement of recruitment targets, sustainable growth, regulatory compliance and effective learner pipeline development across all markets.

Responsibilities

- Student recruitment strategy.
- Admissions policy and operational performance.
- Home and international recruitment.
- Admissions performance.
- Applicant conversion and enrolment.
- Market development.
- Schools, colleges and progression recruitment.
- Agent management.
- Clearing.
- Agent performance and international recruitment partners.
- UKVI compliance and visa performance.
- Recruitment forecasting.
- Recruitment risk management.
- Recruitment marketing effectiveness.
- Equality of opportunity with access to higher education.

Key Strategic Plan Priorities

- SP2: To develop and maintain skills-focussed, employer-relevant programmes that meet the needs of our students and their employability.
- SP3: To harness the strengths of the UWTSD Group to deliver integrated tertiary provision that supports learner progression and clear pathways through further and higher education.
- SP6: To secure the University's financial sustainability, enabling investment in our mission and our people.

Key Performance Indicators

- 1.2 Student Recruitment & Retention
- 2.2 Widening Participation
- 3.2 Student Licence Status
- 5.1 Strategic Plan Welsh Student Targets

Strategies

None

Terms of Reference

(1) To oversee the implementation and delivery of the University's Recruitment and Admissions and monitor performance against agreed institutional recruitment targets.

(2) To monitor recruitment performance across all stages of the applicant journey, including:
    - enquiries;
    - applications;
    - offers;
    - acceptances;
    - enrolments;
    - conversion rates.

(3) To oversee the effectiveness of admissions processes and applicant management arrangements and monitor their impact on applicant experience and conversion performance.

(4) To monitor performance in relation to home, international, postgraduate, part-time and Welsh-medium recruitment and identify areas requiring intervention or improvement.

(5) To oversee widening participation recruitment activity and progression pathways into higher education, including progression from colleges and other tertiary partners.

(6) To oversee the development and diversification of recruitment markets and recruitment channels and ensure alignment with institutional priorities and risk appetite.

(7) To oversee compliance with UK Visas and Immigration requirements and receive assurance that international recruitment activity is conducted in accordance with regulatory requirements and institutional policies.

(8) To monitor the effectiveness and performance of education agents, recruitment partners and other recruitment arrangements and recommend actions where improvement is required.

(9) To receive recruitment forecasts and pipeline analysis and assess the implications for academic planning, resource allocation, portfolio development and financial sustainability.

(10) To identify and monitor strategic and operational risks relating to recruitment and admissions, including:

- recruitment underperformance;
- market concentration;
- demographic change;
- competition;
- visa policy changes;
- compliance risks;
- reputational risks.

(11) To ensure effective coordination between recruitment, admissions, marketing, academic services, student services, faculties and other relevant functions in support of institutional recruitment objectives.

(12) To make recommendations to the Senior Leadership Team regarding recruitment targets, market development, admissions performance, recruitment risks and associated strategic actions.

Membership

Chief Operating Officer (Chair)
Head of Planning (Deputy Chair)
Pro-Vice Chancellor (FE and Skills)
Pro-Vice Chancellor (International)
Deans
Head of Marketing
Head of Student Recruitment and Widening Access
Head of Market Insight
Executive Head of Agent Partnerships, Recruitment and Admissions
Head of International Business Development
Head of Visa Services and Compliance
Head of Apprenticeships
Executive Financial Services Officer
Senior Finance Business Partner
Strategic Academic Programme Director (International)
Observer: Head of Corporate Communications and PR
Observer: Associate Pro-Vice Chancellor (Academic Enhancement)
Observer: Executive Head of IT Systems and Infrastructure
Membership may be extended to include other relevant staff as and when required.

2.1.3 Academic Partnerships Planning Group (APPG)

Purpose

To oversee the strategic development, approval and periodic review of partnerships that support delivery of the University's Strategic Plan, ensuring that partnership activity is academically appropriate, financially sustainable, operationally viable, legally compliant and aligned with the University's values, risk appetite and regulatory obligations.

Responsibilities

- Strategic partnership development.
- Partner approval and due diligence.
- Institutional partnership portfolio.
- Strategic partnership risk.
- Financial viability of partnership activity.
- Legal, reputational and regulatory oversight of partnership proposals.
- Strategic alignment with University priorities.
- Partnership contracts and institutional agreements.

Key Strategic Plan Priorities

- SP2: To develop and maintain skills-focussed, employer-relevant programmes that meet the needs of our students and their employability.
- SP3: To harness the strengths of the UWTSD Group to deliver integrated tertiary provision that supports learner progression and clear pathways through further and higher education.
- SP6: To secure the University's financial sustainability, enabling investment in our mission and our people.

Key Performance Indicators

- 3.1 Financial and Academic Viability of International Partnerships

Strategies

- International Strategy

Terms of Reference

(1) To oversee the strategic development of the University's partnership portfolio and ensure that partnership activity supports delivery of institutional strategic priorities.

(2) To consider proposals for new partnerships and provide assurance regarding their academic, financial, operational, legal and reputational viability prior to approval by the appropriate University body.

(3) To oversee partnership due diligence processes and ensure that the level of scrutiny applied is proportionate to the risks associated with the proposed activity.

(4) To evaluate the strategic case for partnership activity, including anticipated benefits for learners, employers, communities, research, innovation and institutional sustainability.

(5) To monitor the strategic performance and sustainability of partnerships and make recommendations regarding continuation, expansion, modification or withdrawal where appropriate.

(6) To oversee the approval and periodic review of institutional partnership agreements, including Memoranda of Understanding, Memoranda of Agreement and other strategic contractual arrangements.

(7) To ensure that partnership arrangements are aligned with relevant regulatory, legal and funding requirements and with the University's risk management framework.

(8) To identify and escalate significant strategic, financial, legal, operational or reputational risks associated with partnership activity to SLT as appropriate.

(9) To provide strategic oversight of institutional partnership opportunities relating to tertiary integration, employer engagement, internationalisation and collaborative growth.

Membership
Pro-Vice Chancellor (Education) (Chair)
Assistant Dean Strategic Business Development (Deputy Chair)
Chief Operating Officer
Director of Academic Services
Strategic Academic Programme Director (International)
Interim Assistant Dean (FE and Lifelong Learning)
Head of Collaborative Partnerships (Operations)
Head of International Business Development
Senior Business Finance Representative
Deans of Institutes/Faculties (or their nominated Assistant Dean representative)
Membership may be extended to include other relevant staff as and when required.

2.1.4 Senior Safeguarding, Prevent and Protect Standing Group (SSPPSG)

Purpose

To provide senior institutional oversight, coordination and decision-making in relation to significant safeguarding, Prevent, Protect and welfare matters that present material risk to learners, staff, the University, its partners or its reputation.

The Group will consider serious safeguarding incidents, high-risk cases, emerging institutional risks and matters requiring cross-University coordination. It will oversee the University's response to significant safeguarding, Prevent and Protect concerns, ensure appropriate organisational learning is identified and implemented, and provide assurance to the Senior Leadership Team regarding the effectiveness of the University's safeguarding and Prevent arrangements in relation to particular incidents.

The Group may establish specialist panels and task-and-finish groups where required, including:

- Student Death Review Panels;
- Student Placement Whistleblowing Risk Assessment Panels;
- Other specialist review panels relating to safeguarding, welfare or Prevent risks.

Responsibilities

- Serious incident oversight.
- Student death review and organisational learning.
- High-risk welfare case escalation.
- Placement safeguarding and whistleblowing risks.

Meetings

The Group shall meet on an **exception** basis, at the request of a member, where:

- a significant safeguarding incident occurs;
- a serious Prevent or Protect concern requires consideration;
- a Student Death Review Panel is required;
- a Placement Whistleblowing Risk Assessment Panel is required;
- an external regulatory or reputational risk requires review; or
- there is another matter requiring senior institutional oversight.

Terms of Reference

1) To review significant safeguarding, welfare and Prevent matters that require senior institutional oversight or cross-University coordination.
2) To consider serious incidents and high-risk cases referred by Faculties, Professional Services, placement providers, collaborative partners, external agencies or University committees.
3) To review serious safeguarding and Prevent concerns arising within:
    - University provision;
    - collaborative provision;
    - apprenticeship provision;
    - placement settings;
    - international activity;
    - student accommodation arrangements where relevant.
4) To establish Student Death Review Panels in accordance with the Student Death Policy and receive assurance that recommendations have been implemented and lessons learned embedded within University practice.
5) To establish Student Placement Whistleblowing Risk Assessment Panels where concerns are raised regarding the safety, appropriateness or regulatory compliance of placement environments.
6) To oversee the identification, escalation and management of safeguarding and Prevent risks that may have significant institutional implications.
7) To commission reviews, investigations or reports where additional assurance is required.

2.2 Senate

Purpose

Senate is the University's primary academic decision-making body. It is responsible for advising the Vice-Chancellor on all academic matters pertaining to the work and mission of the University and for maintaining oversight of the academic quality, standards, reputation and strategic direction of the University and its provision delivered by or on behalf of the University, whether in the UK or internationally.

Senate provides institutional leadership and assurance in relation to academic strategy, academic governance, learner outcomes, research and innovation, Welsh-medium education and the student experience, ensuring that the University's academic activities support delivery of the Strategic Plan and meet relevant regulatory requirements.

Responsibilities

- Academic governance and academic reputation.
- Academic strategy and academic performance.
- Academic quality, standards and continuous improvement assurance.
- Learner outcomes and academic success.

- Integrated tertiary provision and progression pathways across the UWTSD Group.
- Research, innovation and knowledge exchange.
- Welsh-medium education and Welsh language development.
- Student experience, learner engagement and learner welfare assurance.
- Academic aspects of learner protection and academic sustainability.
- Artificial intelligence governance, assurance and institutional oversight.
- Institutional compliance with academic and quality-related regulatory requirements, including those Medr conditions for which it has reporting responsibility to Council.

Key Strategic Plan Priorities

- SP1: To deliver a personalised education and student experience that puts learners first and supports them to realise their ambitions.
- SP2: To develop and maintain skills-focussed, employer-relevant programmes that meet the needs of our students and their employability.
- SP3: To harness the strengths of the UWTSD group to deliver integrated tertiary provision that supports learner progression and clear pathways through further and higher education.

Key Performance Indicators (KPIs)

Oversees all **Academic** Related KPIs

Has sole ownership of:

KPI 2 – Academic Profile
- 2.1 League Tables

Strategies

- Oversees all Academic Related Strategies

Terms of Reference

(1) To provide institutional leadership and oversight of the University's academic mission and strategic academic direction and to advise the Vice-Chancellor on all academic matters pertaining to the work and mission of the University.

(2) To approve and monitor the academic strategies, frameworks, policies and regulations necessary to support delivery of the University's Strategic Plan and regulatory obligations.

(3) To receive assurance from its standing committees regarding academic quality, standards, learner outcomes, student experience, research and innovation, Welsh-medium education and regulatory compliance, and to hold those committees accountable for the effective discharge of delegated responsibilities.

(4) To receive assurance on the effectiveness of the University's relationship with the Students' Union, including the impact of learner voice, learner representation and partnership working on quality enhancement, student experience and institutional improvement

(5) To oversee institutional academic performance, including consideration of learner outcomes, academic standards, research performance and other evidence relevant to the academic health of the University.

(6) To oversee the Academic implications of strategic risks and opportunities affecting the University and to advise the Vice-Chancellor and Council accordingly.

(7) To oversee the development and effectiveness of integrated tertiary provision across the UWTSD Group, including progression pathways and collaboration between further and higher education.

(8) To assure itself that the University's academic activities, wherever delivered and by whomever delivered, support the achievement of positive learner outcomes and the maintenance of academic standards.

(9) To advise Council on matters relating to academic quality, standards, research, student experience and academic strategy.

(10) To oversee the strategic opportunities, risks and implications arising from the use of artificial intelligence across the University's academic activities and to receive assurance from relevant committees regarding its safe, ethical and effective adoption.

(11) To safeguard the academic reputation and good standing of the University.

Membership

Vice-Chancellor or nominee (Chair)
Pro and Associate Pro Vice-Chancellors
Principal of Coleg Sir Gâr
Deans
Assistant Deans
Strategic Academic Programme Director (International)
Director of Academic Services
Director of Digital and Information Services
Director of Student Services
At least one representative from each Institute/Faculty
The Group President of the Students' Union
Chairs of Senate Tier Two Sub-Committees
Observer: representative from the Council
Observer: Chief Executive Officer of the Students' Union
Observer: Chief of Staff
Observer: Chief Operating Officer
Observer: Chief People Officer

2.3 Senate Standing Committees

Senate's standing committees are as follows:

- Academic Quality and Standards Committee
- Research and Innovation Committee
- Student Experience Committee
- Welsh Language Committee
- Institute/Faculty Boards

2.3.1 Academic Quality and Standards Committee (AQSC)

Purpose

To oversee the quality and academic standards of the University's provision, wherever delivered, through scrutiny of learner outcomes, self-evaluation and review processes, external examiner reports, external quality review outcomes, Professional, Statutory and Regulatory Body (PSRB) feedback and other sources of independent assurance.

Responsibilities

- Academic standards.
- Academic quality assurance.

- Curriculum assurance and oversight of academic portfolio quality.
- Partnerships and collaborative provision.
- Apprenticeships and work-based learning quality.
- Learner outcomes, progression, completion and attainment.
- Learner protection.
- Institutional self-evaluation and quality assurance processes.
- External quality review outcomes (QAA, Estyn, PSRBs etc.).
- Academic implications of artificial intelligence for quality, standards, assessment and learner outcomes.
- Institutional compliance with Medr's Quality and Continuous Improvement; Learner Protection; Complaints Procedure; Validation Arrangements; Information Provided to Prospective Students Conditions.

Key Strategic Plan Priorities

- SP1: To deliver a personalised education and student experience that puts learners first and supports them to realise their ambitions.
- SP2: To develop and maintain skills-focussed, employer-relevant programmes that meet the needs of our students and their employability.
- SP3: To harness the strengths of the UWTSD group to deliver integrated tertiary provision that supports learner progression and clear pathways through further and higher education.

Key Performance Indicators

Has ownership of:

- 1.2.4 Rate of Student attrition
- 6.1 Quality Outcomes
- 6.3 Academic Success Outcomes
- 6.7 Student Complaint and Appeals

Strategies

- Academic Success Strategy
- Academic Quality Handbook (Quality Framework)

Terms of Reference

(1) To provide institutional oversight of academic quality, standards and continuous improvement and to hold its sub-committees accountable for the effective discharge of delegated responsibilities relating to learner outcomes, quality assurance, enhancement, academic standards and regulatory compliance.

(2) To oversee the effectiveness, fairness and quality of the implementation of the University's quality framework and associated policies and protocols.

(3) To oversee the effectiveness of the University's arrangements for the approval, validation, review and enhancement of academic provision, ensuring that programmes remain academically rigorous, aligned to institutional strategy, responsive to learner, employer and stakeholder needs, and capable of delivering positive learner outcomes.

(4) To oversee the effectiveness, fairness and quality of the University's admissions arrangements, including admissions policy, admissions practice, applicant outcomes, widening participation performance, and compliance with relevant regulatory and consumer protection requirements.

(5) To monitor institutional performance in relation to academic quality, standards and learner outcomes, including progression, continuation, completion, attainment, degree outcomes, awarding gaps and other indicators of academic performance, and to recommend action where improvement is required.

(6) To oversee the impact of artificial intelligence on academic quality, standards, assessment practice and learner outcomes, and to receive assurance that institutional policies and approaches remain effective and compliant with regulatory requirements.

(7) To oversee the effectiveness of the University's learner protection, transition and support arrangements, and to monitor their impact on learner continuation, success and progression.

Membership
Chair, appointed annually by the Chair of Senate
Deputy Chair, appointed annually by the Chair of Senate
Pro Vice-Chancellor (Education)
Director of Academic Services
Associate Pro Vice-Chancellor (Academic Enhancement)
Assistant Deans with responsibility for quality
Executive Head of Registry
Head of Quality
Head of Apprenticeships
Head of Collaborative Partnerships (Operations)
Head of Student Cases
Head of Student Recruitment and Widening Access
Welsh Medium Education Strategy Implementation Manager
One representative from the UWTSD Group with a responsibility for Quality at HE
Chairs of AQSC Tier 3 Sub-boards
One Students' Union (SU) representative
Observer: a Students' Union staff member, nominated by the SU Chief Executive Officer
Membership may be extended to include other relevant staff as and when required

2.3.2 Research and Innovation Committee (RIC)

Purpose

To oversee the development, performance and continuous improvement of the University's research, innovation and knowledge exchange activities, ensuring that research and innovation contribute to institutional priorities, societal impact, employer engagement, research excellence and a positive research environment.

Responsibilities

- Research strategy.
- Research environment and culture.
- Knowledge exchange and Innovation.
- Research Income and external funding performance.
- Research impact and civic contribution.
- REF strategy, preparation, and performance.
- Doctoral research environment and postgraduate researcher experience.

- Researcher development and implementation of relevant concordats and frameworks.
- Artificial intelligence in research, innovation, research integrity and research ethics.
- Research ethics and research integrity assurance.

Key Strategic Plan Priorities

- SP4: To broaden the impact of our applied, practice-led research, innovation and skills in partnership with employers to create more opportunities for our communities and students.

Key Performance Indicators

Has ownership of:

- 4.1 Research Excellence
- 4.2 Research Income
- 4.3 Innovation and Knowledge Exchange Income and Activity
- 4.4 Student Entrepreneurship

Strategies

- Research and Innovation Strategy

Terms of Reference

(1) To provide institutional oversight of research, innovation and knowledge exchange activity and to hold its sub-committees accountable for the effective discharge of delegated responsibilities relating to research quality, research integrity, research culture, researcher development and regulatory compliance.

(2) To oversee the development, implementation and review of the University's Research and Innovation Strategy and monitor performance against associated strategic objectives, collaborative research partnerships, and performance measures.

(3) To monitor institutional performance in relation to research, innovation and knowledge exchange activity, including research income, external funding, impact, REF preparedness, research outputs and other indicators of research performance.

(4) To oversee the effectiveness of the University's research environment, research culture and researcher development arrangements and monitor their contribution to research excellence and impact.

(5) To oversee institutional approaches to knowledge exchange, innovation and employer engagement and monitor their contribution to societal, cultural and economic impact.

(6) To oversee the effectiveness of arrangements supporting postgraduate researchers and doctoral provision and receive assurance regarding the quality of the doctoral research environment and researcher experience.

(7) To receive assurance regarding research ethics, research integrity and responsible research practices, and monitor significant risks and actions arising.

(8) To oversee institutional approaches to the use of artificial intelligence in research and innovation and receive assurance regarding research ethics, integrity, transparency and compliance relating to AI -enabled research practices.

(9) To promote continuous improvement and the dissemination of effective practice in research, innovation and knowledge exchange across the University.

Membership

Chair, appointed annually by the Chair of Senate
Deputy Chair, appointed annually by the Chair of Senate
Interim Assistant Dean (Innovation and Engagement)
At least one nominee from each Institute/Faculty or nominee with a responsibility for research and innovation
Head of Research Development
Head of Innovation and Engagement Services
Representative of the Centre of Advanced Welsh and Celtic Studies (CAWCS)
Head of Library Collections and Discovery
Academic Director of the Doctoral College
Welsh Medium Education Strategy Implementation Manager
One representative from the UWTSD Group with a responsibility for research and innovation
One Students' Union representative
Chairs of RIC Tier 3 Sub-boards
Chair of the Research Ethics Committee
Observer: a Students' Union staff member, nominated by the Students' Union Chief Executive Officer
External representative
Membership may be extended to include other relevant staff as and when required.

2.3.3 Student Experience Committee (SEC)

Purpose

To oversee the effectiveness of the learner experience, learner engagement, student support and safeguarding arrangements across all provision delivered by or on behalf of the University.

To ensure that learners are able to succeed, thrive and realise their ambitions through a high-quality, inclusive, safe and supportive learning environment.

To ensure appropriate action is taken in response to identified risks and opportunities for improvement.

Responsibilities

- Strategic Partnership with Students' Union.
- Learner voice, including survey outcomes and learner feedback.
- Safeguarding and Prevent oversight.
- Student wellbeing, welfare and inclusion.
- Equality of opportunity, belonging, and participation.
- Employability and graduate outcomes.
- Learner engagement with their studies.
- Learning and teaching enhancement.
- Artificial intelligence and the student experience, including accessibility, inclusion and student support.
- Institutional compliance with Medr's Learner Engagement Code; Equality of Opportunity; Staff and Learner Welfare (Student only) Conditions.

Key Strategic Plan Priorities

- SP1: To deliver a personalised education and student experience that puts learners first and supports them to realise their ambitions.
- SP2: To develop and maintain skills-focussed, employer-relevant programmes that meet the needs of our students and their employability.

- SP5: To support, embed and strengthen Welsh medium study opportunities and the use of the Welsh language across our staff community, learner provision, engagement and practice.

Key Performance Indicators

Has ownership of:

- 6.2 Student Satisfaction
- 6.4 Bursaries and Scholarships
- 6.5 Graduate Prospects

Strategies

- Health and Wellbeing Strategy (student aspects)
- Strategic Equality Plan (student aspects)
- Race Equality Plan (student aspects)
- Employability and Skills Strategy
- Learning and Teaching Enhancement Strategy

Terms of Reference

(1) To provide institutional oversight of student experience, learner engagement, student success and student wellbeing, and to hold its sub-committees and reporting groups accountable for the effective discharge of delegated responsibilities.

(2) To oversee the effectiveness, fairness and quality of the implementation of the University's student experience related strategies and associated policies and protocols.

(3) To monitor institutional performance in relation to the learner experience, including student satisfaction, learner engagement, belonging, wellbeing, employability, graduate outcomes and other indicators of the quality of the student experience, and to recommend action where improvement is required.

(4) To oversee the University's arrangements for partnership working with the Students' Union and learner representatives, ensuring effective implementation of the Learner Engagement Code and meaningful learner participation in institutional decision-making.

(5) To oversee the effectiveness of the University's arrangements for engaging learners, including gathering, considering and responding to learner feedback, including survey outcomes, representative structures and other learner voice mechanisms, and to monitor the impact of actions taken in response.

(6) To oversee the effectiveness of the University's learner welfare, student protection and safeguarding arrangements (including compliance with relevant legislative and regulatory requirements) across the University's provision, including apprenticeship, placement, partnership and collaborative provision.

(7) To oversee the effectiveness of the University's learning and teaching enhancement framework and receive assurance regarding the impact of enhancement activities on learner engagement, learner success and the quality of the learning experience.

(8) To oversee the impact of artificial intelligence on student experience, wellbeing, inclusion, accessibility and learner engagement, and to monitor student feedback relating to AI-enabled services and practices.

Membership

Chair, appointed annually by the Chair of Senate
Deputy Chair, appointed annually by the Chair of Senate

Chief Operating Officer
Associate Pro Vice-Chancellor (Academic Enhancement)
Pro Vice-Chancellor (Education)
Pro Vice-Chancellor (FE and Skills)
Nominee from each Institute/Faculty with a responsibility for student experience
Director of Academic Services
Director of Digital and Information Services
Director of Student Services
Executive Head of Digital Service Delivery
Head of Inclusion and Success
Head of Student Employability
Student Hwb Manager
Head of Academic Development
Executive Head of Culture and Organisational Development
One representative from the UWTSD Group with a responsibility for learner engagement at HE
Welsh Medium Education Strategy Implementation Manager
Lead Designated Officer for safeguarding (LDO)
Two Students' Union representatives
Observer: a Students' Union staff member, nominated by the SU Chief Executive Officer
Membership may be extended to include other staff as and when required

2.3.4 Welsh Language Committee (WLC)

Purpose

To oversee the development, implementation and impact of the University's Welsh Language Strategy and Welsh-medium education strategy, ensuring that Welsh language provision, learner opportunities, staff capability and the Welsh-language learner experience support the University's strategic objectives and regulatory obligations.

Responsibilities

- Welsh Language Strategy.
- Welsh-medium and bilingual provision.
- Welsh language learner experience and learner engagement.
- Welsh-medium recruitment, progression and learner outcomes.
- Welsh language priorities and associated strategic development requirements.
- Welsh Language Standards compliance and assurance.
- Welsh language learner experience.
- Welsh language considerations relating to artificial intelligence technologies and services.
- Welsh-medium progression pathways across the UWTSD Group.
- Institutional contribution to national Welsh language priorities and Medr expectations.

Key Strategic Plan Priorities:

- SP5: To support, embed and strengthen Welsh medium study opportunities and the use of the Welsh language across our staff community, learner provision, engagement and practice.
- SP3: To harness the strengths of the UWTSD group to deliver integrated tertiary provision that supports learner progression and clear pathways through further and higher education.

Key Performance Indicators

Has ownership of:

- 5.1 Strategic Plan Welsh Student Targets

Strategies

- Welsh Language Strategy

Terms of Reference

(1) To provide institutional oversight of Welsh language and Welsh-medium provision and to hold reporting groups accountable for the effective discharge of delegated responsibilities relating to Welsh language strategy, Welsh-medium education and regulatory compliance.

(2) To oversee the development, implementation and review of the University's Welsh Language Strategy and Welsh-medium education strategy and monitor progress against associated objectives and performance measures.

(3) To monitor institutional performance in relation to Welsh-medium education, Welsh language provision and Welsh-language learner outcomes, including recruitment, participation, progression and achievement.

(4) To oversee the effectiveness of arrangements supporting learners to study, engage and participate through the medium of Welsh, and to monitor the quality of the Welsh-language learner experience.

(5) To oversee the effectiveness of learner engagement and learner voice in relation to Welsh-medium provision, Welsh language strategy and Welsh language development priorities.

(6) To oversee the University's arrangements for developing Welsh language capacity and capability amongst staff and to monitor progress against institutional workforce objectives.

(7) To monitor compliance with Welsh Language Standards and other relevant statutory and regulatory requirements and to approve the University's annual monitoring submissions where appropriate.

(8) To oversee the development of Welsh-medium progression pathways and opportunities across the UWTSD Group and monitor their contribution to learner progression and participation.

(9) To monitor the extent to which artificial intelligence technologies support Welsh language provision, Welsh-medium education and compliance with Welsh language obligations.

(10) To receive assurance regarding the quality and effectiveness of Welsh-medium provision across all provision delivered by or on behalf of the University, including collaborative provision where applicable.

(11) To promote continuous improvement and the dissemination of effective practice in Welsh-medium education, bilingual provision and Welsh language engagement across the UWTSD Group.

Membership

Chair, appointed annually by the Chair of Senate
Deputy Chair, appointed annually by the Chair of Senate
Associate Pro Vice-Chancellor (Welsh Language Services)
Welsh Medium Education Strategy Implementation Manager
Director of Academic Services
At least one nominee from each Institute/Faculty or nominee with a responsibility for Welsh Language
Student Services representative
Digital and Information Services representative

Human Resources representative
Marketing and Recruitment representative
Head of Planning
Translation Unit Leader
Chair of the Welsh Language Network for the Professional Services
Welsh Language Standards Officer
Students' Union Welsh Language Officer
One representative from the UWTSD Group with a responsibility for the Welsh Language
Chair of the UWTSD Branch of Y Coleg Cymraeg Cenedlaethol
University Branch Officer for Y Coleg Cymraeg Cenedlaethol
Chairs of UWTSD Faculty Welsh Language Sub-Committees
Observer: a Students' Union staff member, nominated by the SU Chief Executive Officer
Membership may be extended to include other staff as and when required

2.3.5 Institute/Faculty Boards

Purpose

To oversee the academic performance, quality, learner experience and strategic development of the Institute, ensuring effective implementation of University strategies, continuous improvement of academic provision, and delivery of positive learner outcomes.

Responsibilities

- Institute/Faculty strategic planning and performance.
- Learner outcomes, progression, continuation and attainment.
- Learner experience and student engagement.
- Quality assurance and continuous improvement.
- Curriculum development and portfolio performance.
- Recruitment, access and participation.
- Partnership and collaborative provision performance.
- Artificial intelligence opportunities, risks and implementation within the Institute/Faculty.
- Apprenticeship and work-based learning performance (where applicable).
- Research and innovation performance (where applicable).
- Institute academic risk and enhancement planning.

Key Strategic Plan Priorities

- SP1: To deliver a personalised education and student experience that puts learners first and supports them to realise their ambitions.
- SP2: To develop and maintain skills-focussed, employer-relevant programmes that meet the needs of our students and their employability.
- SP3: To harness the strengths of the UWTSD group to deliver integrated tertiary provision that supports learner progression and clear pathways through further and higher education.

Plus, depending on the Institute/Faculty:

- SP4: To broaden the impact of our applied, practice-led research, innovation and skills in partnership with employers to create more opportunities for our communities and students.
- SP5: To support, embed and strengthen Welsh medium study opportunities and the use of the Welsh language across our staff community, learner provision, engagement and practice.

Key Performance Indicators

Has ownership of Institute/Faculty subsets of:

- 1.2.4 Rate of Student attrition
- 6.1 Quality Outcomes
- 6.3 Academic Success Outcomes
- 6.7 Student Complaint and Appeals

Strategies

- Academic Success Strategy
- Academic Quality Handbook (Quality Framework)

Terms of Reference

(1) To oversee implementation of University strategies, policies and regulatory requirements within the Institute and monitor progress against associated objectives and performance measures.

(2) To monitor Institute/Faculty performance in relation to recruitment, continuation, progression, attainment, completion, graduate outcomes and other indicators of learner success, and to recommend action where improvement is required.

(3) To oversee the effectiveness of the Institute's/Faculty's arrangements for quality assurance, self-evaluation and continuous improvement, and monitor delivery of associated enhancement plans.

(4) To oversee the quality, performance and sustainability of the Institute's/Faculty's academic portfolio and make recommendations regarding programme development, modification and discontinuation as appropriate.

(5) To oversee learner engagement, learner voice and student experience within the Institute/Faculty and monitor the effectiveness of actions taken in response to learner feedback.

(6) To oversee the quality and effectiveness of provision delivered by or on behalf of the Institute/Faculty, including partnership, apprenticeship, placement and other collaborative provision.

(7) To monitor risks relating to academic quality, learner outcomes, learner experience and strategic delivery within the Institute, and escalate significant matters to the appropriate University committee.

(8) To oversee implementation of actions arising from University committees, external review activity, PSRB reports, external examiner reports and other sources of assurance relevant to the Institute.

(9) To provide assurance and reports to Senate and its standing committees on matters within its remit and respond to requests from those committees.

Membership

Head of Institute/Faculty or Dean of Institute/Faculty or nominee (Chair)
Additional Deans of Institute/Faculty
Deputy Chair, appointed annually by the Chair of the Institute/Faculty
Assistant Deans (Assistant Deans with remit across Institutes/Faculties should attend each Institute/Faculty Board)
Academic Directors/Heads of School

Appropriate additional Institute/Faculty representatives
Institute Managers for Research Degrees
Welsh Medium Education Strategy Implementation Manager or nominee
Student Voice Representatives appointed via Students' Union, the number of which shall be agreed annually by the Institute/Faculty and the Students' Union
Head of Digital Support Services
Head of Digital Learning and Information Skills
Academic Services representative
Student Services representative
Estates representative
One Students' Union sabbatical officer
Observer: a Students' Union staff member, nominated by the Students' Union Chief Executive Officer
Membership may be extended to include other relevant staff as and when required.

2.4 Sub-Committees of Senate's Standing Committees

- Academic Partnerships Quality Board
- Student Enrolment and Eligibility Review Board
- Doctoral College Board
  - Research Degrees Committee (a sub-committee of the Doctoral College Board)
  - Research Ethics Committee (a sub-committee of the Doctoral College Board)
- Learning, Teaching and Assessment Enhancement Board
- Recognition of Prior and Experiential Learning (RPEL) and Accreditation Board (see Recognition of Prior Learning (RPL) Policy for details)
- Special Cases Committee (see Mitigating Circumstances Policy for details)
- Student Staff Committees

2.4.1 Academic Partnerships Quality Board (APQB)

Purpose

To oversee the quality, standards, performance and continuous improvement of provision delivered by or on behalf of the University through collaborative, partnership, apprenticeship, work-based learning and international mobility arrangements, ensuring that learners receive a high-quality educational experience and achieve positive outcomes irrespective of location or mode of delivery.

Responsibilities

- Collaborative provision and academic partnerships.
- Apprenticeship and work-based learning provision.
- International mobility and exchange programmes.
- Quality and standards of provision delivered with partners or on behalf of the University.
- Learner outcomes and learner experience within collaborative provision.
- Regulatory compliance relating to collaborative and work-based provision.
- Partnership performance and risk.
- External quality review outcomes relating to collaborative provision.
- Employer engagement and employer feedback relating to apprenticeship and work-based provision.
- Artificial intelligence as relevant to these cohorts.

Key Strategic Plan Priorities

- SP2: To develop and maintain skills-focussed, employer-relevant programmes that meet the needs of our students and their employability.
- SP3: To harness the strengths of the UWTSD group to deliver integrated tertiary provision that supports learner progression and clear pathways through further and higher education.

Key Performance Indicators

Has ownership of the relevant subsets of:

- 1.2.4 Rate of Student attrition
- 3.1 Financial and Academic Viability of International Partnerships
- 6.1 Quality Outcomes
- 6.3 Academic Success Outcomes
- 6.7 Student Complaint and Appeals

Strategies

- Academic Success Strategy
- Academic Quality Handbook (Quality Framework)

Terms of Reference

(1) To provide oversight of provision delivered by or on behalf of the University through collaborative, partnership, apprenticeship, work-based learning and international mobility arrangements, and to support AQSC in assuring the quality and standards of such provision.

(2) To monitor the effectiveness, quality and performance of collaborative, apprenticeship, work - based and international mobility provision and recommend action where improvement is required.

(3) To oversee the implementation and effectiveness of institutional frameworks, policies and procedures relating to collaborative provision, apprenticeships, work-based learning and international mobility.

(4) To monitor learner outcomes, learner experience, learner engagement and student feedback within collaborative, apprenticeship and mobility provision, and ensure appropriate action is taken in response to identified issues.

(5) To oversee the quality and effectiveness of provision delivered through partners and other third-party arrangements and receive assurance that learners studying through such arrangements have equitable access to support, safeguarding, representation and opportunities for success.

(6) To monitor partner performance and associated academic and regulatory risks and make recommendations regarding continuation, enhancement or termination of arrangements where appropriate.

(7) To consider external quality review outcomes, inspection findings, employer feedback and other evidence relating to collaborative and work-based provision and oversee actions arising.

(8) To promote continuous improvement and the dissemination of effective practice in collaborative, partnership, apprenticeship and international mobility provision.

(9) To oversee institutional enhancement activity relating to artificial intelligence in learning, teaching and assessment and promote effective, ethical and evidence-informed practice.

(10) To provide assurance and recommendations to the Academic Quality and Standards Committee on matters within its remit.

Membership
Chair, appointed annually by the Chair of Senate
Deputy Chair, appointed annually by the Chair of Senate
Director of Academic Services
Interim Assistant Dean (FE and Lifelong Learning)
Head of Collaborative Partnerships (Operations)
Head of Apprenticeships
Head of Quality
Strategic Academic Programme Director (International)
International Regional Manager (North America and Outward Mobility)
Representative from Institutes/Faculties as appropriate
One Apprenticeship Liaison Officer representative
One Partnership Team Leader representative
One Students' Union representative
Observer: Pro Vice-Chancellor (Further Education and Skills)
Membership may be extended to include other relevant staff as and when required.

2.4.2 Student Enrolment and Eligibility Review Board (SEER)

Purpose

To oversee the review of students whose registration, enrolment or financial status may affect their eligibility to continue their studies and to ensure that decisions relating to withdrawal, continuation, reinstatement and award eligibility are applied consistently, fairly and in accordance with University regulations, policies and procedures.

The Board will review students who have failed to complete enrolment requirements, remain partially enrolled, demonstrate persistent non-engagement, or have outstanding financial liabilities and will determine appropriate action, including withdrawal where required.

Responsibilities

- Enrolment compliance.
- Registration status monitoring.
- Student debtor review.
- Student engagement monitoring.
- Withdrawal decisions.
- Exit award referrals.
- Appeals and reinstatement oversight.
- Regulatory compliance.
- Student record status management.
- Risk monitoring relating to registration and eligibility.

Key Strategic Plan Priorities

- SP1: To deliver a personalised education and student experience that puts learners first and supports them to realise their ambitions

Key Performance Indicators

Has ownership of the relevant subsets of:

- None

Strategies

- Academic Success Strategy

Terms of Reference

(1) To review students who remain partially enrolled due to outstanding documentation, information or registration requirements and determine appropriate action.

(2) To review students identified through institutional engagement monitoring processes who have received formal non-engagement communications and whose continued registration presents a regulatory, academic or operational concern.

(3) To review students with outstanding debts who have received four formal reminders and whose financial status remains unresolved.

(4) To determine whether students reviewed by the Board should:

  - continue their studies subject to specified conditions;
  - be granted additional time to resolve outstanding matters;
  - be withdrawn from the University;
  - be referred for consideration of an exit award.

(5) To exercise delegated authority to withdraw students where continued registration is no longer appropriate due to:

  - unresolved enrolment requirements;
  - persistent non-engagement;
  - outstanding debt;
  - a combination of these factors.

(6) To ensure that withdrawal decisions are applied consistently, proportionately and in accordance with University regulations, policies and published procedures.

(7) To oversee the application and use of student record status codes and withdrawal reason codes associated with Board decisions.

(8) To receive reports on appeals arising from Board decisions and monitor outcomes and trends to ensure fairness and consistency of decision-making.

(9) To monitor institutional trends relating to partial enrolment, student debt and non-engagement and recommend actions to reduce associated risks.

(10) To provide assurance to the Academic Quality and Standards Committee regarding the operation of the University's arrangements for enrolment compliance, student engagement monitoring, learner protection and student withdrawal.

Membership
Chair, appointed annually by the Chair of Senate
Deputy Chair, appointed annually by the Chair of Senate
Director of Academic Services
Associate Pro Vice-Chancellor (Academic Enhancement)
Chief Financial Officer or nominee

Executive Head of Registry
Head of Enrolment and Timetabling
Head of Student Cases
Student Services representative
Representation from Institutes/Faculties as appropriate
One Students' Union representative
Membership may be extended to include other relevant staff as and when required.

2.4.3 Doctoral College Board (DCB)

Purpose

To oversee the quality, standards, experience and performance of doctoral education and postgraduate research provision across the University, ensuring that doctoral researchers are supported within an inclusive, high-quality research environment and are able to achieve successful outcomes.

Responsibilities

- Doctoral education and postgraduate research provision.
- Doctoral researcher experience and researcher development.
- Research degree quality and standards.
- Research supervision and supervisor development.
- Doctoral recruitment, progression, completion and outcomes.
- Research environment for postgraduate researchers.
- Research integrity and research ethics assurance (through delegated committee).
- Artificial intelligence in doctoral education and researcher development.
- Research degree partnerships and collaborative doctoral provision.

Key Strategic Plan Priorities

- SP4: To broaden the impact of our applied, practice-led research, innovation and skills in partnership with employers to create more opportunities for our communities and students

Key Performance Indicators

Has ownership of the relevant subsets of:

- None

Strategies

- Research and Innovation Strategy.

Terms of Reference

(1) To oversee the quality, standards and effectiveness of the University's doctoral education and postgraduate research provision, including provision delivered in partnership with other organisations.

(2) To monitor performance in relation to doctoral recruitment, progression, completion, researcher development and other indicators of postgraduate research success, and to recommend action where improvement is required.

(3) To oversee the effectiveness of the University's research environment for postgraduate researchers and monitor its contribution to researcher development, wellbeing, engagement and success.

(4) To oversee arrangements for research supervision and supervisor development and receive assurance regarding the quality and effectiveness of supervision across the University.

(5) To oversee researcher training, skills development and professional development opportunities for postgraduate researchers and monitor their effectiveness and impact.

(6) To oversee the effectiveness of arrangements for gathering, considering and responding to postgraduate researcher feedback and monitor the impact of actions taken in response.

(7) To receive assurance regarding research ethics, research integrity and responsible research practices insofar as they relate to postgraduate researchers and research degree provision.

(8) To oversee the effectiveness of collaborative and partner arrangements relating to research degree provision and doctoral researcher support.

(9) To provide assurance to Research and Innovation Committee regarding the quality and standards of research degree provision and the effectiveness of the research environment and researcher development arrangements.

(10) To monitor the use of artificial intelligence within postgraduate research and doctoral education and ensure researchers are supported to use AI responsibly and in accordance with institutional requirements.

(11) To promote continuous improvement and the dissemination of effective practice in doctoral education, supervision and researcher development across the University.

Membership
Chair, appointed by the Research and Innovation Committee
Deputy Chair, appointed by the Research and Innovation Committee
Academic Director of Doctoral College
Chair of Research Degrees Committee
Chair of Research Ethics Committee
Institute/Faculty Managers for Research Degrees
Additional Institute/Faculty Representation as appropriate
Head of Research Development
Doctoral Supervisory Pool Manager
Researcher Developer
A representative from the Centre of Advanced Welsh and Celtic Studies (CAWCS)
A maximum of three student representatives, elected in accordance with Students' Union guidance
Observer: A representative from each collaborative partner institution offering UWTSD research degree programmes

2.4.4 Learning, Teaching and Assessment Enhancement Board (LTAEB)

Purpose

To lead and coordinate the continuous enhancement of learning, teaching and assessment across the University, promoting innovation, evidence-informed practice and collaboration to improve learner engagement, learner success and the quality of the learning experience.

Responsibilities

- Learning, teaching and assessment enhancement.
- Learning and Teaching Enhancement Strategy implementation.
- Innovation in learning, teaching and assessment.

- Learner engagement with learning.
- Scholarship of learning and teaching.
- Professional development relating to learning and teaching.
- Sharing and dissemination of effective practice.
- Educational innovation and enhancement projects.
- Learning technologies and digital pedagogy.

Key Strategic Plan Priorities:

- SP1: To deliver a personalised education and student experience that puts learners first and supports them to realise their ambitions.
- SP2: To develop and maintain skills-focussed, employer-relevant programmes.
- that meet the needs of our students and their employability.
- SP5: To support, embed and strengthen Welsh medium study opportunities and the use of the Welsh language across our staff community, learner provision, engagement and practice.

Key Performance Indicators

Has ownership of:

- 9.1 Staff with HEA accreditation

Strategies

- Learning and Teaching Enhancement Strategy
- Employability and Skills Strategy

Terms of Reference

(1) To provide institutional leadership for learning, teaching and assessment enhancement and to support delivery of the University's Learning, Teaching and Enhancement Strategy.

(2) To oversee the development, implementation and evaluation of initiatives that enhance learning, teaching and assessment and improve learner engagement, learner success and the quality of the learning experience.

(3) To promote innovation and evidence-informed practice in learning, teaching and assessment and monitor the impact of enhancement initiatives on learner engagement and outcomes.

(4) To oversee institutional activity relating to digital learning, inclusive learning and teaching, assessment practice and curriculum delivery enhancement.

(5) To support the development and recognition of teaching excellence and promote opportunities for professional learning and development relating to learning and teaching.

(6) To promote learner partnership in learning and teaching enhancement activities and ensure that enhancement priorities are informed by learner voice and learner engagement evidence.

(7) To identify, disseminate and promote effective practice in learning, teaching and assessment across the University and the wider UWTSD Group.

(8) To oversee enhancement projects, initiatives and development funding relating to learning and teaching and evaluate their effectiveness and impact.

(9) To provide assurance to the Student Experience Committee regarding the effectiveness of learning and teaching enhancement activity and its contribution to learner engagement, learner success and the quality of the learner experience.

Membership
Chair, appointed by the Student Experience Committee
Deputy Chair, appointed by the Student Experience Committee
Associate Pro Vice-Chancellor (Academic Enhancement)
Head of Academic Development
Learning and Development Manager
Strategic Learning and Teaching Lead from each Institute/Faculty
Senior Academic Development Officer
Academic Development Officer
Executive Head of Digital Learning and Library Services
Head of Digital Learning and Information Skills
One representative from the Apprenticeship Unit
One representative from the UWTSD Group with responsibility for learning and teaching in HE
One representative from Student Services
Chairs of any working groups reporting to the LTAEB
Two Students' Union representatives
Head of Student Employability
Observer: a Students' Union staff member, nominated by the Students' Union Chief Executive Officer
Membership may be extended to include other representatives as and when required.

2.4.5 Research Degrees Committee (RDC)

Purpose

To exercise delegated authority on behalf of Senate for the operation of the University's research degree framework, ensuring the consistent application of the Code of Practice for Research Degrees and the effective management of research degree progression, examination and award processes.

Responsibilities

- Research degree progression and progression review.
- Research degree examination and award processes.
- Approval of research projects and associated research degree arrangements.
- Operational implementation of the Code of Practice for Research Degrees.
- Regulatory decision-making relating to research degree students.
- Research degree examiner approval and examination panel oversight.

Key Strategic Plan Priorities

- SP4: To broaden the impact of our applied, practice-led research, innovation and skills in partnership with employers to create more opportunities for our communities and students.

Key Performance Indicators

None.

Strategies

None.

Terms of Reference

(1) To oversee the implementation of the University's regulations and Code of Practice for Research Degrees and ensure their consistent application across all research degree provision.

(2) To consider and determine matters relating to the admission, registration, progression, transfer, examination and award of research degree students in accordance with the University's regulatory framework.

(3) To conduct regular reviews of research degree student progress and determine outcomes arising from progression monitoring processes.

(4) To approve research projects, supervisory arrangements and examination arrangements as required by the University's research degree regulations and procedures.

(5) To approve the appointment of examiners and examination panels for research degree awards and oversee examination outcomes and recommendations.

(6) To confirm research degree awards on behalf of Senate in accordance with delegated authority.

(7) To consider business by correspondence where permitted under the University's regulations and procedures in order to support the timely operation of research degree provision.

(8) To report to the Doctoral College Board on matters relating to the operation of research degree regulations, progression and examination processes and to identify any issues requiring policy review or enhancement.

Membership
Chair, appointed annually by the Chair of Senate
Institute/Faculty Managers of Research Degrees
Academic Director of the Doctoral College or nominee

2.4.6 Research Ethics Committee (REC)

Purpose

To exercise delegated authority on behalf of Senate for the ethical review and approval of research, ensuring that research involving staff, students and external partners is conducted in accordance with the University's ethical principles, regulatory requirements and standards of research integrity.

Responsibilities

- Ethical review and approval of research projects.
- Research integrity and responsible research conduct.
- Ethical review of staff and postgraduate research.
- Ethical oversight of research involving external organisations and collaborative partners.
- Monitoring ethical issues and emerging risks arising from research activity.
- Ethical review of artificial intelligence-enabled research.
- Operational implementation of the University's ethics framework and procedures.

Key Strategic Plan Priorities

None.

Key Performance Indicators

None.

Strategies

None.

Terms of Reference

(1) To oversee the implementation of the University's research ethics framework and ensure the consistent application of ethical review procedures across all research activity.

(2) To consider and determine applications for ethical approval relating to staff research, postgraduate research and other research activities falling within its remit.

(3) To approve, conditionally approve or reject research proposals on ethical grounds in accordance with the University's policies and procedures.

(4) To consider matters relating to research integrity, responsible research conduct and ethical practice where such matters are referred to the Committee.

(5) To review ethical issues, trends and emerging risks arising from research activity and identify matters requiring institutional attention.

(6) To consider research ethics business by correspondence where permitted under the University's regulations and procedures in order to support the timely conduct of research activity.

(7) To maintain appropriate records of ethical review decisions and provide assurance regarding the operation of the University's ethics approval processes.

(8) To consider ethical issues arising from the use or development of artificial intelligence within research activity and identify emerging risks requiring institutional attention.

(9) To report to the Doctoral College Board and Research and Innovation Committee on matters relating to the operation of the University's ethics framework and identify issues requiring policy review or enhancement.

Membership

Chair to be approved by the Research and Innovation Committee (normally on a three-year rolling basis)
A representative from the Doctoral College
A minimum of three representatives from each Institute/Faculty, providing representation from each Academic Discipline
A representative from ERIS
A representative from the Students' Union

2.4.7 Student Staff Committees (SSC)

Reporting to Institute/Faculty Board(s), Student Staff Committees (SSC) are responsible for overseeing matters relating to the student learning experience on their programme of study. (For further information, see *Student Staff Committees: a quick guide*, which is published alongside Chapter 5 Student Representation, Engagement and Support on the Academic Quality Handbook webpage.)

Terms of Reference

(1) To monitor, review and action matters arising from student feedback (e.g. module questionnaires; student surveys; action plans);

(2) To monitor, review and action matters arising from the annual review process;

(3) To consider matters linked to resources that affect learning and teaching within the programme cluster(s) that form part of the SSC;

(4) To consider ideas and issues raised by academic representatives;

(5) To work in partnership to find solutions for matters raised by academic representatives;

(6) To communicate to the relevant student cohort(s) how feedback has been considered and acted upon;

(7) To consider and communicate to the relevant student cohort(s) significant university news, information and events that affect learning and teaching within the programme cluster(s) that form part of the SSC;

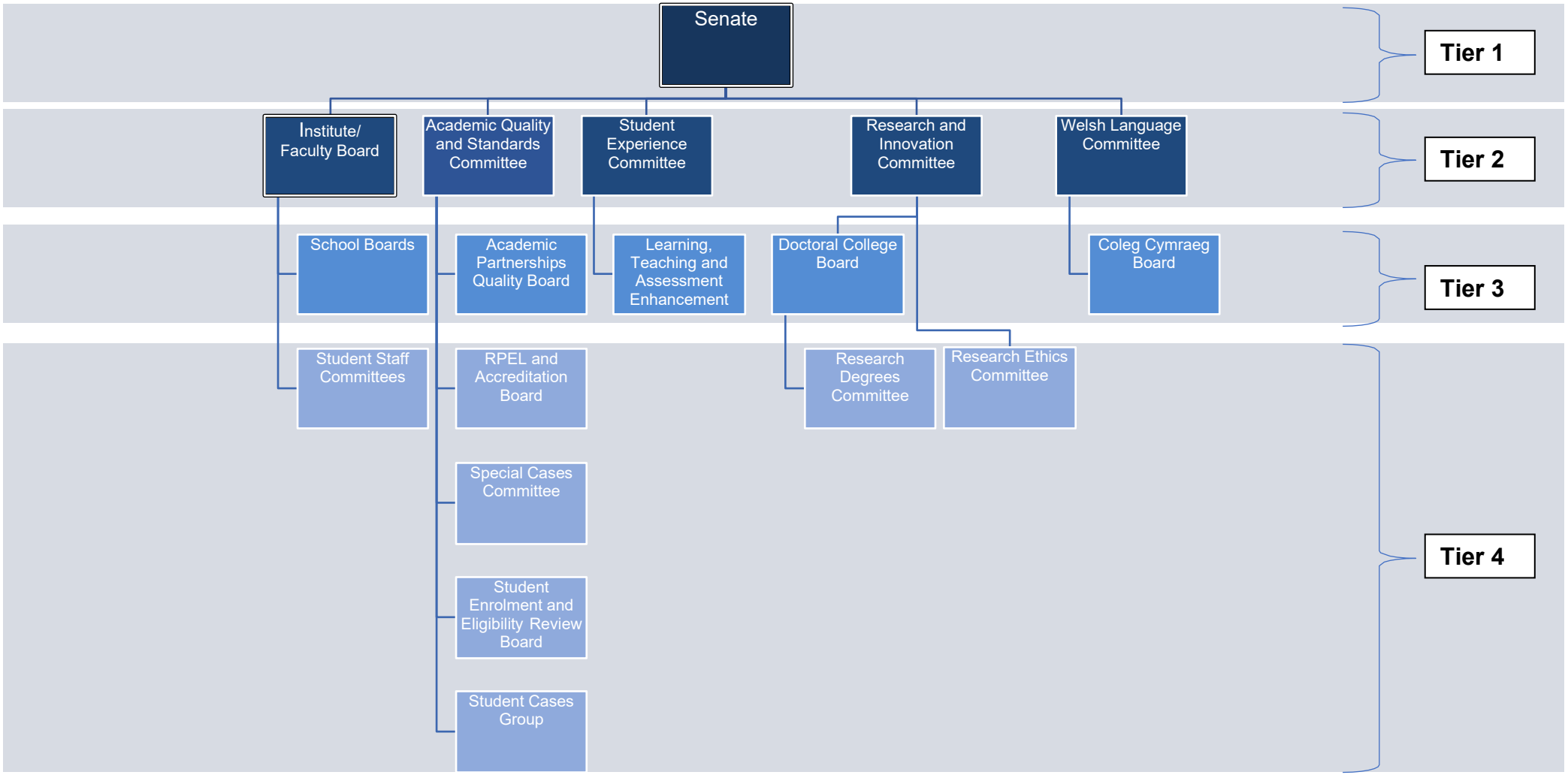
(8) To commend good practice identified by academic representatives to the relevant Institute/Faculty Board(s);

(9) To consider any other relevant academic matters linked to the programme cluster(s).

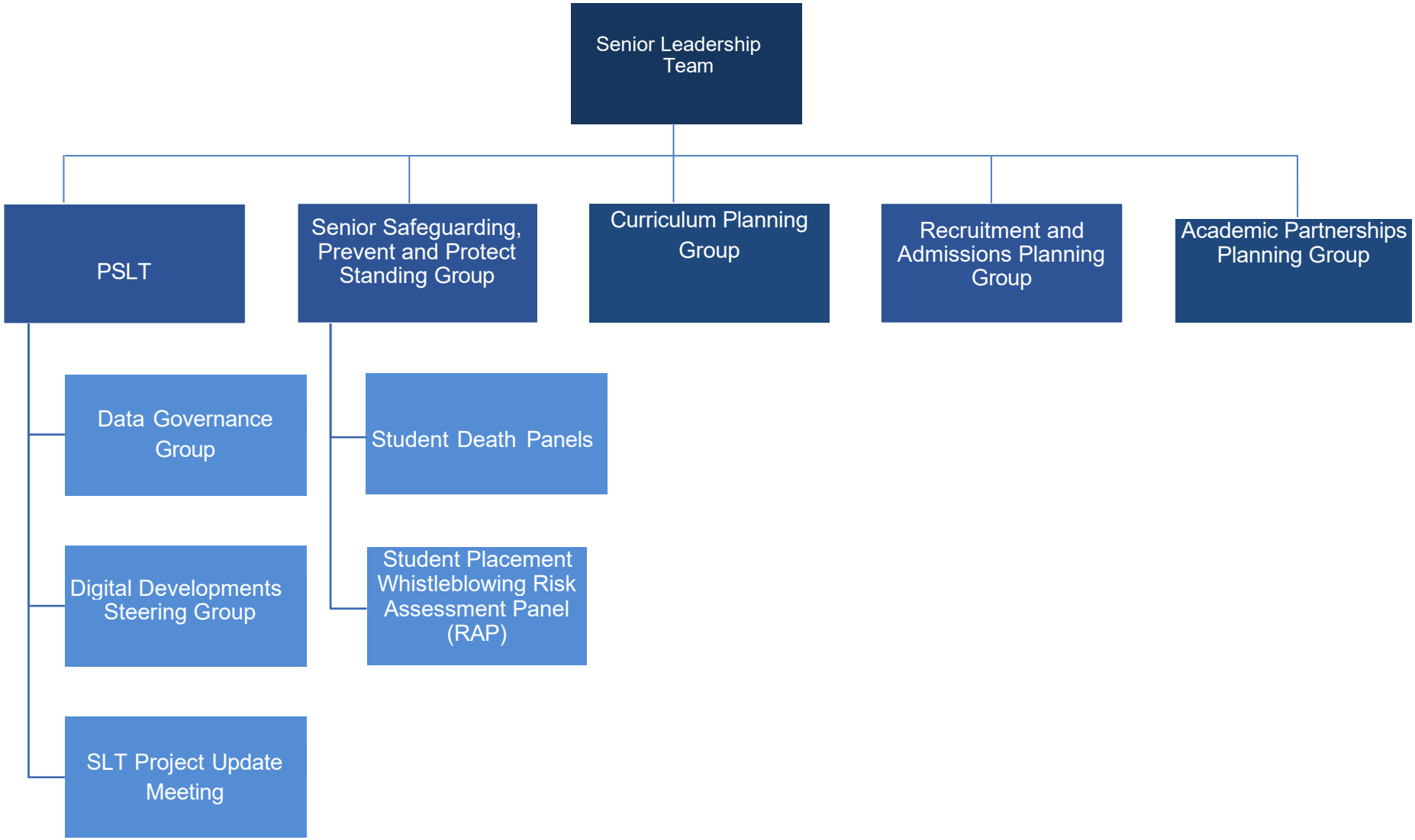
Membership
Chair
Academic Director (or nominee)
Programme Managers
Student representatives of the programme cluster(s)
Secretary
Other academic or professional services staff may be invited as required by relevant agenda items. A Students' Union representative may also be invited on request.

2.5 University Committee Structure

2.5.1 Academic Committee Structure



2.5.2 Executive Committee Structure



Chapter 3

Quality Enhancement

3. QUALITY ENHANCEMENT

3.1 Introduction

This chapter outlines how the University, in accordance with the UK Quality Code of Higher Education, adopts the QAA definition of enhancement as using evidence to plan, implement and evaluate deliberate steps intended to improve the student learning experience. It also details how the University uses a range of student experience feedback and quality enhancement processes to inform and improve the student academic experience strategically for both current and future cohorts. The University is committed to the professional development of staff, as a vehicle for professional growth and development, alongside peers and colleagues, within a vibrant and supportive learning and teaching community.

3.2 A culture of enhancement

There is a culture of enhancement within UWTSD, with all staff across academic and Professional Services engaged with and responsible for the systematic enhancement of the student experience. This culture supports, enables, and celebrates the continual enhancement of learning and teaching to enable it to meet its core value of *Excellent teaching informed by scholarship* and *professional practice*, and *applied research* that influences knowledge and policy in Wales and beyond.

As detailed in this chapter, a variety of formal mechanisms are in place to encourage reflection on performance, to identify areas for enhancement and improvement, and to monitor the impact of any action taken. In addition to such formal mechanisms, enhancement also occurs more informally because of the culture of enhancement embedded within the institution. The University values and encourages innovative approaches through collaborative practice, inspired by true and meaningful collaboration between colleagues (and students), using a solution-focused approach, allowing for supported experimentation and risk.

3.3 Student engagement with enhancement

Key to enhancement is the University's strong commitment to students as active partners in their educational experience. This approach is outlined in Chapter 5. As a result, the University collaborates closely with its students to create strong and vibrant learning communities where all students are able to fulfil their individual potential.

The University systematically seeks to include student voices in key areas to inform and shape its strategic approach to academic enhancement and priority setting and to ensure that action taken is informed by student experience feedback (see Chapter 5).

3.4 Collaborative Partner institutions

It is recognised that quality enhancement may take a different format for collaborative partner institutions.

All collaborative partner institutions are expected to:

- meet the expectations of the UK Quality Code for Higher Education;
- value students as key and active partners to enhance their academic experience;
- systematically embed enhancement within learning and teaching processes, as outlined in section 3.8.

The University also values the opportunity, whenever able, to work collaboratively with partner institutions, recognising their valuable contribution, in helping to inform and improve the learning environment and academic experience.

3.5 A strategic approach to enhancement

The key strategy for enhancement is the Learning and Teaching Enhancement Strategy, underpinned by the NEXUS Learning and Teaching Framework and further strengthened by the Collaborative Practice Framework.

In addition, a range of other strategies focus on enhancement of the student academic experience and student outcomes in specified areas, such as:

- Digital Framework for Blended Learning
- Strategic Equality Plan
- Student Health and Wellbeing Strategy
- Fee and Access Plan
- Academic Success Strategy
- Employability and Skills Strategy (in progress)
- Welsh Language Strategy

The University identifies priorities for enhancement through its strategic framework and annual reflection on the impact and effectiveness of its strategies.

The strategic approach to enhancement is characterised by, but not limited to:

- the use of quality assurance and student experience feedback processes to provide opportunities for systematic reflection, the evidence for areas of weakness and strength, and identification of priorities for quality enhancement;
- the comprehensive analysis of all key student outcomes data (including the external and internal benchmarking of such data) in order to identify any discipline areas or specific cohorts where performance needs to be enhanced and to identify good practice for dissemination;
- the use of Key Performance Indicators to measure and monitor progress made and provide evidence of impact where action has been taken;
- the setting of clear institution-wide expectations in a number of key areas;
- the embedding of a range of processes and mechanisms to encourage the piloting of new approaches and to identify and disseminate good practice, through staff development, share and learn events, the NEXUS Learning and Teaching Awards, and planned development days, including and the annual NEXUS Learning and Teaching Conference;
- a flexible model of innovative peer-led support and development strategies, for those in academic and academic related roles;
- regular and consistent reflection on areas of weakness and strength and the monitoring of any action taken as part of the committee structure.

3.6 Key Principles

The University approach to enhancement is centrally led by the NEXUS Centre for Learning and Teaching, at a cross-institutional level to allow the sharing, development and embedding of good practice. The Collaborative Practice Framework, is an innovative and supportive model to encourage and inspire a passion for learning and teaching and an enthusiasm to keep developing. In addition, the framework model will raise teaching confidence, increase effective communication and reinforce togetherness and belonging for staff, essential for a multi-campus institution. The University also supports locally-led development within Institutes/Faculties and Professional Services to support staff in key areas.

Within the institution, key committees in relation to enhancement are:

- Senate
- Academic Standards Committee (ASC)

- Student Experience Committee (SEC)
  - Learning and Teaching Board
- Research Committee
- Institute/Faculty Boards
- Doctoral College Board
- Student Staff Committees

These key committees and sub-committees may also establish groups with specific remits to support the enhancement agenda, underpinned in the main, by the pedagogical design and principles of learning.

In collaborative partner institutions, a different committee framework may be in place. However, there is an expectation that partners will engage in the strategic approach to enhancement outlined above, as appropriate to their nature, size, range of disciplines, and student cohorts.

3.7 Enhancement and quality assurance processes

All key quality assurance processes (e.g. curriculum development, programme validation, programme review) embed quality enhancement. The evidence gathered at these stages provides the opportunity to provide a focused and strategic approach to enhancement, where and when necessary.

Examples of this include but are not limited to:

- consistent reflection at programme and discipline level of pedagogy, performance, student outcomes and students' overall educational experience (e.g. as part of review processes);
- evaluation of sector- or discipline-wide new developments (e.g. in relation to educational technology, developments in pedagogy, or learning space design) to inform or underpin the chosen approach to enhancement;
- the systematic use of external examiners and external readers to benchmark performance, obtain feedback and embed an element of externality to these processes;
- the Annual Quality Report produced by the Students' Union which provides a set of recommendations for the enhancement of the University's performance in a specific area.

3.8 Enhancement of learning and teaching processes

Systematic enhancement of the quality of learning and teaching processes takes place through a number of different mechanisms.

The University supports enhancement of learning and teaching under the umbrella of the NEXUS Learning and Teaching Framework, for example, through:

- systematic identification of key priorities for enhancement;
- a scheme for staff to achieve an appropriate level of Advance HE Fellowship;
- Learning, Enhancement and Advancement Programme (LEAP) Fellows;
- an annual NEXUS conference;
- Share and Learn events;
- the Aurora Programme;
- the Future Leaders Programme;
- Mentoring/Coaching training;
- Collaborative Practice;
- the Digital Skills Framework and the Jisc Discovery Tool.

The University also recognises the achievement of both academic and professional staff via the annual NEXUS Learning and Teaching Awards, which align with the annual NEXUS Learning and Teaching Conference. Nominations are received from colleagues and enable

the celebration of excellence in learning and teaching of both academic and professional staff across the institution.

Appropriate Professional Services working with Institutes/Faculties, and collaborative partner institutions as appropriate, enhance the learning and teaching within disciplines, for example, through:

- systematic identification of key priorities for enhancement;
- a focused and holistic approach to continued professional development for staff with central university support;
- the use of a centrally supported peer-led process, in accordance with the University's Collaborative Practice Framework, to identify areas of innovation as well as areas for enhancement, to encourage the sharing and dissemination of good practice amongst colleagues, and to systematically enhance learning and teaching across the institution;
- the availability of support and opportunities for staff to further develop their teaching and learning and engage with continued professional staff development (e.g. through the staff development events, professional learning pathways and training, the acquisition of a teaching qualification, or obtaining of Advance HE Fellowship);
- enhanced support offered to all staff new to learning and teaching (e.g. through mentoring opportunities);
- encouragement of the sharing of good and innovative practice through participation of staff at the annual NEXUS conference, with external subject and discipline level initiatives, or with professional bodies.

This Chapter is under for review for 2026/27

Chapter 4

Programme Design, Approval, Validation, Monitoring and Review

4. PROGRAMME DESIGN, APPROVAL, VALIDATION, MONITORING AND REVIEW

4.1. Principles

4.1.1 The University is committed to providing high quality learning experiences for its students, and so the quality of its programmes is of fundamental importance. Its processes for programme design approval, validation, monitoring and review exist to ensure that programmes are of an appropriate academic standard, properly resourced, and that they continue in good standing over time. During 2024-2027, the University is undertaking a holistic review of its curriculum, hereafter Curriculum Review. This process will affect the programme design, approval and validation processes. Any remaining references in this chapter to existing practices relating to the validation, revalidation and major or minor modification of University provision will be replaced by details of the new Curriculum Review processes during the course of the year, where relevant. Existing practices will continue to operate as defined in this chapter for Partner provision, with the exception of identified programmes.

4.1.2 It is a requirement that all programmes of study:

- are designed to comply with the requirements of the *UK Quality Code for Higher Education* published by QAA and other relevant external requirements and guidance;
- lead to awards that are comparable with awards granted and conferred throughout higher education in the United Kingdom with respect to standards, objectives, duration and level of entry and adhere to national qualification frameworks;
- be formally approved and validated prior to the commencement of their delivery;
- be subject to continual monitoring;
- normally be subject to a formal revalidation in the fifth year of delivery or sooner (see 4.6.1).

4.1.3 In addition, the Academic Framework document has a number of high-level principles that underpin approval, validation, and monitoring processes.

4.1.4 Senate is responsible for the approval, validation and review of programmes leading to awards of the University and for ensuring that the University offers a portfolio reflective of its mission and strategic objectives. The Senate has delegated the approval processes to the Curriculum Planning Group and the validation and review processes to Academic Standards Committee.

4.1.5 The University provides training and support for staff involved with the validation and monitoring of programmes.

4.1.6 This chapter sets out:

- the regulations governing the processes of programme design, approval, validation, and monitoring for taught programmes of study;
- the regulations governing the processes of programme design, approval, validation, and monitoring for research degree programmes, including for research degree programmes with a taught element (MRes and Professional Doctorates);
- the principles that are expected to be adhered to by Institutes and partnership institutions.

4.1.7 The University's arrangements for managing collaborative partnership institutions are described in Chapter 9 of the AQH. The current chapter, which summarises the principles adopted for Programme Validation, monitoring and review in relation to programmes of study offered through collaborative partnerships, should be read in conjunction with Chapter 9. Where appropriate, the University may modify processes if this is considered necessary to address particular aspects of the provision concerned. Details in respect of research degrees offered through partnership institutions are described in Chapter 9.

4.1.8 Regulations and principles relating to the approval of programmes outside the national credit framework are outlined in Chapter 11 of the AQH. Chapter 11 also contains regulations for the approval of joint awards.

4.1.9 The regulations and principles described in this chapter take into account the QAA Advice and Guidance Documents in relation to 'Monitoring and Evaluation' and 'Course Design and Development'.

4.1.10 All processes relating to programme design, approval, validation, and monitoring are evaluated and, where appropriate, amended as part of the regular review of the Academic Quality Handbook in order to ensure that such processes are continually enhanced.

4.1.11 All approval/(re)validation/modification/suspension/withdrawal of programmes and/or modules associated with Professional, Statutory and Regulatory Bodies (PSRBs) must follow the procedures in this chapter together with those set out in the University's PSRB Management Protocol[1]. The Protocol also sets out procedures and responsibilities in relation to other aspects of working with PSRBs including managing the relationship with the PSRB and PSRB inspections/reviews.

4.2. Programme Approval (Taught and Research Degrees)

4.2.1 The University makes a distinction between:

- **Programme Approval**, which is a business decision overseen by the Curriculum Planning Group (CPG);
- **Programme Validation**, which is an academic activity overseen by the Academic Standards Committee (ASC) on behalf of Senate.

4.2.2 No programme may be advertised until it has successfully completed Programme Approval (Stage 1). No programme may be submitted for Programme Validation (Stage 2) until it has successfully completed Programme Approval (Stage 1). No programme may be delivered until it has completed Programme Validation (Stage 2). (See Appendix PV7 for validation timelines.)

4.2.3 Any proposal for a new programme or for a major change to an existing programme requires approval first at Institute/other designated University department and then University level. Proposals from collaborative partnership institutions must be submitted via the Collaborative Partnerships Office. During the University's Curriculum Review process, all new proposals relating to University provision must be first considered as part of Curriculum Review before referral to the CPG for approval.

4.2.4 The purpose of the approval process is to check:

- that the proposal is consistent with University and Institute Strategic Plans and fits in with the strategic approach to the portfolio framework;
- that resources are available to meet the likely financial demands of the programme(s);
- that there are appropriately qualified and skilled staff to deliver the programme(s) for the duration of the proposed programme;
- that facilities, learning resources, any specialist resources, and student support services are in place / will be in place to deliver a high quality academic experience;
- that there is a clear and distinct market for the programme;
- that the programme fits appropriately within the national qualification framework;
- that the programme will be designed taking into account the needs and feedback of employers and industry as well as the requirements from any external stakeholders (such as PSRBs or Apprenticeship Standards), and embeds as appropriate employability within the programme;

[1] PSRB Management Protocol to be available by the Spring Term 2026

- that there is no conflict with other areas of the University's activities and that there has been dialogue and collaboration with other areas in the University or partners as appropriate (e.g. for interdisciplinary developments).

4.2.5 Where a proposed programme involves collaboration between two or more Institutes, an Institute must take responsibility for overseeing the process of programme development and approval (and will, subsequently, 'own' the programme for the purposes of validation, monitoring and revalidation). Where a partner is involved, the Collaborative Partnerships Office manages these processes in liaison with the appropriate Institute of the University.

4.2.6 The expectation is that a programme, once approved by the University, will be validated within 1 year. In the event that validation is not sought or achieved during this period, further approval is required. In addition, where, following development, the programme to be forwarded for validation is significantly different from that for which approval has been given (for example, the proposed title of the programme has changed), further approval will be required.

4.2.7 In summary, programme approval consists of a number of processes comprising (see Appendix PV10):

- presentation of an concept proposal for a new programme for consideration by the CPG (see Concept Stage Appendices);
- Internal scrutiny, compliance checking and recommendation of concept proposals;
- consideration by CPG and recommendation of: Approve; Reject; Refer to Due Diligence Group; Revise and resubmit
- once concept proposal is agreed in principle by the CPG, preparation of approval stage documentation including a project development plan (see Approval Stage Appendices);
- Internal scrutiny, compliance checking and recommendation of approval stage documentation;
- consideration by Institute of approval stage documentation and recommendation of: Approve; Reject; Revise and resubmit; (This step is suspended during the Curriculum Review)
- consideration by CPG and recommendation of: Approve; Reject; Refer to Due Diligence Group and resubmit; Revise and resubmit.

4.2.8 Following approval for validation, programmes should be added to the relevant Institute's (or Collaborative Partnerships Office) validation schedule (Appendix PV17) and proceed to Programme Validation (Stage 2). Programmes are not normally advertised until the validation process has been finalised. However, in exceptional circumstances, and in agreement with the Academic Office and Marketing, programmes may now be advertised as 'subject to validation'.

4.2.9 Approval is also required for non credit-bearing short courses. This consists of a number of processes comprising:

- preparation of approval stage documentation (see PV2f for non credit-bearing provision);
- Internal scrutiny, compliance checking and recommendation of approval stage documentation;
- consideration by Institute of approval stage documentation and recommendation of: Approve; Reject; Revise and resubmit; (this step is suspended during the Curriculum Review)
- consideration by CPG and recommendation of: Approve; Reject; Refer to Due Diligence Group and resubmit; Revise and resubmit.

4.3. Programme Validation (Taught and Research Awards)

4.3.1 The University expects that Programme Validation takes two distinct stages: a structured programme design and development stage led by the Learning and Teaching Unit followed by formal programme validation centrally overseen by the Quality Team. While the validation

paperwork will differ between different types of awards (e.g. micro-credentials, non-credit bearing provision, research awards), the overall process will remain the same.

4.3.2 During the programme design stage, programme teams will consult and liaise, as appropriate, with the following internal and external stakeholders as part of the design stage:

- Learning and Teaching Team
- employers, PSRB, apprenticeship or other industry organisations;
- students;
- representatives from Professional Services as appropriate (e.g. Registry, Digital Services, Student Services, Academic Office, Collaborative Partnerships Office);
- other stakeholders (e.g. other Institutes, partner institutions, NGOs).

4.3.3 In addition, it is expected that, where possible, a variety of student feedback data (survey data, module questionnaire data) as well as student achievement data for students on similar programmes / within the overarching subject area is systematically taken into account when designing a programme.

4.3.4 It is expected that programme teams will consult and liaise, as appropriate, with the following internal and external stakeholders as part of the validation stage:

- External adviser;
- Internal readers.

4.3.5 Programme Validation consists of a number of processes comprising:

- completion of the Programme Design and Development Stage;
- preparation of initial draft documentation (see Appendices for Validation Stage);
- external scrutiny and comment on initial draft documentation (see Appendices for Validation Stage); where appropriate this may be replaced by a formal validation meeting;
- scrutiny and sign-off of externally approved draft documentation;
- preparation of final draft documentation;
- sign-off at appropriate level that the final draft documentation has been completed appropriately, taking account of external and internal input and that all required documentation is available to support the Institute-approved submission which is considered and approved by ASC.

4.3.6 Programme Validation of micro-credentials or non credit-bearing short courses may consist of different documentation than courses that lead to an award, but the process would be the same as above.

4.3.7 The Definitive Programme Document is comprised of the documentation that outlines the programme design, structure, learning aims and outcomes, and modules (see Appendices for Validation Stage). Where the proposed programme is to be delivered in both Welsh and English, the Definitive Programme Document must be submitted for validation in both languages if there are any differences. If the programmes are the same in both languages, the document may be translated into the other language once the validation of the programme has been approved.

4.3.8 Where the proposed programme is to be delivered in a language other than English or Welsh, the draft Programme Document and the final, definitive version of the Programme Document (DPD) must be produced in English or Welsh.

4.3.9 Delivery of the programme cannot commence until the validation process has been completed. Following final approval, the Academic Office will inform other departments of the University as appropriate.

4.4. Partner Institutions

4.4.1 The Collaborative Partnerships Office will be responsible for leading on all validation processes in liaison with the appropriate Institute of the University. There is an expectation that there will be a formal validation meeting associated with delivering a programme in the partner institution.

4.4.2 Further information about the validation of provision at partner institutions, including the approval of new delivery centres for existing partners and University programmes, is provided in Chapter 9.

4.5. Professional, Statutory and Regulatory Bodies (PSRBs) and Apprenticeship Standards

4.5.1 With the approval of the Chair of the ASC (or nominee), the validation processes described above may be modified to reflect the requirements of relevant PSRBs, Pearson or Apprenticeship Standard or Framework. Such modification may include (but is not limited to) the inclusion of additional information within the draft Programme Document; the production of additional documentation to accompany the draft Programme Document; the organisation of a formal meeting to consider specific risks relating to delivery of the proposed programme; and the presence of a PSRB / Apprenticeship Body representative at the relevant meeting of ASC. See also the PSRB Management Protocol.

4.5.2 For Apprenticeships, the Programme Team must work with the Apprenticeship Unit in ascertaining the precise requirements of the appropriate apprenticeship standards.

4.5.3 Where the proposed programme has been wholly designed by the PSRB and the PSRB is the awarding body, the Programme Team is responsible for ascertaining the precise requirements of the relevant PSRB and advising the Academic Office accordingly. (See also Chapter 10 of the AQH and the PSRB Management Protocol for further information.)

4.6. Revalidation

4.6.1 Every programme is subject to formal revalidation at least once every six years. The expectation is that revalidation should normally be completed one full year before the commencement of the revalidated programme (e.g. a programme which commenced delivery in 2022/23, would be due for revalidation by 2026/27 for delivery in 2028/29). Within this overall timeframe, the Institute may propose that a programme is revalidated earlier (including where changes proposed through the monitoring process would result in material changes to the programme). This schedule may be modified as part of Curriculum Review.

4.6.2 The revalidation schedules for programmes will be incorporated into the Institute/Collaborative Partnership validation schedule presented to the Academic Standards Committee (see Appendix PV17). During Curriculum Review, this will only apply to partner programmes. Where a programme requires revalidation as a result of the monitoring process, the validation schedule will be amended and re-presented to ASC.

4.6.3 Formal revalidation will be conducted following the same procedures as for Programme Validation as set out in Section 4.3 above.

4.6.4 In the event that a Programme Team wishes to change the title of an existing programme as part of the revalidation process, the Team should submit a proposal for a Major Modification before commencing work on the draft programme documentation.

4.7. Collaborative Partner Institutions

4.7.1 The formal revalidation processes described above apply in their entirety to proposals for collaborative programmes. In following the procedures for Programme Validation as set out in

Section 4.3-4.4 for revalidations of collaborative programmes, the normal expectation for a formal meeting as set out in paragraph 4.5.1 will not apply, although a formal meeting may be required where specific risks have been identified.

4.8. Modifications to existing programmes

4.8.1 Programme Teams may be permitted to modify aspects of their approved programmes and may be permitted to make changes to content to ensure that the programmes remain up-to-date. ASC, on behalf of Senate, has oversight of all such modifications in order to ensure that academic quality and standards are maintained, and to enable the Academic Office to maintain accurate, definitive records of all programmes. During the Curriculum Review, the expectation is that programmes do not undergo major modifications outside their Curriculum Review cycle. It is expected that minor modifications will be kept to a minimum.

4.8.2 The following principles apply in all cases:

- changes will be applied retrospectively only in exceptional circumstances;
- the implications of module changes for any other Programme of Study that utilises the module(s) (if any) must be taken into account before the changes can be approved;
- where the programme is or will be delivered by more than one Institute or by one or more collaborative partner institutions in addition to the University, all parties are consulted about the proposed modifications and have the opportunity to contribute to discussions.

Major Modifications requiring Curriculum Planning Group and Academic Standards Committee approval

4.8.3 In addition to proposals for new programmes of study, the CPG approval is required for the following:

- a change to the title of the programme or award, or the introduction of a new award within a programme;*****
- a change to the mode of delivery (full-time/part-time/online/language etc.);
- a change to the location of delivery (different campus, off-site or outreach);
- the introduction of a new named pathway within an approved award;*****
- introduction of new material or new modules which result in a material change;*****
- a change that carries additional requirements in respect of resources, including any additions or changes to intake dates.

* External Examiner approval must also be sought for these modifications.

4.8.4 The Major Modification process will be as outlined below. During the Curriculum Review, these will need to be considered as part of Curriculum Review rather than separately:

- the proposal must first be considered and approved by the relevant Institute/other designated University department and then submitted centrally, using the relevant form (Appendix PV1a);
- following central approval by CPG, the Academic Office will issue the Institute with a response from CPG together with a process document outlining the revisions required to the DPD;
- Institutes will normally be required to submit the revised DPD to the Academic Office within one month of receipt of the above process, together with any supplementary documentation requested, such as evidence of consultation with students;
- the Academic Office will consider the documentation on behalf of ASC, and will either approve the proposal as presented, or request further revisions;
- where relevant, the Institute is responsible for notifying the relevant PSRB of modifications approved subsequently by ASC (see also the PSRB Management Protocol);
- Academic Office is responsible for oversight of PSRB notification;
- the Academic Office will provide regular reports to ASC on Major Modification activity.

4.8.5 The timing of when the Major Modifications are requested will affect when the changes can be implemented.

Minor Modifications (approved by Institutes / other designated University department)

4.8.6 The following non-material changes may be approved by the relevant Institute Board and reported to ASC using Appendix PV9:

- minor changes to programme specification;
- changes to the learning outcomes, the assessment methodology, or the indicative content of existing modules (changes to learning outcomes and assessment methodology require consultation with the External Examiner);
- a change to the title of an approved module;
- the addition of an approved module to a named pathway;
- the introduction of new material or new modules which do not result in a material change (see 4.9.9) to the programme (where a material change would occur, then the procedures for Major Modifications (4.9.4) or revalidation set out in Section 4.7 should be followed);
- minor structural changes;
- offering an approved module within the programme in a different language.

4.8.7 Where relevant, Institutes are responsible for liaising with the relevant PSRB in regard to the changes. The Academic Office is responsible for oversight of PSRB notification. (See also the PSRB Management Protocol.)

Material changes (approved by Academic Standards Committee)

4.8.8 Material changes must be approved by ASC through a revalidation process or Major Modification process, as applicable.

4.8.9 The introduction of new material or modules would result in a material change if:

- the types of assessment tool used are significantly changed (for example, introducing assessment by examination, where previously examinations had not been used at all);
- the number of optional modules offered is significantly reduced and the number of compulsory modules is significantly increased;
- changes to the programme specification (including learning outcomes) for an existing programme;
- the programme loses professional body accreditation.

4.9. Modifications to Programmes of Study at Collaborative Partner Institutions

4.9.1 The modification processes described above apply in their entirety to collaborative partnership programmes.

4.10. Suspension or Withdrawal of Programmes of Study

4.10.1 Senate is responsible for confirming the measures to be taken to notify and protect the interests of students registered for, or accepted for admission to, the programme. Senate oversees that appropriate actions are taken to assure academic standards and quality and the equivalence of the student experience, and to manage any reputational or financial risks that might arise as a result of the decision. Senate will receive an annual report on programmes withdrawn and suspended.

4.10.2 The proposal to suspend or withdraw a programme must first go through the Institute's/the Collaborative Partnerships Office's deliberative structures setting out the reasons and indicating any arrangements necessary to protect the status and choice of existing and potential students. Where the programme is offered in collaboration with a partner institution, the proposal must include information about how the collaborative partner institution has been

consulted. During Curriculum Review, this process will be managed as part of the Curriculum Review.

4.10.3 The CPG is required to approve the suspension or withdrawal of the programme(s). The decisions of CPG should be reported to the Registry and to the next meeting of the Academic Standards Committee (ASC) with an annual report being submitted to Senate.

4.10.4 Where the suspended or withdrawn programme is replaced by a programme with a new title, the validation or Major Modification process will be used as appropriate. Similarly, requests to suspend or withdraw individual intake dates need to follow the validation or Major Modification process as appropriate.

4.10.5 Where a programme has been suspended, this is normally for no more than one academic year. At the end of the suspension period, the Institute will be asked whether the programme will be offered again or whether one further suspension period is required. Normally, a programme is withdrawn if it has been suspended for two consecutive academic years.

4.10.6 Where an approval to withdraw or suspend a programme is approved, Institutes are required to communicate the changes to Registry, Marketing, students and applicants as appropriate including students and applicants based at partner institutions.

4.11. Academic Monitoring

4.11.1 The University considers programme monitoring to be a continuous process - an integral part of teaching, learning and assessment activities, through which student and external feedback is gathered and reflected upon, issues are addressed, the learning experience is enhanced and good practice is promoted.

4.11.2 The purpose of monitoring is to reflect upon the effectiveness of the University's academic portfolio and to ensure that:

- programmes are well designed and of a high quality;
- effective assessment mechanisms are in place;
- appropriate systems are in place to ensure that all students are provided with the support they need to achieve successful academic and professional outcomes;
- quality and standards are maintained.

4.11.3 As part of the monitoring process information from a range of sources is considered. These include:

- key student journey data (regarding enrolment, progression, attainment, outcomes);
- module mark data;
- student feedback data (module and programme evaluations, survey results);
- minutes from Student Staff Committees;
- External Examiner comments.

In relation to data, trends will be considered as well as performance relating to relevant benchmarks.

4.11.4 The monitoring process takes place within and across the University's structures. As part of the process, Institutes are expected to work collaboratively with Professional Services to address issues and support good practice.

4.11.5 Where delivery of a programme has been formally withdrawn by the University, it is expected that the programme will be included in the monitoring until such a time as any remaining students have completed their studies.

Monitoring at programme cluster level

4.11.6 At programme cluster level, the monitoring process must include:

- External Examiner response (PV11c);
- Module Review forms (QE1a).

4.11.7 Programmes teams are expected to engage with the development and implementation of Academic Discipline action plans and good practice reports (e.g. around good practice, module outcomes, programme outcomes, cohort outcomes).

Monitoring at Academic Discipline level

4.11.8 At Academic Discipline level, the performance of all programmes within the discipline is monitored. The exact process of consultation within Academic Disciplines is determined by each Institute but must include consultation with Programme Managers. As part of this stage of the process, an Action Plan and a Good Practice Record are produced.

4.11.9 The Action Plan should aim to address identified issues on the basis of reflection on qualitative and quantitative data, University, Institute and/or Academic Discipline priorities or strategic aims and propose how success will be measured. The actions should identify a timeline for completion as well as their priority. The Action Plan must derive from (at minimum):

- Reflection of key data associated with the student journey (enrolment, withdrawal and progression, attainment and outcomes);
- Reflection on any significant differences in progression, attainment and outcomes between the different programme clusters, programmes delivered on a number of locations, differences between groups (including protected characteristics);
- Reflection on engagement with students, including student feedback and responses to such feedback;
- Reflection on issues raised by External Examiners, employers, and/or PSRBs;
- Reflection on University/Institute/Academic Discipline priorities;
- Reflection on University strategies.

4.11.10 The Good Practice Record produced at this level should:

- Identify good practice within the Academic Discipline;
- Reflect good practice identified by External Examiners;
- Identify the proposed next steps in relation to this good practice.

4.11.11 A minimum of three meetings organised by the Academic Office on behalf of ASC per year to confirm, support and discuss the action plan and good practice record. Relevant Professional Services may be invited to meetings as appropriate.

4.11.12 Where there are programmes delivered by UWTSD with the same title and modules delivered in multiple Academic Disciplines and there is not a cross-Discipline board in place, the Academic Directors and relevant Programme Managers will have at least one formal meeting per year and actions are identified as appropriate in their respective action plans.

4.11.13 The University expects that the following principles are being adhered to:

- Actions and good practice are discussed, as appropriate, with academic staff within the Academic Discipline;
- Actions and good practice are discussed, as appropriate, with student representatives;.
- Actions and good practice are considered as appropriate within Institute management structures;
- Outcomes are communicated as appropriate to staff, students and external stakeholders (e.g. a PSRB).

Monitoring at Institute level

4.11.14 Institutes are responsible for monitoring the performance of their Academic Disciplines. Each Institute determines its exact internal monitoring process, but the process must include consultation with Academic Directors. As part of the monitoring process Institutes are expected to:

- Support Academic Disciplines to align their priorities to Institute and University strategic priorities;
- Monitor the implementation of Academic Discipline plans throughout the year;
- Support the sharing of identified good practice across the Institute and University;
- Engage, collaboratively, with relevant Professional Services in relation to any issues identified;
- Identify risks related to the academic performance of the Institute and its programmes. This is monitored through the Institute's risk register. This may include risks identified by External Examiners.

The considerations arising from the monitoring process will be utilised in the development and review of the Institute's academic portfolio.

Academic Standards Committee Oversight

4.11.15 ASC is responsible, on behalf of Senate, for ensuring that the monitoring process is conducted in accordance with the University's requirements and is fit for purpose. In addition to the Institute processes, there are a number of central annual overview reports that are produced by Professional Services to maintain oversight at an overarching University level. To this end, the ASC will hold an annual meeting at which the following are considered:

- Academic Discipline action plans and good practice records;
- Partner Overview reports;
- Pearson institutional report;
- the Apprenticeship Self-Assessment Report;
- an External Examiner overview report;
- a Research Degrees overview report;
- a Degree Outcomes Statement;
- a student cases overview report;
- a validation overview report;
- University overview report of Partner Overview reports.

4.11.16 The ASC annual meeting will also:

- review the process and consider any enhancements;
- discuss any matters or good practice requiring consideration at institutional level;
- identify (if necessary) additional monitoring requirements for a particular programme, area or discipline.

4.11.17 For the purposes of this section of the relevant meeting, ASC's membership must include at least one person external to the University.

4.11.18 The oversight of the monitoring process by ASC ensures that:

- the University assures itself that for any issues identified there are appropriate action plans in place to address any issues;
- there is consistency of standards, and achievements across the different programmes and cohorts;
- good practice can be shared across the University;
- issues can be identified that are most appropriately addressed at an institutional level;
- the effectiveness of monitoring and review systems is assessed;

- feedback is gathered systematically from key stakeholders about monitoring processes so that these, as well as programme design and validation processes, continue to be enhanced.

Monitoring at Collaborative Partner Institutions

4.11.19 Collaborative partner institutions are required to adhere to the following principles for programme monitoring and review. (See also Appendix PV12a.)

- Reports are discussed as appropriate with student representatives (e.g. within Student Staff Committees) and students are informed about the outcomes of actions and processes;
- Reports are discussed as appropriate with academic staff;
- Reports are considered as appropriate within partner management structures;
- Progress against action plans is monitored;
- Partners are required to ensure that review outcomes are communicated as appropriate to staff, students and external stakeholders (e.g. a PSRB – see also the PSRB Management Protocol).

4.11.20 The monitoring process within collaborative partnership institutions comprises of:

- a report at Partnership level, in accordance with the template provided in Appendix PV12a reflecting appropriately on the programmes offered collaboratively;
- the formal monitoring of progress made against any action plans by ASC during the academic year;
- additional monitoring activities e.g. reporting to PSRBs, reflection on Apprenticeship Standards or Frameworks, and reflecting on National Student Survey feedback.

4.11.21 Collaborative partnership institutions will receive feedback on their APR submissions. In addition, programme monitoring and review will be discussed at the annual partner conference to share good practice between partners and continue to enhance practice.

Chapter 5

Student Representation, Engagement and Support

5. STUDENT REPRESENTATION, ENGAGEMENT AND SUPPORT

5.1 Introduction

In accordance with the UK Quality Code for Higher Education, the University works to engage all students individually and collectively in the quality of their educational experience and supports all students to achieve successful academic and professional outcomes. The University has a strong commitment to students as partners in their educational experience as expressed in its Student Charter and outlined in the UK Quality Code for Higher Education, Advice and Guidance: Student Engagement, using the principles of this document to underpin its work.

In particular, in line with QAA Guidance, it emphasises that 'partnership working is based on the values of openness; trust and honesty; agreed shared goals and values; and regular communication between the partners. Partnerships reflect a mature relationship based on mutual respect between students and staff.'

This chapter focuses on the four student-focused areas of work (student support, student engagement, academic representation and feedback) which allow students to participate in the assurance and enhancement of their educational experience.

This chapter gives an overview of the strategies that the University operates in these areas and articulates the expectations and principles in relation to academic representation, engagement and support for HE students across the UWTSD Group and its collaborative partner institutions.

The University regularly maps and monitors progress in these areas against the UK Quality Code and the relevant Advice and Guidance documents. Similarly, the effectiveness of student engagement, representation and support policies and procedures is reviewed regularly, as is the impact of any action taken.

5.2 Strategies

The main strategies in this area are:

- Academic Success Strategy
- Employability and Skills Strategy (in progress)
- Learning and Teaching Enhancement Strategy
- Strategic Equality Plan
- Student Health and Wellbeing Strategy

5.3 Collaborative Partner institutions

It is recognised that student engagement, representation, feedback and support at collaborative partner institutions may take a different format. For example, not all collaborative partner institutions have a Students' Union. However, all collaborative partner institutions are expected to:

- value student engagement and the student voice;
- have a comparable set of systems and procedures in place which reflect the requirements of the specific delivery location;
- meet the principles of student engagement, representation and support as outlined in this chapter;
- meet the expectations of the UK Quality Code for Higher Education;
- clearly articulate to students any variations to the principles.

5.4 An inclusive and supportive environment

In line with the University's Strategic Equality Plan and the Student Health and Wellbeing Strategy, the University is keen to foster a culture where all are valued and respected and to provide an inclusive, supportive, and safe learning and working environment in which all students and staff can flourish and are able to fulfil their personal potential. Students are able to seek help and engage with support as needed. Staff and students work in partnership to build a strong learning community together. The University is building an environment which encourages student-staff collaboration and co-creation.

The University is committed to recognise and celebrate the diversity of the student population, to provide an excellent student experience that supports all students to participate fully in university life, to ensure an inclusive approach to student engagement, and to take measures to remove barriers to participation.

Offering an inclusive learning and teaching experience is one of the four key principles of the University's Learning and Teaching Enhancement Strategy.

5.5 Principles in relation to student support

(1) The University is committed to supporting all students as appropriate in their studies so that they can achieve successful academic and professional outcomes.

(2) High quality support systems are in place to ensure that all students are able to achieve positive outcomes, academically and professionally.

(3) The key principles of offering a personalised, collaborative, inclusive and professionally focused learning and teaching experience are reflected in the support network offered to students.

(4) Students are able to discuss their performance, studies and academic issues through access to a named tutor.

(5) Appropriate support arrangements are in place for students with disabilities to ensure equality of opportunity in terms of them accessing their Programme of Study and reaching their full potential.

(6) All students have opportunities to develop skills that enable their academic, personal, and professional development.

(7) A transparent and consistent framework is in place within the institution to provide students with the opportunity to apply for targeted financial support in the case of financial hardship and to enhance their study opportunities. Separate arrangements apply to collaborative partnership institutions, who may provide their own mechanisms to support students financially, as appropriate to the partner.

(8) Appropriate support and guidance are provided for students involved in student cases (e.g. complaints, appeals, support for study, fitness to practise).

(9) The University acknowledges the sensitive and confidential nature of many issues relating to student support and welfare issues. A Student Privacy Statement is in place as part of the University's obligation to data protection regulations. The University is also mindful in this respect of its obligations under the Equality Act 2010.

5.5.1 Student support policies and protocols

The University has a number of policies, procedures and protocols in place to support students and in particular to protect students with protected characteristics. These are listed in Chapter 12.

5.6 Student Charter

The primary document that outlines the relationship between and mutual expectations of students and the institution is the Student Charter. The Student Charter is reviewed annually by all relevant parties and then endorsed by University Council. The Student Charter covers all of UWTSD's HE students, within the UWTSD Group and within collaborative partner institutions.

By having a Student Charter in place, the University demonstrates its full commitment to continually improving the quality of its services and, in line with its Strategic Plan and mission, recognises that students are at the heart of the institution.

The Student Charter emphasises the importance of belonging to a learning community, the importance of the health and wellbeing of all belonging to this community, and of partnership working between staff and students. It also emphasises the importance of a strong and effective working relationship between the University and the Students' Union and symbolises the joint commitment to securing an excellent student experience.

5.7 Partnership work with the Students' Union

Within UWTSD, there is a strong emphasis on partnership work with the Students' Union and the involvement of the Students' Union at all levels of the organisation. The Student Charter and Students' Union Relationship Agreement are revised annually.

The Students' Union is recognised as the voice of students within the institution. It also offers support to students from collaborative partner institutions when their cases are considered centrally as outlined in the relevant policies.

The Students' Union is responsible for the oversight and development of the student representation framework and produces an annual Academic Quality Report. It is involved with strategic planning and review processes and is represented throughout the University's committee structure. In addition, regular informal meetings are held at senior level with the Students' Union.

5.8 Principles in relation to engaging with students

(1) The University and Students' Union take a partnership approach to engaging with students.

(2) Through the Students' Union, students are represented throughout the University's decision-making structures.

(3) The University is committed to seeking student contribution as part of key quality assurance processes in relation to their programmes of study (e.g. design, development, approval and review).

(4) The University is committed to seeking student contribution as part of student-related policy and strategy development.

(5) Engagement with students in relation to their educational experience will normally be on both an individual and collective basis.

(6) All students have access to a recognised formal channel through which they can communicate any feedback regarding their student experience at UWTSD. Collaborative partner institutions embed student voice activities within all their UWTSD programmes.

(7) Staff recognise that students are active partners in the learning and teaching process.

(8) Students are provided with regular and consistent opportunities to provide formal and informal feedback on all aspects of the educational experience throughout their programme.

(9) Effective communication mechanisms are in place to let students know what has been done in response to feedback.

5.9 Principles in relation to academic representation

(1) The University recognises that the Students' Union manages the academic representation system for students at UWTSD.

(2) The academic representation system aims to be inclusive, accessible and reflect the diversity of UWTSD students. The University acknowledges that the academic representation system may need to be adapted for certain cohorts of students e.g. see Chapter 10 of this handbook in relation to short courses and the Professional Practice Framework.

(3) Academic representatives are considered to be a representative voice for their cohort.

(4) Where possible academic representatives are democratically elected by their peers or recruited on a volunteer basis.

(5) Academic representatives are expected to attend appropriate training and receive appropriate support.

(6) Academic representatives are supported to engage students in their cohort without a member of University staff present.

(7) Academic Representatives are full members of any committees that they attend.

(8) Feedback from academic representatives should be raised and responded to at appropriate levels throughout the University's academic structure (e.g. programme, discipline, institute and university committees).

(9) Staff work with academic representatives in partnership to respond to their feedback and to develop solutions to matters raised.

(10) For specific events (e.g. Student Staff Committees, monitoring or validation meetings), staff should ensure that the events are accessible and that academic representatives are briefed on the event's purpose.

(11) The University recognises the right of academic representatives to campaign on issues.

5.9.1 Academic Representation policies and protocols

(1) At programme level, the usual platform for formal academic representation meetings is a Student Staff Committee.

(2) Where appropriate and approved by the relevant Institute/Faculty Board and the Students' Union, other equivalent means of exercising the responsibilities of Student Staff Committees and engaging students in discussions about the quality of their learning experience may be

established. Such arrangements are likely to be appropriate for discussions relating to some postgraduate programmes and where, for example, Programmes of Study are delivered through non-traditional modes of study such as distance learning or are of a very short duration.

(3) The Students' Union should be involved in the creation of an alternative mechanism from conception to delivery and the principles of representation, accessibility and transparency should be applied throughout.

(4) The University has a number of guidance documents, including:
- Suggested Student Staff Committee Agenda (Appendix CS1);
- Best Practice Guidelines for Student Staff Committees (Appendix CS2).

5.10 Principles in relation to Feedback

(1) Student feedback is invaluable for the continuous improvement of high-quality learning and teaching and overall educational experience.

(2) The University recognises that feedback comes in a variety of forms, the University makes a distinction between academic feedback and feedback on the student experience.

a. Academic Feedback is feedback provided to a student in relation to their academic progress. This includes formal feedback on assessed work and informal feedback on academic progress from academic staff.
b. Student Experience Feedback is feedback provided by students on their University and programme experience.

5.10.1 Principles in relation to Academic Feedback

(1) The University recognises that academic feedback to students may take many forms, such as immediate diagnostic feedback on individual and/or group tutorials, informal discussions of academic progress, and supervision meetings.

(2) Academic feedback provides students with information on their strengths and weaknesses, with the aim of helping them to improve the quality of their knowledge, understanding and skills in a timely manner.

(3) Students are expected to engage with academic feedback to improve the quality of their knowledge, understanding and skills.

(4) Formal assessment feedback must be prepared for every piece of assessed work that contributes to the formal assessment of an individual student's performance within the University's established timeline.

5.10.2 Principles in relation to Student Experience Feedback

(1) The University has mechanisms to systematically gather informal and formal feedback from its students.

(2) The University undertakes regular external benchmarking exercises to identify areas for improvement, to disseminate good practice, and to continue to enhance performance.

(3) Student Experience Feedback is used by the University to formally monitor and review its provision in order to further enhance it and address any issues highlighted.

(4) Clear communication mechanisms are in place to inform students about how their feedback has been used, how it has been acted upon and where action cannot be taken in response to feedback given.

Chapter 6
Taught Award Regulations

6 TAUGHT AWARD REGULATIONS

6.1 The Credit Framework

6.1.1 Introduction

This Framework provides definitions and lays down the structural rules adopted by the University for modular Programmes of Study and for micro-credentials. The Framework is consistent with the precepts outlined in the QAA's Code of Practice and the indicators of the UK Quality Code for Higher Education Micro-credentials follow the principles outlined in the Common Micro-credential Framework. This chapter is reviewed annually

The University recognises that it may be necessary to modify certain aspects of its taught degree regulations to reflect the requirements of its distance learning students and those that are taught by its Collaborative Partnership Institutions. In all cases, the policies, procedures and regulations within this document will form the minimum or threshold requirements. Where appropriate, the University will make modifications whenever this is considered necessary to address particular aspects of the mode of study concerned.

The Taught Award Regulations are compliant with UK Quality Code for Higher Education and take into account best practice as outlined in the UK Quality Code for Higher Education: Advice and Guidance: Assessment.

6.1.2 Definitions

The definitions which follow pertain to the modular system adopted by the University. They are not intended to be exhaustive or prescriptive.

Course: A course is a broad term that includes Programme of Study, a micro-credential, and non-credit bearing provision (short course).

Programme of Study: A Programme of Study is the collection of modules taken by a student leading to a particular award. A Programme of Study is a validated entity.

Module: An academically coherent unit of learning activity with defined aims, learning outcomes, content and assessment scheme.

Module Credit Rating: Every module has a credit rating. Credit is an award made to a learner in recognition of the verified achievement of designated learning outcomes at a specified level.

Module Study Time: The length of time required to complete a module will be a function of the ability of the student and their familiarity with the subject. It is not, therefore, possible to specify how much time and effort will be required in individual cases. However, programme documents will incorporate notional hours of 100 for a 10 credit module, 200 hours for a 20 credit module, etc; the 'currency' being 1 credit per 10 hours of notional study. This represents the total study effort for a typical student to complete the module successfully. It includes all timetabled and non-timetabled learning activities both in and away from the formal learning environment.

Module Teaching Methods: The notional hours for each module will be divided into three categories: scheduled learning, independent learning and placement learning. The proportion of time allocated to each of these categories is defined within the module outline.

Micro-credential: A micro-credential is credit bearing against a recognised level of the Qualifications Framework; subject to standard quality assurance mechanisms; not normally an award in its own right on the Qualifications Framework, although there are no upper or lower limits on the amount of credit that a micro-credential carries.

Core Module: Programme Teams may identify 'Core' modules which must be passed before achieving credits for the module. It is possible for a module to be a core module for one Programme of Study but a non-core module for another programme. Such modules must be clearly identified in Programme of Study Handbooks.

Component Pass Module: Programme Teams may identify 'Component Pass' modules in which all components of a module must be passed before achieving credits for the module. Such modules must be clearly identified in the Programme of Study Handbooks.

Compulsory Module: A 'Compulsory' module is a module that must be studied (but unlike a core or component pass module could potentially be condoned). Such modules must be clearly identified in the Programme of Study Handbooks.

Optional Module: A module, from a number of modules, which the student may, or may not, choose to include in their Programme of Study. There may be limitations on availability of Optional modules depending on a number of factors, including, but not limited to, other modules being studied. Such modules must be clearly identified in the Programme of Study Handbooks.

Pre-requisite Module: Pre-requisite modules are modules that must be successfully studied before another specific module can be studied. The status (e.g. Compulsory or Core) of pre-requisite modules must be determined in the Definitive Programme Document. Such modules must also be clearly identified in the Programme of Study Handbooks.

Project/Dissertation Module: A module consisting of a project or research investigation conducted by the student.

Study Mode: Students may study for an award in a variety of modes - full-time, part-time, accelerated etc. The mode or modes of study are specified in the validation documentation associated with the programme.

Delivery Mode: Students may study for an award through different delivery modes – campus based, distance, flexi, etc. The

mode or modes of delivery are specified in the validation documentation associated with the programme.

Blended learning:

Blended learning approaches use multiple methods to deliver learning by combining face-to-face interactions with online activities:

On-Campus (e.g. campus/outreach centre):
Programmes where students are in physical attendance for the whole of their course, with the exception of supporting online elements. The total expectation for in-person attendance should not be less than 75% of the total course contact hours.

Blended (On-campus) (e.g. combination of campus, outreach centre, placement location, and online):
Programmes where students are in physical attendance at their designated learning location (e.g. campus, outreach centre, or workplace) for between 51% and up to 75% of their total contact hours (majority).

Distance Learning: Programmes where students are not in physical attendance for the whole of their course, with the possible exception of occasional in-person attendance, such as examinations, short visits, or summer schools or that there is a limited element of require attendance.

Table from the definitions:

	In Person Contact	Online
On-campus	>75%	<25%
Blended (On-campus)	51% to 75%	25% to 49%
Distance Learning	0% to 50%	50% to 100%

Synchronous:

Synchronous learning is any type of learning that takes place in real-time, where a group of people are engaging in learning simultaneously. Although learning occurs at the same time, learners do not have to be there in person, or even in the same location, using both online and offline modes.

Asynchronous:

Asynchronous online teaching is where teaching materials are posted online, and learners work through them in their own time, communicating with each other and the tutor either via discussion boards or forums, onsite face to face discussions or even by email. Good asynchronous teaching will include a variety of media, including (but not limited to) audio and video clips.

Hybrid:

Hybrid learning is an educational approach where some individuals participate in person and some participate online. Instructors and facilitators teach remote and in-

person learners at the same time using technology like video conferencing.

Module change: Students will not normally be permitted to change modules after more than one quarter of a teaching period. In exceptional cases students may be permitted to change module after this, but will not be permitted to appeal any adverse outcome on the grounds of missing part of the teaching period.

Programme change: With the approval of the Programme Manager and the Academic Director, students may be permitted to change their Programme of Study during an academic year. Changes are not normally permitted after more than one quarter of the first teaching period in the first year of study. Requests to change the Programme of Study during subsequent years would require credit transfer and would be subject to the normal credit transfer arrangements. The time limits for allowing a student to change Programme of Study will be decided on a case by case basis, and such changes will not be approved unless it is considered that the student would realistically be able to successfully complete the new programme.

Pattern of Delivery: The University delivers programmes through a number of different patterns, the most common are: Semesters (A period of study lasting approximately 12-15 weeks). Terms (A period of study lasting approximately 10-12 weeks). Blocks (A period of intensive study lasting normally fewer than 10 weeks).

Level: Modules are assigned to a particular level that relates to the relative demand, complexity, depth of study and learner autonomy required of the module. Levels correspond to those in the Credit and Qualifications Framework (Wales). https://www.gov.wales/credit-and-qualifications-framework-cqfw. Levels 4, 5 and 6 will normally correspond to undergraduate awards. Level 7 will normally correspond to Postgraduate level awards.

Student: Throughout this chapter, all references to students includes all those enrolled on UWTSD awards.

Period of Study: The duration of the course.

Re-sit/Re-work: Examining Boards determine the retrieval position for failed work in line with the regulations of this chapter. Where appropriate, students will be given either a re-sit or a re-work. A re-work is where the student is given the opportunity to improve the original submission to the required level. This option is primarily given for submitted coursework. A re-sit is a new assessment where a re-work would not be possible (e.g. examinations, group work, practical demonstrations, non-submissions) or appropriate (e.g. in cases for proven academic misconduct).

PSRB: Professional, Statutory and Regulatory Bodies (PSRBs) are a diverse group of organisations that include professional bodies, regulators and those with statutory authority over a profession or a group of professionals. PSRBs engage with the Higher Education sector through the approval, recognition and accreditation of HE programmes. PSRBs set standards for, and regulate standards of, entry into their particular professions and often participate in quality assurance activities.

6.2 Programme of Study Structures

6.2.1 Taught Programmes of Study

The University's taught provision includes:

(i) Honours Degree;
(ii) Integrated Master's Degree;
(iii) Certificate of Higher Education;
(iv) Diploma of Higher Education;
(v) Foundation Degree;
(vi) Graduate Certificate;
(vii) Graduate Diploma;
(viii) Master's Degree;
(ix) Postgraduate Certificate;
(x) Postgraduate Diploma;
(xi) Higher National Certificate;
(xii) Higher National Diploma;
(xiii) Certificate in Teaching Skills;
(xiv) Graduate Certificate in Teaching Skills;
(xv) Professional Certificate in Education;
(xvi) Professional Graduate Certificate in Education
(xvii) Post Graduate Certificate in Education;
(xviii) University Postgraduate Certificate of Credit;
(xix) Foundation Certificate;
(xx) University Certificate of Credit;
(xxi) University Technical Certificate;
(xxii) Pre-Master's Certificate;
(xxiii) Pre-Master's Diploma.

Many programmes can be studied on a full-time or part-time basis.

6.2.2 Joint Honours

Students on Joint Honours programmes would normally complete approximately equal proportions of the two subjects at levels 5 and 6. The term 'and' is used to link the two components in the award title of a Joint Honours degree. Each component of a Joint Honours should aim to contribute a roughly equivalent amount the final degree award.

6.2.3 Combined Honours

The term is used only for programmes which involve three distinct subject components. Each component should aim to contribute a roughly equivalent amount to the final degree award.

6.2.4 Major/Minor

The term 'with' is used to link the two components in the award title of a Major/Minor degree. The Major component should aim to contribute to two-thirds of the award. It should also normally incorporate a student's project/dissertation module if available. The Minor component should aim to contribute to one-third of the award.

6.2.5 Degree Apprenticeships

Degree Apprenticeships follow the award rules for the named University Award as outlined in this chapter. There are additional requirements for the award of a Degree Apprenticeship Certificate. The structures for these additional requirements are outlined in Chapter 11 of the AQH.

6.2.6 Classification

The classification of Joint Honours awards will be based on the aggregate marks for the whole award and not on the performance in each Joint Honours component. Likewise, the classification of a Major/Minor award or a Combined Honours award will be based on the aggregate for the whole award.

6.2.7 Degree Titles

All awards must use an approved degree title. Any new degree titles must be approved by Senate.

Foundation Degrees
FdA – Foundation Degree in Arts
FdSc – Foundation Degree in Science

Honours Degrees
BA – Bachelor of Arts
BSc – Bachelor of Science
BEng – Bachelor of Engineering
BMus – Bachelor of Music
BTh – Bachelor of Theology
LL.B – Bachelor of Laws

Integrated Master's Degrees
MArts – Master in Arts
MBus – Master of Business Management
MComp – Master of Computer Science
MDes – Master of Design
MEaCh – Master of Early Childhood
MEdStud – Master of Education Studies
MEng – Master of Engineering
MEYEC – Master of Early Years Education and Care
MMusTech – Master of Music Technology
MSocStud – Master of Social Studies

Master's Degrees
MArch – Master of Architecture
MA – Master of Arts
MBA – Master of Business Administration
MFA – Master of Fine Arts
MProf – Master of Professional Practice
MSc – Master of Science

MTh – Master of Theology
LL.M – Master of Laws

The decision regarding whether a degree programme leads to a Bachelor of Arts or a Bachelor of Science award is made at validation and is based upon the proportion of the credits contributing to the award (i.e. Levels 5 and 6) that are arts or science based. As a general rule, degree programmes in the arts and/or humanities lead to a Bachelor of Arts award and degree programmes in science or technology lead to a Bachelor of Science award.

In the case of a Joint Honours programme where one half is Science based and the other half is Arts based, the Science subject appears first in the award title and a Bachelor of Science is awarded.

6.2.8 Conferring Awards

Examining Boards, on behalf of Senate, approve and endorse all awards.

6.2.9 Joint Awards with other Institutions

With the approval of Senate, the University can offer joint awards with other appropriate institutions.

6.3 Academic Levels

6.3.1 Introduction

(1) Extensive use is made of the QAA Subject Benchmarking documents in the overall design and validation of Programmes of Study, and in the individual definition of the level, credit value, learning outcomes and assessment methodology of individual modules.

(2) In the University's Modular Framework, Levels 4, 5 and 6 normally correspond to work undertaken on an undergraduate award, and Level 7 normally corresponds to work undertaken on postgraduate programmes of study, as defined in the Credit and Qualification Framework for Wales (CQFW) and Higher Education Qualifications Framework (HEQF).

(3) Programmes with external accreditation (including Initial Teacher Training) are designed and validated to satisfy the requirements of the relevant Professional, Statutory and Regulatory Bodies.

(4) For students on PSRB Accredited Programmes with mandatory non-credit bearing placement hours or additional graduation requirements (e.g. end-point assessments), a credit or non-credit bearing module (as specified in the validation document) with a mark of Pass/Fail will normally be recorded on each student's transcript to show if they demonstrated their achievement of the required standards.

(5) The University also approves a number of non-degree short courses. The assessment framework for these awards follows that for the appropriate level of award as set out in this chapter.

6.3.2 General Entry Requirements

(1) As outlined in the Admissions Policy, for a number of programmes on which students are likely to encounter situations involving children and/or vulnerable adults, applicants will be required to obtain a Disclosure and Barring Service (Enhanced) check.

(2) For each qualification, details of the number of credits required at each level of study are provided, together with the maximum number of credits that students can transfer onto the programme by means of the Recognition of Prior Certificated Learning or Recognition of

Prior Experiential Learning (RPCL or RPEL) processes outlined in the Recognition of Prior Learning (RPL) Policy.

(3) The University does not normally allow a student to join a programme more than 4 weeks after the start date.

(4) The University does not normally allow a student to register on more than one full-time programme at the same time either at this or any other educational provider. In the same way, in considering applications the University will take into account how many credits a student is already registered on at a different educational provider in considering their application for study at the University.

(5) Except for programmes where the University has specifically agreed another language of delivery for the programme, all applicants whose native language is not English or Welsh must provide evidence of competence in English Language sufficient for studying on their programme, and after admission to the University may be required to take additional instruction in English Language. The level of competence required is defined through the University English Language Requirements Policy.

(6) Details of the usual and maximum time limits for the completion of different qualifications are included in the tables below. The expectation is that students complete their programme within the usual time limit.

(7) In exceptional circumstances the usual period of study may be adjusted, e.g. a student may request to interrupt their studies (see Mitigating Circumstances Policy) or the usual period can be extended by a decision of an Examining Board. In practice, the usual time limit may be shortened for a variety of reasons, for example, when programmes are studied on an extended year or to meet the immigration requirements of the UK Visas and Immigration.

(8) A student's studies may be terminated by an Examining Board or through another University procedure before the time limit has been reached.

(9) The Special Cases Committee is responsible for making decisions with respect to requests for adjustments to the maximum time limits for an award.

(10) An applicant can be considered eligible to enrol on a Programme of Study provided they satisfy the specific entry requirements of the programme. For UWTSD programmes, these are published on the appropriate webpage. For Partner programmes, these are agreed by the University as part of the validation process.

(11) The Definitive Programme Document outlines the period of study associated with that programme. The tables below outline the usual and maximum period of study.

(12) Undergraduate Programmes

Registered Programme	**Usual Period of Study**	**Maximum Period of Study**	**Minimum credit requirements**	**Maximum Credit Transfer**
University Certificate of Credit Part-time Study	1 year	2 years	Total of 40 Credits Either 40 at Level 4, or 40 at Level 5, or 40 at Level 6	30

Registered Programme	Usual Period of Study	Maximum Period of Study	Minimum credit requirements	Maximum Credit Transfer
University Technical Certificate Part-time Study	1 year	2 years	Total of 40 Credits Either 40 at Level 4, or 40 at Level 5, or 40 at Level 6	30
Foundation Certificate Full-time Study	1 year	3 years	120 at Level 3/4	0
Foundation Certificate Part-time Study	2 years	6 years		
Certificate of Higher Education Full-time Study	1 year	3 years	120 at Level 4	80
Certificate of Higher Education Part-time Study	2 years	6 years		
HNC* Full-time Study	1 year	3 years	Minimum of 120 at Level 4	80
HNC* Part-time Study	2 years	6 years		
Diploma of Higher Education Full-time Study	2 years	4 years	Total of 240 120 at Level 4 120 at Level 5	160
Diploma of Higher Education Part-time Study	4 years	8 years		
HND Full-time Study	2 years	4 years	Total of 240 120 at Level 4 120 at Level 5	160
HND Part-time Study	4 years	8 years		
Foundation Degree Full-time Study	2 years	4 years	Total of 240 120 at Level 4 120 at Level 5	160
Foundation Degree Part-time Study	4 years	8 years		
Honours Degree (Model A) Full-time Study	3 years	5 years	Total of 360 120 at Level 4 120 at Level 5 120 at Level 6	240
Honours Degree (Model A) Part-time Study	6 years	10 years		

Registered Programme	Usual Period of Study	Maximum Period of Study	Minimum credit requirements	Maximum Credit Transfer
Honours Degree (Model B) Full-time Study	4 years	6 years	Total of 480 120 at Level 3/4 120 at Level 4 120 at Level 5 120 at Level 6	240
Honours Degree (Model B) Part-time Study	8 years	12 years		
Graduate Certificate Full-time Study	6 months	2 years	60 at Level 6	40
Graduate Certificate Part-time Study	2 years	4 years		
Graduate Diploma Full-time Study	1 year	2 years	120 at Level 6	80
Graduate Diploma Part-time Study	3 years	5 years		
Integrated Master's Degree Full-time Study	4 years	6 years	Total of 480 120 at Level 4 120 at Level 5 120 at Level 6 120 at Level 7	240
Integrated Master's Degree Part-time Study	8 years	12 years		

* For HNC, the values for usual and maximum periods of study given in the table are based on the HNC programme of 120 credits. Pro-rata increases should be made where the number of credits exceeds 120.

(13) Postgraduate Programmes

Registered Programme	Usual Period of Study	Maximum Period of Study	Minimum credit requirements	Maximum Credit Transfer
University Technical Certificate Part-time Study	1 year	2 years	Total of 40 Credits 40 at Level 7	30
University Postgraduate Certificate of Credit Part-time Study	1 year	2 years	Total of 40 credits 40 at Level 7	30
Pre-Master's Certificate Full-time Study	6 months	24 months	60 at Level 6	0
Pre-Master's Diploma Full-time Study	12 months	24 Months	120 at Level 6	0
Postgraduate Certificate Full-time Study	6 months	12 months	60 at Level 7	40
Postgraduate Certificate Part-time Study	12 months	24 months		
Postgraduate Diploma Full-time Study	12 months	24 months	120 at Level 7	80
Postgraduate Diploma Part-time Study	24 months	60 months		
Master's Degree Full-time Study	18 months	36 months	180 at Level 7	120
Master's Degree Part-time Study	36 months	72 months		
Master of Fine Arts Full-time Study	24 months	36 months	240 at Level 7	120
Master of Fine Arts Part-time Study	48 months	64 months		
Master of Architecture (MArch) Full time Study	24 months	36 months	Total of 240 60 at Level 6 180 at Level 7	120
Master of Architecture (MArch) Part-time Study	48 months	72 months	Total of 240 60 at Level 6 180 at Level 7	120

(14) PGCE, ProfGCE and PCE Programmes

Registered Programme	Usual Period of Study	Maximum Period of Study	Minimum credit requirements	Maximum Credit Transfer
Post Graduate Certificate in Education (PGCE) Primary / Secondary with QTS Full-time Study	1 year	2 years	Total of 120 60 at Level 6 60 at Level 7	0
Professional Graduate Certificate in Education (ProfGCE) Primary/ Secondary with QTS Full-time Study	1 year	2 years	120 at Level 6	0
Professional Certificate in Education (PCE) Post Compulsory Education and Training Full-time Study	1 year	3 years	Total of 120 60 at Level 5 60 at Level 6	80
Professional Certificate in Education (PCE) Post Compulsory Education and Training Part-time Study	2 years	6 years		
Professional Graduate Certificate in Education (ProfGCE) Post Compulsory Education and Training Full-time Study	1 year	3 years	120 at level 6	80
Professional Graduate Certificate in Education (ProfGCE) Post Compulsory Education and Training Part-time Study	2 years	6 years		

Registered Programme	Usual Period of Study	Maximum Period of Study	Minimum credit requirements	Maximum Credit Transfer
Post Graduate Certificate in Education (PGCE) Post Compulsory Education and Training Full-time Study	1 years	3 years	Total of 120 60 at Level 6 60 at Level 7	80
Post Graduate Certificate in Education (PGCE) Post Compulsory Education and Training Part-time Study	2 years	6 years		

(15) The usual time limit may be defined through the validation process but must not exceed the maximum time limit for that programme. Where the usual time limit is different from the default position outlined above, this will be clearly identified in the Definitive Programme Document.

(16) Higher level credits can in principle be used instead of lower level credits.

(17) For all University awards, it is possible to allow a small number of credits from the next level below the lowest level that forms part of the award to count towards the award either as part of the validated Programme of Study or as a credit transfer onto a Programme of Study. Any such allowance must comply with the criteria within the Credit and Qualifications Framework for Wales (CQFW) and any transfer of credit would require the approval of the Recognition of Prior and Experiential Learning (RPEL) and Accreditation Board.

(18) Where credit transfer has been approved, there will be a pro-rata reduction to the usual and maximum time limits.

(19) For all qualifications, an exit award can only be awarded to students who fail to complete the award if they have achieved, as a minimum, the normal requirements for that exit award for study at the University.

(20) Throughout this chapter, reference to the year of study is for full-time students. In the case of part-time students, such references would need to be adjusted on a pro-rata basis.

6.3.3 Specific Entry Requirements

Before an applicant can be considered eligible to register on a Programme of Study, they must satisfy the specific entry requirements of the programme.

The following table outlines additional specific requirements for undergraduate awards.

Award	Required qualifications:	Additional Requirements
Honours Degree Foundation Degree Certificate and Diploma of Higher Education HNC HND	(a) Level 3 qualification(s) that meet the grades or UCAS tariff requirements of the programme; (b) relevant work experience (c) entry interview and/or assessment	GCSEs (Grades A-C) in relevant subjects (only applicable to certain programmes)

	(d) portfolio (Arts programmes) (e) audition (Performing Arts programmes)	
Integrated Master's Degree	(f) Level 3 qualification(s) that meets the grades or UCAS tariff requirements of the programme; (g) relevant work experience (h) entry interview and/or assessment (i) portfolio (Arts programmes) audition (Performing Arts programmes)	

The following table outlines additional specific requirements for postgraduate taught awards.

Award	**Required qualifications:**	**Additional Requirements**
Pre-Master's Certificate and Pre-Master's Diploma[1]	(a) an initial degree; (b) a non-graduate qualification which has been deemed to be of an appropriate standard for the purpose of Level 6 admission; (c) the specific entry requirements of the programme	
Master's Degrees (including Master of Laws, Master of Fine Arts and Master of Architecture) Postgraduate Certificates and Diplomas	(a) an initial degree; (b) a non-graduate qualification which has been deemed to be of an appropriate standard for the purpose of postgraduate admission; (c) the specific entry requirements of the programme; (d) relevant professional experience.	
Professional Graduate Certificate in Education (ProfGCE) and Post Graduate Certificate in Education Primary / Secondary with QTS	an initial degree	
Professional Certificate in Education	holds an appropriate Level 3 qualification	
Professional Graduate Certificate in Education PCET or a Post Graduate Certificate in Education PCET	an initial degree	

[1] Pre-Master's Programmes are designed primarily as pre-entry courses for international students. In addition to increasing the student's standard of written and spoken English, these programmes will provide students with an appropriate introduction to the British requirements for higher education study at Master's level.

6.4 Recognition of Prior Certificated Learning and Recognition of Prior Experiential Learning (RPCL and RPEL)

Recognition of Prior Learning (RPL) signifies the process by which this University (and many others) gives recognition to learning achieved by an individual before entry to a Programme of Study. Students can sometimes transfer/be awarded credit towards their current Programme of Study; the process is outlined in the Recognition of Prior Learning (RPL) Policy (see also Chapter 11 of this handbook).

6.5 Undergraduate Taught Awards

6.5.1 Introduction

(1) This section details the assessment procedures for levels 3-6 and should not contradict the general principles found in the Assessment Protocol The University has a responsibility, which it discharges through its Programme Managers, to ensure that students are fully informed of the conditions which must be satisfied before an award can be made.

(2) Students who fail to progress or complete an award will be eligible for an exit award provided they meet the requirements of that award.

(3) In exceptional circumstances, the University may decide to utilise contingency regulations which will apply to ensure that students have the opportunity to progress or achieve an award in light of those exceptional circumstances. In considering contingency regulations, the student representatives will be included as part of the decision-making process. The University's contingency regulations aim to preserve the University's required standards and ensure that students are not unfairly disadvantaged by events beyond the University's control. The University's contingency progression and award regulations will be published as an appendix to this chapter. The University will consider the appropriateness of the contingency regulations and may revise them to meet the needs of the exceptional circumstances as they develop. In such circumstances, the University will formally notify students about any changes to regulations.

6.5.2 Undergraduate Awards

Award Title	Credits total	Credits per level	Exit Award	Other Conditions or Awards
University Certificate of Credit	40	40 credits at either level 4, 5, 6	None	None
University Technical Certificate	40	40 credits at either level 4, 5, 6	None	None
Foundation Certificate	120	120 credits at level 3	None	None
Certificate of Higher Education	120	120 Credits at level 4	None	None
Higher National Certificate (HNC)	Minimum of 120	Normally 120 credits at level 4 and/or 5	A student who has registered on an HNC programme that consists of more than 120 credits, but is subsequently un-able or not permitted to progress to completion, may be awarded a Certificate of Higher Education.	All HNC students are awarded a Pearson Certificate of Achievement for successfully completed credits.
Diploma of Higher Education	240	Normally 120 at level 4, at least 120 at level 5	Certificate of Higher Education	None
Higher National Diploma (HND)	240	Normally 120 at level 4, at least 120 at level 5	HNC or Certificate of Higher Education. HNC may only be awarded if there is an approved HNC award, and provided that students have the required credits and have achieved the Programme Learning Outcomes for the HNC.	All HND students are awarded a Pearson Certificate of Achievement for successfully completed credits.
Foundation Degree	240	Normally 120 at Level 4 and at least 120 at Level 5	Certificate of Higher Education	A proportion of the credits will be awarded for learning based in the workplace. The proportion, which will be approved at validation, must be sufficient to enable students to demonstrate successful application in the workplace of the range of knowledge, skills and principles learnt throughout the programme.

Honours Degree (Model A)	360	120 at level 4 120 at level 5 120 at level 6	Certificate of Higher Education; Diploma of Higher Education	None
Honours Degree (Model B)	480	120 at level 3 or 4 (Foundation) 120 at level 4 120 at level 5 120 at level 6	Certificate of Higher Education; Diploma of Higher Education	None
Graduate Certificate	60	60 at level 6	None	None
Graduate Diploma	120	120 at level 6	Graduate Certificate	None
Integrated Master's Degree	480	120 at level 4 120 at level 5 120 at level 6 120 at level 7	Certificate of Higher Education; Diploma of Higher education; Honours Degree Postgraduate Certificate	Students are normally expected to complete a Level 7 dissertation or project with a credit value of at least 60 credits

6.5.3 Rules for Progression and Award: Undergraduate

6.5.3.1 Introduction

(1) Student performance is monitored throughout the academic year and is reviewed by an Examining Board at least once in each academic year. Where appropriate, this includes a decision regarding whether sufficient progress is being made or has been made to move to the next level of study. Progression is the term used to describe the movement from one level of study to the next. At the end of the final level of study, progress is reviewed to see whether the student can be awarded the appropriate award.

6.5.3.2 Processing of Marks

(1) All numerical calculations relating to assessment marks should be carried out by the central Student Record System. For modules with more than one assessment component, the individual marks should be submitted as percentages. All marks should be submitted as whole numbers.

(2) It is sometimes the case that a single mark is derived from more than one assessment activity (for example, a portfolio of work or an examination). In such cases, the single mark should be the outcome of adding the marks for each activity rather than the calculation of an average.

(3) The final mark for a module is rounded to the nearest whole number for the purpose of deciding whether or not a student has passed the module, for all other progression related decisions including condonement, and in all calculations for award classification and all classification related decisions.

6.5.3.3 General Progression and Award Rules

(1) The pass mark for a module is 40%.

(2) Some programmes may include a proportion of credits where the module outcome is recorded as a grade rather than a mark. For all such modules, an outcome of Pass or better will count as at least 40% for the purpose of progression decisions.

(3) A student who accumulates 120 credits at a particular level of study will normally progress to the next level of study.

(4) Failed modules with a total credit value of up to and including 20 will be condoned at each level of study subject to satisfying the following conditions. Condonement is only permissible for the purposes of progression or award. Failed credits cannot be condoned unless the student has attained a minimum of 100 credits at that level of study. Failed modules can only be condoned provided:

- they are not core modules for the student's Programme of Study;
- the student has achieved a module mark of at least 30%;

A student is awarded the credits for condoned modules.

(5) For programmes validated to offer Level 4 with Pass/Fail modules:

- students will be eligible for condonement at the end of Level 4 if they have attempted all assessment components (coding to distinguish between fail/non attempts will be applied);
- in modules with more than one assessment component, students must attempt and pass all assessment components in order to pass the module overall.

(6) A student who successfully completes at least 120 credits in Level 6 modules in the final level of study of an Honours Degree programme and has no outstanding uncompleted credits at any previous Level shall automatically qualify to be considered for an Honours Degree.

(7) In the case of students enrolled on an Integrated Master's programme: In order to progress from Level 5 to Level 6 a student must achieve an overall average of at least 50% for the best marks in at least 100 credits at Level 5. In order to progress from Level 6 to Level 7 a student must achieve an overall weighted average of at least 55% for the best marks in at least 100 credits at Level 5 and for the best marks in at least 100 credits at Level 6 (with Level 5 modules being given a weighting of 1 and Level 6 modules being given a weighting of 2).

a. Students who fail to meet the additional requirements for progression may be permitted to transfer to an appropriate Honours Degree or may be eligible for an exit award.

(8) For each Programme of Study, modules may be identified as core modules and/or component pass modules which must be passed before a student can receive credit for the module.

(9) A student may not normally be re-assessed in any module or unit of assessment for which a pass mark has already been attained. A student who requests an opportunity be re-assessed in a module which has been condoned may be allowed to do so at the discretion of the Examining Board. Requests to be re-assessed in condoned modules must be made prior to the completion of the Programme of Study.

(10) A Certificate of Higher Education may be awarded as an exit award to a student who has attained 120 credits at Level 4 or above but is unable or is not permitted to progress to the next level of study.

(11) A Diploma of Higher Education may be awarded as an exit award to a student who has attained 240 credits of which at least 120 credits are at Level 5 or above and the remainder are at Level 4 or above but is unable or is not permitted to progress to Level 6.

6.5.3.4 Failure and Retrieval

(1) The maximum number of re-assessment attempts that can be allowed for any module will be two.

(2) Normally, when a student has failed to complete a module on which they have used all of their attempts and the module is not eligible for condonement, the student will be required to withdraw from the programme.

(3) A student will not normally be allowed more than one opportunity to repeat a level of study or the majority of a level of study, unless the repetition is not counted as an attempt due to Mitigating Circumstances. A student who fails to complete a level of study at the second attempt may, at the discretion of the Examining Board, be permitted to retrieve failed modules through repeating specific modules or be re-assessed in failed assessment components if to do so would not breach paragraph 6.5.3.4 (1) (i.e. that they should not exceed two re-assessment attempts for any of the failed modules) and they meet the conditions of 6.5.3.4 (12).

(4) An Examining Board can decide the retrieval position of a student who has not reached the end of a level, but has failed completed module(s) and/or has failed to attempt an assessment component of incomplete module(s). A key consideration is that the decision needs to be in best interest of the student and to ensure consistency and parity across the cohort.

The following procedures shall normally be observed:

1. For students with 20 or fewer credits to retrieve:
    a) Any student with 20 or fewer credits to retrieve shall be offered re-work/re-sit opportunity/replacement module during the next term, to be considered at the next Exam Board.

2. For students with more than 20 credits to retrieve:
    a) Any student with more than 20 credits to retrieve shall normally be offered re-work/re-sit opportunity for a maximum of 40 credits during the next term, to be considered at the next Exam Board. Any outstanding credits shall be offered as re-work/re-sit/replacement module at the next available opportunity, with all remaining credits offered for retrieval at the end of the student's level of study. The credits offered for retrieval shall normally be determined based on the following principles:

        i. Retrievals should be prioritised to give the student the best opportunity to progress. Normally, this would include consideration of:
            1. Retrieval of a full module shall be prioritised over retrieval of components from multiple modules.
            2. Retrieval of re-works shall be prioritised over retrieval of re-sits.
            3. Where multiple re-works of full modules are to be retrieved, the module in which the student received higher marks shall be offered, except where the module may be eligible for condonement.
            4. Retrieval of failed re-works and/or re-sits shall be prioritised over retrieval of first attempts.

3. For students with work still under investigation for Academic Misconduct:
    a) Any student with one or more components under investigation for Academic Misconduct within a module shall not be offered retrieval for other components within

that module until the investigation has concluded. Retrieval may be offered for components of other modules based upon the above principles.

(5) The retrieval position of a student who, at the end of a level of study, does not satisfy the criteria for progression or award will be decided by the relevant Examining Board. The following guidelines will normally be observed:

(a) Where a student has failed assessment components with a credit value of 20 or equivalent in terms of notional study hours, the student may, at the discretion of the relevant Examining Board, be allowed to proceed to the next level conditionally.

(b) In such cases the student must either redeem the failure, or attain equivalent credit in a different module at a future date, subject to the agreement of the relevant Programme Manager.

(c) A student will not be eligible for the consideration of an award until the credit has been attained. In quantifying equivalence, the failed proportion of credit would equate to a maximum notional total of 200 hours of work to successfully complete. This regulation can only be applied by an Examining Board if:

i. the student has passed all other modules in the level of study under consideration;
ii. any failed module was not a core module for that particular programme.

A student will not be allowed to progress to Level 6 without having successfully completed Level 4.

(d) Where a student has failed modules worth 60 notional credits or fewer, the student will normally be re-assessed in the failed assessment components of some or all of the failed modules during the next appropriate assessment period as determined by the relevant Examining Board. In determining whether a student should be re-assessed in some or all failed assessment components, the Examining Board should consider the student's overall profile and the possibility of condonement and/or conditional progression.

(e) Where a student has failed modules worth more than 60 notional credits or, in circumstances where there are no further resit periods available, more than 20 notional credits at the end of their academic year, the student will normally be required to repeat the failed modules, except in cases where a student has failed all modules in a level. In such a case at the discretion of the Examining Board, the student may be required to withdraw from the programme, but may be eligible for an exit award. Notwithstanding paragraph 6.5.3.3 (8), where a student is required to repeat failed modules, the student may be required to repeat the entire level of study if due to the nature and structure of the programme it is not appropriate to repeat individual modules.

(6) In all cases, where a student has failed module(s) which are not eligible for condonement, and the student has not made an effort to engage with the Programme of Study and/or has failed to attempt a majority of components in modules within the current Semester/Term, the Examining Board may decide that the student should not be permitted to be re-assessed and should be required to withdraw from the programme.

(7) If a student is re-assessed in a failed module in which there is only one assessment component, the mark awarded for the module is capped at 40%. The work is assessed in the normal way using the entire mark range. However, if the mark achieved is more than 40%, a mark of 40% is actually displayed on the student's transcript and used for classification purposes.

(8) If a student is re-assessed in a failed module in which there is more than one assessment component, the mark awarded for the failed component of the assessment is capped at 40%. The work is assessed in the normal way using the entire mark range. However, if the mark achieved is more than 40%, a mark of 40% is actually used for the purpose of calculating the overall mark for the module, displayed on the student's transcript and used for classification purposes. In such cases, provided the student has not failed every component it is therefore possible to achieve an overall mark of over 40%.

(9) A student who has had requests to be re-assessed without penalty upheld as a result of Extenuating Circumstances processes will be allowed to be re-assessed at the next appropriate assessment period without additional penalty in terms of capped marks or number of permitted assessment attempts.

(10) For the purposes of establishing a student's retrieval position in terms of notional or actual credits completed, upheld Extenuating Circumstances claims shall be considered in the same way as if the relevant component was failed but without applying a penalty in terms of capped marks or number of permitted assessment attempts.

(11) A student who has been deemed by the University to have not engaged with their studies in line with the Engagement Policy may be exited by the appropriate Examining Board without offering resits.

(12) The following criteria must be considered before a student is allowed the opportunity to repeat a module or repeat a level:

- the student would be able to complete the award within the prescribed time limits;
- the student has made an effort to complete the requirements of the Programme of Study;
- the student's engagement with their Programme of Study has generally been satisfactory;
- the student has engaged with the University's procedures for mitigating circumstances where appropriate;
- the student agrees to undertake any action considered necessary by the Programme Team to demonstrate their readiness to engage with the Programme of Study;
- there is a reasonable likelihood that the student would be successful;
- the student is not unfairly advantaged or disadvantaged.

(13) A student who is required to repeat failed modules must agree to forfeit any marks and credit already achieved in the modules to be repeated.

a. A student who is required to repeat the entire level of study must agree to forfeit all marks and credit already achieved for that level of study. Forfeited marks cannot subsequently be used to determine the student's degree classification or in awarding credit.
b. Where a student is permitted to repeat a module or repeat an entire level of study, the relevant Examining Board must provide clear direction regarding whether or not the marks for the repeated modules should be capped. Normally marks would only be capped in cases where the marks had previously been reduced due to accepted or substantiated case of Academic Misconduct.

(14) In the case of a student who is required to repeat Level 4 by an Examining Board, the student may be required to transfer to an award of Certificate of Higher Education or an appropriate lower award.

(15) In the case of trainees on the BA Primary Education, a student who repeats an entire level of study will not normally be required to forfeit the credit gained for Professional Teaching Experiences modules.

(16) Students who are offered to repeat failed modules or levels of study do as if for the first time.

(17) Subject to the approval of the Programme Manager, a student may register on and complete a substitute module which is part of their validated Programme of Study at the same level and with the same credit values in place of a failed module. In such cases, assessment of the substitute module(s) will be subject to the same conditions as the original module, including possible capping of marks.

(18) A student on a programme leading to a professional qualification or subject to a specific jurisdictional authority who fails to meet any relevant specified additional requirements may be prevented from progressing or may be required to withdraw from the programme. The relevant Examining Board may offer such a student an exit qualification.

(19) Progression regulations for programmes that lead to professional qualifications or are subject to a specific jurisdictional authority sometimes differ from the University's general progression rules. In such cases, the Professional Body Regulations and/or jurisdictional authority requirements may take precedence over the general progression rules provided they meet the standards required by the University for its awards. Such precedence will be specified during the validation process.

6.5.4 Presentation of marks

6.5.4.1 Performance Indicators

(1) When determining progression issues, Examining Boards shall be provided by the Registry with all marks of assessment undertaken during the academic year using indicators agreed with the Registry.

6.5.4.2 Disclosure of marks

(1) A distinction is drawn between provisional marks and approved marks. Approved marks are those that have been agreed at the appropriate Examining Board.

(2) All marks will be disclosed to students when available either during or at the end of the academic session as appropriate. Any marks released prior to formal approval by an Examining Board are provisional.

6.5.5 Undergraduate Award Classification Regulations

These regulations apply to all Undergraduate programmes.

(1) The University determines the final degree classification based on the exit velocity of a student as well as the student's performance over time.

(2) Award regulations for programmes that lead to professional qualifications sometimes differ from the University's general award regulations. In such cases, the Professional Body Regulations may take precedence over the general award regulations provided they meet the standards required by the University for its awards. Such precedence will be specified during the validation process.

(3) A student's final degree classification for an Integrated Masters or Honours Degree shall normally be determined by their final overall average mark using the classification boundaries:

Class I	70% and above
Class II (i)	60% up to but not including 70%

Class II (ii)	50% up to but not including 60%
Class III	40% up to but not including 50%
Pass Degree Level	at least 35%

(4) A student's final award classification for an HNC, HND, CertHE, DipHE and Graduate Diplomas and Certificates (and similar programmes) shall normally be determined by their final overall average mark using the classification boundaries:

Distinction	70% and above
Merit	60% up to but not including 70%
Pass	40% up to but not including 60%

(5) The final mark for a module is rounded to the nearest whole number for the purpose of calculating the final overall average mark for award classification and all classification related decisions.

(6) The final overall average mark is rounded to the nearest whole number for award classification and all classification related decisions.

(7) Marks for credits that a student has transferred following study at a different institution or have been awarded for experiential learning will not contribute towards the calculation of the final overall average mark.

(8) Where the maximum transferable credit allowed has been accepted following study elsewhere, classification will be based on the modules studied at the University.

(9) A student can be considered as borderline if their final overall average mark is no more than 2 percentage points below a classification boundary (i.e. no lower than 68% for a Class I, no lower than 58% for a Class II (i) etc.). The exit velocity principle will be applied to the profile of each borderline student in order to decide upon the classification.

(10) For a borderline student, the result is deemed to be in the upper of the two classifications surrounding the border if at least half the highest level credits used to calculate the final overall average mark were awarded rounded marks that are above the border (exit velocity principle).

(11) Methods for calculating the average for purposes of Award Classification are set out in the following table.

Award	**Method One: Overall Weighted Average**	**Method Two: Average at Highest Level**
University Certificate of Credit	Unclassified	Unclassified
University Technical Certificate	Unclassified	Unclassified
Foundation Certificate	Unclassified	Unclassified
Certificate of Higher Education		Average of best 100 Credits at level 4 or above[2]
Higher National Certificate (HNC)		Average of best 100 Credits at level 4 or above
Diploma of Higher Education		Average of best 100 Credits at level 5 or above

2 A Certificate of HE awarded as an exit award for programmes with Pass/Fail modules at Level 4 will not be classified.

Higher National Diploma (HND)		Average of best 100 Credits at level 5 or above
Foundation Degree		Average of best 100 Credits at level 5 or above
Honours Degree (Model A + B)	Best 100 Credits at Level 6 will be given a weighting of 2 Best 100 Credits at Level 5 will be given a weighting of 1	Average of best 100 Credits at level 6 or above
Graduate Certificate		Average of best 50 credits at level 6
Graduate Diploma		Average of best 100 credits at level 6
Integrated Master's Degree	Best marks in 100 credits at Level 7 modules will be given a weighting of 3. Best marks in 100 credits at Level 6 modules will be given a weighting of 2. Best marks in 100 credits at Level 5 modules will be given a weighting of 1.	Average of best 100 credits at level 7
Contingency Regulations addendum	For students who were in Level 5 (Honours Degree) or Level 5 or 6 (Integrated Masters) in 2020/21, for purposes of their degree classification, their best 80 credits instead of best 100 credits will be used for credits obtained during the Academic Year 2020/21 owing to the contingency regulations in place at the time.	

6.5.6 Criteria for a Pass Degree

(1) A student who is registered on an Honours Degree programme, but does not achieve an Honours Degree and who is not permitted to retrieve their failure may be awarded a Pass degree provided that they have:

- been enrolled on and, where appropriate to the student's circumstances, made an effort to complete the requirements for their degree;
- achieved a final overall average mark of at least 35%;
- successfully completed a minimum of 60 Level 6 credits.

6.5.7 Converting an Ordinary Degree to an Honours Degree

(1) A graduate of the University in possession of an Ordinary Degree may be considered eligible for an Honours Degree provided that they:

(a) have been awarded an Ordinary Degree for previous study at the University in a cognate area;

(b) have successfully completed a minimum of 60 additional credits at Level 6 at the University on an approved Programme of Study within the time limits for Honours Degrees (the length of time allowed to complete the programme should be calculated on the basis of the award as a whole and give appropriate allowance for the time spent in the various modes of study and the length of the intervening period between award of the Ordinary degree and enrolment for the Honours conversion);

(c) has been deemed by the examiners, upon completion of the additional credits, to have satisfied in full the requirements for the award of an Honours Degree, together with any specific requirements particular to the programme in question;
(d) has fulfilled any further condition(s) identified by the University.

(2) The University reserves the right to increase the additional number of credits that must be successfully completed in order to convert an Ordinary Degree to an Honours Degree based on consideration of:

(a) the length of time that has elapsed since the Ordinary Degree was awarded;
(b) the extent of the compatibility of the Honours Degree programme being sought with the Ordinary Degree already awarded.

(3) A student wishing to convert an Ordinary Degree to an Honours degree will not be allowed to transfer credits from study at a different institution via the credit transfer process as part of the additional credit requirements.

(4) A student wishing to convert an Ordinary Degree to an Honours degree will be required to surrender the Ordinary Degree previously awarded, and to return the existing certificate to the University prior to the issuing of an Honours Degree certificate.

(5) Classification of an Honours award for a student wishing to convert an Ordinary Degree to an Honours Degree shall normally be based on Method Two (Section 6.5.5 (11)) only using the best marks in at least 100 credits at Level 6.

(6) However, it could be decided that marks from other credits previously attained would also contribute to the final overall average. Details of the credits contributing towards the final overall average mark would need to be formally agreed and documented by the RPEL Board at initial registration. Such agreement should be based upon the Programme Director's recommendations for appropriately reflecting the programme's learning outcomes in classifying the award.

(7) For a student with an Ordinary Degree required to study more than 100 credits at Level 6 under paragraph 6.5.7 (2), final classification will be based on Method Two (Section 6.5.5) only using the best marks in 100 credits at Level 6 modules studied at the University.

(8) In other respects, the assessed study shall be governed under the University's regulations for Honours Degrees.

6.6 Postgraduate Taught Awards

6.6.1 Introduction

(1) This section details the progression and award regulations for Level 7. It also covers the regulations for the taught part of Professional Doctorates. Award regulations for Part II of the Professional Doctorates are covered by Chapter 8 of this handbook.

(2) Students who fail to progress or complete an award will be eligible for an exit award provided they meet the requirements of that award.

(3) In exceptional circumstances, the University may decide to utilise contingency regulations which will apply to ensure that students have the opportunity to progress or achieve an award in light of those exceptional circumstances. The University's contingency regulations aim to preserve the University's required standards and ensure that students are not unfairly disadvantaged by events beyond the University's control. The University's contingency progression and award regulations will be published as an appendix to this chapter. The University will consider the appropriateness of the contingency regulations and may revise

them to meet the needs of the exceptional circumstances as they develop. In such circumstances, the University will formally notify students about any changes to regulations.

6.6.2 Postgraduate Awards

Award Title	Credits total	Credits per level	Exit Award	Other Conditions or Awards
University Technical Certificate	40	40 at level 7	None	None
University Postgraduate Certificate of Credit	40	40 at level 7	None	None
Pre-Master's Certificate	60	60 at level 6	None	None
Pre-Master's Diploma	120	120 at level 6	Pre-Master's Certificate	None
Postgraduate Certificate	60	60 at level 7	None	None
Postgraduate Diploma	120	120 at level 7	Postgraduate Certificate	None
Master's Degree (including Master of Laws)	180	180 at level 7	Postgraduate Certificate; Postgraduate Diploma	Normally 120 Level 7 taught credits (Part I) and a Level 7 dissertation or project with a credit value of 60 (Part II).
Master of Fine Arts	240	240 at level 7	Postgraduate Certificate; Postgraduate Diploma	Normally 120 Level 7 taught credits (Part I), a Level 7 dissertation or project with a credit value of 60 (Part II), and a Level 7 practical project with a credit value of 60 (Part III)
Master of Architecture	240	60 at level 6 180 at level 7	None	ARB requires that all graduates must pass all modules and components of modules which contribute to meeting the prescription criteria.

6.6.3 Rules for Progression and Award: Postgraduate

6.6.3.1 Introduction

(1) Student performance is monitored throughout the academic year and is reviewed by an Examining Board at least once in each academic year. Where appropriate, this includes a decision regarding whether sufficient progress is being made or has been made to move to the next part of study. At the end of the final level of study, progress is reviewed to see whether the student can be awarded the appropriate award.

6.6.3.2 Processing of Marks

(1) All numerical calculations relating to assessment marks should be carried out by the central Student Record System. For modules with more than one assessment component, the individual marks should be submitted as percentages. All marks should be submitted as whole numbers.

(2) It is sometimes the case that a single mark is derived from more than one assessment activity (for example, a portfolio of work or an examination). In such cases, the single mark should be the outcome of adding the marks for each activity rather than the calculation of an average.

(3) The final mark for a module is rounded to the nearest whole number for the purpose of deciding whether or not a student has passed the module, for all other progression related decisions including condonement, and in all calculations for award classification and all classification related decisions.

6.6.4 Part I (Taught Element): Rules for Award of Credit

(1) The pass mark for a module is 50%.

(2) Failed modules with a total credit value of up to and including 20 at Part I will be condoned subject to satisfying the following conditions. Failed credits cannot be condoned unless the student has attained a minimum of 100 credits. Failed credits can only be condoned provided:

- they are not core modules for the student's Programme of Study;
- the overall mark for Part I is at least 50%;
- the student has achieved a module mark of at least 45%.

A student is awarded the credits for a condoned module.

(3) For each Programme of Study, modules may be identified as core modules which must be passed prior to the completion of the Programme of Study..

(4) A student may not be re-assessed in any module or unit of assessment for which a pass mark has already been attained. A student who requests an opportunity be re-assessed in a module which has been condoned may be allowed to do so at the discretion of the Examining Board. Requests to be re-assessed in condoned modules must be made prior to the completion of the Programme of Study.

6.6.4.1 MA programmes without a Part II (including MArch): Rules for Progression and Award

(1) The pass mark for a module is 50%.

(2) Failed modules with a total credit value of up to and including 20 will be condoned subject to satisfying the following conditions. Failed credits cannot be condoned unless the student has attained a minimum of 160 credits. Failed credits can only be condoned provided:

- they are not core modules for the student's Programme of Study;
- the overall mark is at least 50%;
- the student has achieved a module mark of at least 45%.

A student is awarded the credits for a condoned module.

(3) For each Programme of Study, modules may be identified as core modules which must be passed prior to the completion of the Programme of Study.

(4) A student may not be re-assessed in any module or unit of assessment for which a pass mark has already been attained. A student who requests an opportunity be reassessed in a module which has been condoned may be allowed to do so at the discretion of the Examining Board. Requests to be re-assessed in condoned modules must be made prior to the completion of the programme of study.

6.6.4.2 Failure and Retrieval

(1) The maximum number of re-assessment attempts that can be allowed for a particular module will be one.

(2) Normally, when a student has failed to complete a module on which they have used all of their attempts and the module is not eligible for condonement, the student will be required to withdraw from the programme.

(3) An Examining Board may decide the retrieval position of a student who has not reached the end of their programme, but has failed completed module(s) and/or has failed to attempt an assessment component of incomplete module(s).

(4) Where an Examining Board has considered the retrieval position of a student who has not reached the end of their programme, but has reached the maximum number of attempts for a module, the student may be allowed by the board to register for a Postgraduate Certificate and to enrol on an appropriate number of credits to complete that award.

(5) The retrieval position of a student will be decided by the relevant Examining Board in accordance with the following guidelines:

(a) Where a student has failed modules worth 60 notional credits or less (<60 or =60), the student will normally be re-assessed in the failed assessment components of some or all of the failed modules during the next appropriate assessment period as determined by the relevant Examining Board. In determining whether a student should be re-assessed in some or all failed assessment components, the Examining Board should consider the student's overall profile and the possibility of condonement.

(b) Where a student has failed modules worth more than 60 notional credits (>60), the student will normally be required to repeat the failed modules except in cases where a student has failed all modules in a level. In such a case, at the discretion of the Examining Board, the student may be required to withdraw from the programme, but may be eligible for an exit award.

(6) In all cases, where a student has failed module(s) which are not eligible for condonement, and the student has not made an effort to engage with the Programme of Study and/or has failed to attempt a majority of components in modules within the current Semester/Term, the Examining Board may decide that the student should not be permitted to be re-assessed and should be required to withdraw from the programme.

(7) If a student is re-assessed in a failed module in which there is only one assessment component, the mark awarded for the module is capped at 50%. The work is assessed in the normal way using the entire mark range. However, if the mark achieved is more than 50%, a mark of 50% is displayed on the student's transcript and used for classification purposes.

(8) If a student is re-assessed in a failed module in which there is more than one assessment component, the mark awarded for the failed component of the assessment is capped at 50%.

The work is assessed in the normal way using the entire mark range. However, if the mark achieved is more than 50%, a mark of 50% is actually used for the purpose of calculating the overall mark for the module. In such cases, provided the student has not failed every component it is therefore possible to achieve an overall mark of over 50%

(9) A student whose Extenuating Circumstances have been upheld will be allowed to be re-assessed at the next appropriate assessment period without penalty in terms of capped marks or number of permitted assessment attempts.

(10) For the purposes of establishing a student's retrieval position in terms of notional or actual credits completed, upheld Extenuating Circumstances claims shall be considered in the same way as if the relevant component was failed but without applying a penalty in terms of capped marks or number of permitted assessment attempts.

(11) A student who has been deemed by the University to have not engaged with their studies in line with the Engagement Policy may be exited by the appropriate Examining Board without offering resits.

(12) The following criteria must be considered before a student is allowed the opportunity to repeat a module:

- the student would be able to complete the award within the prescribed time limits;
- the student has made an effort to complete the requirements of the Programme of Study;
- the student's engagement with their Programme of Study has generally been satisfactory;
- the student has engaged with the University's procedures for mitigating circumstances where appropriate;
- the student agrees to undertake any action considered necessary by the Programme Team to demonstrate their readiness to engage with the Programme of Study;
- there is a reasonable likelihood that the student would be successful;
- the student is not unfairly advantaged or disadvantaged.

(13) A student who is required to repeat failed modules must agree to forfeit any marks and credit already achieved in the modules to be repeated.

a) Forfeited marks cannot subsequently be used to determine the student's degree classification or in awarding credit.

b) Where a student is permitted to repeat a module, the relevant Examining Board must provide clear direction regarding whether or not the marks for the repeated modules should be capped. Normally marks would only be capped in cases where the marks had previously been reduced due to accepted or substantiated unfair practice.

(14) An attempt at assessment during a repeated module shall be regarded as being the final opportunity for a student to redeem a failure except in cases where the student had requests to be re-assessed without penalty approved through the Mitigating Circumstances Policy for specific modules.

(15) Subject to the approval of the Programme Manager, a student may register on and complete a substitute module which is part of their validated Programme of Study with the same credit values in place of a failed module. In such cases, assessment of the substitute module(s) will be subject to the same conditions as the original module, including possible capping of marks.

(16) A student on a programme leading to a professional qualification or subject to a specific jurisdictional authority who fails to meet any relevant specified additional requirements may

be prevented from progressing or may be required to withdraw from the programme. The relevant Examining Board may offer such a student an exit qualification.

(17) Progression regulations for programmes that lead to professional qualifications or are subject to a specific jurisdictional authority sometimes differ from the University's general progression rules. In such cases, the Professional Body Regulations and/or jurisdictional authority requirements may take precedence over the general progression rules provided they meet the standards required by the University for its awards. Such precedence will be specified during the validation process.

6.6.5 Part II (Dissertation) and/or Part III (Practical Project): Retrieval of Failure

(1) A student who fails the dissertation and/or the practical project may be permitted to re-work/resit on one occasion only, not more than 12 months from the date of the Examining Board which confirms the decision. A fee shall be payable for the examination of such a re-submission and the mark shall be capped at 50%. This will also apply to a student who fails to meet the submission deadline and therefore fails by non-submission.

6.6.6 Presentation of marks

6.6.6.1 Performance Indicators

(1) When determining progression issues, Examining Boards shall be provided by the Registry with all marks of assessment undertaken during the academic year using indicators agreed with the Registry.

6.6.6.2 Disclosure of marks

(1) A distinction is drawn between provisional marks and approved marks. Approved marks are those that have been agreed at the appropriate Examining Board.

(2) All marks will be disclosed to students when available either during or at the end of the academic session as appropriate. Any marks released prior to formal approval by an Examining Board are provisional.

6.6.7 Postgraduate (Taught) Degree Classification Regulations

(1) These regulations apply to all Postgraduate Taught Degree programmes.

(2) Award regulations for programmes that lead to professional qualifications sometimes differ from the University's general award regulations. In such cases, the Professional Body Regulations may take precedence over the general award regulations provided they meet the standards required by the University for its awards. Such precedence will be specified during the validation process.

(3) Where a degree programme consists of more than one part, all parts must be completed before they may qualify for that award.

(4) A student's final degree classification shall normally be determined by their final overall average mark using the classification boundaries:

70% and over	Distinction
60% up to but not including 70%	Merit
50% up to but not including 60%	Pass
0% up to but not including 50%	Fail

(5) The final mark for a module is rounded to the nearest whole number for the purpose of calculating the final overall average mark for award classification and all classification related decisions.

(6) The final overall average mark is rounded to the nearest whole number for award classification and all classification related decisions.

(7) Marks for credits that a student has transferred following study at a different institution or have been awarded for experiential learning will not contribute towards the calculation of the final overall average mark.

(8) Where the maximum transferable credit allowed has been accepted following study elsewhere, classification will be based on the modules studied at the University.

(9) Marks for credits that a student has transferred following study on a previous programme at the University, or any of the founding institutions, will contribute towards the final overall average mark.

(10) A student can be considered as borderline if their final overall average mark is no more than 2 percentage points below a classification boundary (i.e. no lower than 68% for a Distinction, no lower than 58% for Merit). The exit velocity principle will be applied to the profile of each borderline student in order to decide upon the classification.

(11) Exit velocity principle: the result is deemed to be in the upper of the two classifications surrounding the border if at least half the credits used to calculate the Part I average mark were awarded rounded marks that are above the border.

(12) Methods for calculating the average for purposes of Award Classification are set out in the following table.

Degree Programme	**Part I Calculation**	**Final Calculation**	**Additional Requirements: Distinction**	**Additional Requirements: Merit**
University Technical Certificate	Average of 40 credits			
University Postgraduate Certificate of Credit	Average of 40 credits			
Pre-Master's Certificate	Average of best 50 credits			
Pre-Master's Diploma	Average of best 100 Credits			
Postgraduate Certificate	Average of best 50 credits			
Postgraduate Diploma	Average of best 100 credits			
Master's Degree	Average of best 100 credits For programmes	Average of Part I and II	Distinction: Part I above 60 Part II above 70	Merit: Part I above 50 Part II above 60

	without a Part II, the award is calculated on the best 160 credits.			
Master of Fine Arts	Average of best 100 credits	Average of Part I, II and III	Distinction: Part I above 60 Part II and III above 70	Merit: Part I above 50 Part II and III above 60
Master of Architecture	180 Credits at Level 7 will be given a weighting of 2 Best 60 Credits at Level 6 will be given a weighting of 1			
Contingency Regulations addendum	For students who completed Part I in 2020/21, the average of the best 80 credits will be used in place of the average of the best 100 credits owing to the contingency regulations in place for 2020/21.			

6.6.8 Regulations for National MA Education

(1) The National MA Education is delivered by a pan-Wales partnership of 'Participating institutions' supported by the Welsh Government, to offer professional learning opportunities that reflect the national context.

(2) This National Programme is subject to different academic regulations to the University's standard regulations. The National Regulations are set out in Appendix TA1; they govern its operation and assessment and are approved by all Universities participating in the Partnership.

6.7 ProfGCE; PGCE and PCE Programme Awards

(1) Students who fail to progress or complete an award will be eligible for an exit award provided they meet the requirements of that award.

6.7.1 ProfGCE; PGCE and PCE Programmes

Award Title	Credits total	Credits per level	Exit Award	Other Conditions or Awards
Professional Graduate Certificate in Education Primary/Secondary with QTS (ProfGCE)	120	120 at level 6 or above	None	None
Post Graduate Certificate in Education Primary/Secondary with QTS (PGCE)	120	60 at level 7 60 at level 6 or above	None	None
Post Compulsory Education and Training (PCET)	120	60 at level 6 60 at level 5 or above	Certificate in Teaching Skills where they have successfully completed at least 60 credits at Level 5 or above and completed at least 50 hours of teaching practice	
Professional Certificate in Education (PCE)	120	60 at level 6 60 at level 5 or above	Graduate Certificate in Teaching Skills where they have successfully completed at least 60 credits at Level 6 or above and completed at least 50 hours of teaching practice.	
Professional Graduate Certificate in Education (ProfGCE)	120	120 at level 6		
Post Graduate Certificate in Education (PGCE)	120	60 at level 7 60 at level 6 or above		

6.7.2 Post Graduate Certificate in Education (PGCE) and Professional Graduate Certificate in Education (ProfGCE) Primary / Secondary with QTS

(1) A Professional Graduate Certificate in Education Primary / Secondary with QTS or a Post Graduate Certificate of Education Primary / Secondary with QTS is awarded to a student who successfully meets the requirements as laid down in these regulations.

(2) In exceptional circumstances, the University may decide to utilise contingency regulations which will apply to ensure that students have the opportunity to progress or achieve an award in light of those exceptional circumstances. The University's contingency regulations aim to preserve the University's required standards and ensure that students are not unfairly disadvantaged by events beyond the University's control. The University's contingency progression and award regulations will be published as an appendix to this chapter. The

University will consider the appropriateness of the contingency regulations and may revise them to meet the needs of the exceptional circumstances as they develop. In such circumstances, the University will formally notify students about any changes to regulations. These changes will be approved by the accrediting body with respect to QTS.

6.7.2.1 Post Graduate Certificate in Education (PGCE) and Professional Graduate Certificate in Education (ProfGCE) Primary / Secondary with QTS Regulations

(1) In order to qualify for the Professional Graduate Certificate in Education Primary / Secondary with QTS, a student must successfully complete a minimum of 120 credits at Level 6.

(2) In order to qualify for the Post Graduate Certificate in Education Primary / Secondary with QTS, a student must successfully complete a minimum of 120 credits, of which at least 60 credits must be at Level 7 and the remainder at Level 6.

(3) The outcome for a module is recorded as a Grade on the scale Grade A to Grade E.

(4) In order to pass a module that forms part of any of these programmes, students are required to achieve at least a Grade D.

(5) All students following initial teacher training programmes are required to demonstrate achievement of standards for Qualified Teacher Status (QTS) in University-based and Professional Teaching Experiences contexts. Further details can be found in the validation documents and Programme of Study Handbooks for each programme.

(6) A non-credit bearing module with a mark of Pass/Fail will normally be recorded on each student's transcript to show if they demonstrated their achievement of the required standards.

(7) Examining Boards will only be allowed to consider students for the award on which they are registered.

6.7.2.2 Failure and Retrieval

(1) The maximum number of re-assessment attempts that can be allowed for any Level 6 module will be two and for any Level 7 module will be one. Where a student fails to complete a module which has been re-assessed for a second time in a Level 6 module or which has been re-assessed in a Level 7 module, the student will be required to withdraw from the programme.

(2) Where a student has failed modules worth 60 credits or less, the student will normally be re-assessed in failed assessment components of some or all of the failed modules during the next appropriate assessment period as determined by the relevant Examining Board. Where a student has failed modules worth more than 60 credits, the student will be required to repeat the failed modules.

(3) Where a student has failed a Level 6 module for the second time, the student will be required to repeat the failed module.

(4) The re-assessment of Professional Teaching Experiences will be conditional upon the availability of a suitable school.

(5) If a student is re-assessed in a failed module, the Grade recorded is capped as a Grade D.

(6) A student whose Extenuating Circumstances have been upheld will be allowed to be re-assessed at the next appropriate assessment period without penalty in terms of capped grades or number of permitted assessment attempts.

(7) A student who has been deemed by the University to have not engaged with their studies in line with the Engagement Policy may be exited by the appropriate Examining Board without offering resits.

(8) The following criteria must be satisfied before a student is allowed the opportunity to repeat a module:

- the student would be able to complete the award within the prescribed time limits;
- there is a reasonable likelihood that the student would be successful;
- the student is not unfairly advantaged or disadvantaged.

(9) A student who is required to repeat failed modules must agree to forfeit any marks and credit already achieved in the modules to be repeated. Where a student is permitted to repeat a module, the relevant Examining Board must provide clear direction regarding whether or not the grades for the repeated modules should be capped. Normally grades would only be capped in cases where a mark of 0% had been recorded due to accepted or substantiated unfair practice.

(10) An attempt at assessment during a repeated module shall be regarded as being one of the permitted opportunities for a student to redeem a failure except in cases where the student had Extenuating Circumstances that were upheld, or had not completed the relevant components due to having Compensatory Measures in place for specific modules.

6.7.2.3 Teach First Post Graduate Certificate in Education (PGCE) and Professional Graduate Certificate in Education (ProfGCE) Primary / Secondary with QTS

(1) A student who fails may, on the recommendation of the Examining Board, be re-presented for re-assessment on one occasion only. The conditions under which such re-assessment may take place are described in the relevant validation documents.

6.7.3 Presentation of marks

6.7.3.1 Performance Indicators

(1) When determining progression issues, Examining Boards shall be provided by the Registry with all marks of assessment undertaken during the academic year using indicators agreed with the Registry.

6.7.3.2 Disclosure of marks

(1) A distinction is drawn between provisional marks and approved marks. Approved marks are those that have been agreed at the appropriate Examining Board.

(2) All marks will be disclosed to students when available either during or at the end of the academic session as appropriate. Any marks released prior to formal approval by an Examining Board are provisional.

6.7.3.3 Post Compulsory Education and Training (PCET): Professional Certificate in Education (PCE), Professional Graduate Certificate in Education (ProfGCE) and Post Graduate Certificate in Education (PGCE)

(1) A Professional Certificate in Education (PCE) or a Professional Graduate Certificate in Education (ProfGCE) or a Post Graduate Certificate of Education (PGCE) Post Compulsory Education and Training is awarded to a student who successfully meets the requirements as laid down in these regulations.

(2) The processes for managing the assessment of modules, the awarding of credit and the rules for progression for modules at Level 5 and Level 6 follow the same principles as those outlined in the Rules for Progression and Award Undergraduate

(3) The process for managing the assessment of modules, the awarding of credit and the rules for progression for modules at Level 7 follow the same principles as those outlined in Rules for Progression and Award Postgraduate (Taught)

6.7.3.4 Professional Certificate in Education PCE (PCET) and Professional Graduate Certificate in Education ProfGCE (PCET) Regulations

(1) In order to qualify for the Professional Certificate in Education Post Compulsory Education and Training (PCET), a student must successfully complete a minimum of 120 credits, of which at least 60 credits must be at Level 6 and the remainder at Level 5.

(2) In order to qualify for the Professional Graduate Certificate in Education Post Compulsory Education and Training (PCET), a student must successfully complete a minimum of 120 credits at Level 6.

(3) In order to qualify for the Post Graduate Certificate in Education Post Compulsory Education and Training (PCET), a student must successfully complete a minimum of 120 credits, of which at least 60 credits must be at Level 7 and the remainder at Level 6.

(4) Where the student's programme includes credit transfer, a clear decision must be made at the start of the student's period of study regarding whether or not the successful applicant could potentially be eligible for a Professional Certificate in Education PCET or a Professional Graduate Certificate in Education PCET or a Post Graduate Certificate in Education PCET with Merit or Distinction.

(5) The student's final overall average mark will be calculated using the best marks in at least 100 credits at Level 5 or above. Where the lowest mark occurs in a module with a credit value of more than 20, then the mark will be included in the calculation of the overall average for a proportion of the credit value such that marks for 100 credits are still used.

(6) A student who successfully completes a Professional Certificate in Education PCET or a Professional Graduate Certificate in Education PCET or a Post Graduate Certificate in Education PCET and attains a final overall average mark of at least 70% shall be eligible for an award with Distinction.

(7) A student who successfully completes a Professional Certificate in Education PCET or a Professional Graduate Certificate in Education PCET or a Post Graduate Certificate in Education PCET can be considered borderline for a Distinction if their final overall average mark is no more than 2 percentage points below a Distinction. In the event that such a student has achieved a rounded mark of at least 70% in at least half of the credits used in calculating the final overall average mark, then the student shall be eligible for an award with Distinction.

(8) A student who successfully completes a Professional Certificate in Education PCET or a Professional Graduate Certificate in Education PCET or a Post Graduate Certificate in Education PCET and attains a final overall average mark of at least 60% shall be eligible for an award with Merit.

(9) A student who successfully completes a Professional Certificate in Education PCET or a Professional Graduate Certificate in Education PCET or a Post Graduate Certificate in Education PCET can be considered borderline for a Merit if their final overall average mark is no more than 2 percentage points below a Merit. In the event that such a student has achieved a rounded mark of at least 60% in at least half of the credits used in calculating the final overall average mark, then the student shall be eligible for an award with Merit.

(10) A maximum of 80 credits may be transferred towards a Professional Certificate in Education PCET or a Professional Graduate Certificate in Education PCET or a Post Graduate Certificate in Education PCET. For the Professional Certificate of Education PCET, such credits may be at Levels 5 and 6, with no more than 60 at Level 5. For the Professional Graduate Certificate in Education PCET, such credits must be at Level 6. For the Postgraduate Certificate in Education PCET, such credits may be at Levels 6 and 7, with no more than 60 at Level 6. In cases of credit transfer for the Professional Certificate in Education PCET and the Professional Graduate Certificate in Education PCET, a minimum of 40 credits at Level 6 must be achieved for study at the University. In cases of credit transfer for the Post Graduate Certificate in Education PCET, a minimum of 40 credits at Level 7 must be achieved for study at the University.

6.8 Procedure for awarding an Aegrotat Award

(1) It is sometimes possible to award an Aegrotat Award to a student who is prevented from completing all the assessment associated with an award normally due to the diagnosis of a life-limiting condition during their studies. This section defines the procedure for awarding Aegrotat Awards.

(2) A student will not normally be considered for an Aegrotat Award unless they have successfully completed at least 75% of the credits contributing towards the award and evidence has been produced to demonstrate that they have met the programme's learning outcomes.

(3) An Aegrotat initial 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 to exemption from the requirements of any professional qualification which might otherwise be associated with the programme of study concerned.

(4) It follows, therefore, that Aegrotat taught Master's degrees may be awarded only where the work done for the dissertation can be examined.

(5) Where a candidate for a taught Master's degree has not submitted a dissertation but has completed a substantial proportion of it, a special case may be made to the Special Cases Committee for the award of Aegrotat taught Master's where:

a. the work is available in an appropriate format for examination;

b. the Examining Board, including the External Examiner, is content that the work shows beyond reasonable doubt that the candidate was capable of achieving a pass mark in the dissertation element;

c. the University is satisfied with the advice of the Examiners and that only the illness/event which occurred had prevented the candidate from completing the work in the usual way.

This requirement does not prevent the issuing to the candidate of any relevant certificate or diploma award which might be made in respect of study completed previously.

(6) A student wishing to be considered for an Aegrotat Award should make a formal application to the Special Cases Committee at the earliest possible opportunity.

(7) The Programme Manager should provide as much information as possible regarding the causes which prevented the student from attempting the whole or part of an assessment, together with evidence of the prospects of the student taking the assessment in a subsequent year within their time limits for completing the degree.

(8) If it is considered necessary, the student may be asked to provide more detailed external evidence to support their application to be considered for an Aegrotat Award.

(9) The Special Cases Committee should make a recommendation regarding the Aegrotat Award to the relevant Examining Board based on the information provided.

(10) The Examining Board will decide whether or not to award an Aegrotat Award based on the recommendation of the Special Cases Committee. The Examining Board's decision will be final.

6.9 Procedure for awarding a Posthumous Award

(1) In the sad event of a posthumous award being considered, it is the responsibility of the Dean of Institute/Faculty and Pro Vice-Chancellor (PVC) (Education) (or nominee) to approve the level of award to be made, consulting with the Executive Head of Registry and Programme Manager as necessary.

(2) The award conferred is normally the next exit award for which the student would have been eligible, based on the stage of the Programme of Study they had commenced.

(3) The relevant Dean and PVC (Education) may confer an unclassified Honours Degree/Master's degree in cases where there is strong evidence that the deceased student would have achieved a degree, as long as the amount of study the student carried out is greater than the amount normally associated with the Diploma of Higher Education/Postgraduate Diploma.

(4) In cases where there are outstanding academic requirements, the following options are available to the Examining Board:

a. Approval can be given by the relevant Dean and PVC (Education) to waive the outstanding requirements of the degree.
b. Approval can be given by the relevant Dean and PVC (Education) to take any further action necessary to complete the outstanding requirements and permit the award of the qualification (for example, typing up of draft assignments).
c. A lower award than that for which the deceased student was registered can be recommended, if this would be the most appropriate option.

(5) In cases where the deceased student owes fees to the University, it will disregard and clear the debt.

(6) The relevant Dean and PVC (Education) are responsible for liaising with the Family and the Head of Registry as to how this award should be conferred.
Three options are possible:

a. The award could be made by post;
b. The award could be made at a small private ceremony or meeting of family with staff concerned;
c. The award could be made at the next appropriate Graduation Ceremony where the student's name could be read out in the normal way, followed by a brief statement of the posthumous nature of the award.

(7) For students who have died after completing their programmes but prior to graduation, the relevant Dean and PVC (Education) are responsible for liaising with the Family and the Head of Registry as to how this award should be conferred.

Three options are possible:

a. The award could be made by post;

b. The award could be made at a small private ceremony or meeting of family with staff concerned;
c. The award could be made at the next appropriate Graduation Ceremony.

6.10 Taught Provision Examining Boards

(1) All assessment decisions are provisional until confirmed by the Examining Board.

(2) All External Examiners are expected to provide written confirmation that:

- an appropriate sample of assessed student work for moderation has been viewed;
- internal marking is of an appropriate standard and consistency;

(3) External Examiners may attend the Examining Board in line with the guidance on Examining Boards.

6.10.1 Pre-Examining Boards

Institutes/Faculties are required to convene internal meetings at programme or discipline or Institute/Faculty level in the absence of their External Examiner(s) as often as is considered necessary and in advance of the Examining Boards in order to:

- assure the accuracy and completeness of the central assessment records;
- ensure that any necessary investigative work has been thoroughly conducted;
- ensure that External Examiners are provided with:
  - appropriate samples of assessed student work for External Examiner moderation;
  - information on any special cases or issues that require particular attention;
  - sufficient evidence in a timely manner to enable them to fulfil their role.
- ensure institutional consistency in the interpretation of regulations across the Academic Disciplines and Institute/Faculty.

6.10.2 Examining Boards

(1) The Examining Board confirms the outcomes for each student in each module and the overall profile of the student.

(2) Examining Boards are normally organised by Institutes/Faculties in consultation with Registry. Examining Boards that involve collaborative partner institutions are organised by the Collaborative Partnerships Office in consultation with Registry.

(3) Students will be considered at an Examining Board at least once per level of study and at least one per annum.

(4) Examining Boards serve as the University's mechanism for securing institutional oversight of the assessment process and ensuring institutional consistency in the treatment of its students.

(5) **Terms of Reference**

- To ensure appropriate consideration of individual students and that the academic standard of programme awards is maintained.
- To ensure that all appropriate University, Professional Body, and Programme regulations are met.
- To approve and endorse the accuracy of the central record, including any amendments.
- To approve and endorse all student progression, award and exit award outcomes.

- To approve and endorse all the retrieval position for students who have failed to satisfy the criteria for progression.
- To secure External Examiner endorsement of all recommendations relating to student progression and award.
- To approve and endorse Professional Body awards, where appropriate.

Membership

Chair:	A senior member of staff of the University with comprehensive knowledge and understanding of the University's academic regulations
External Examiner:	External Examiners
Members:	Lead staff responsible for teaching, assessing, and/or managing the provision under consideration Representation from the Collaborative Partnerships Office for partner Boards
Secretary:	Registry appointment

(6) **Quoracy**

Actual membership for Examining Board in the form of a list of named individuals shall be determined and approved by the Chair prior to the meeting of the Board and the following quoracy adopted:

- Chair
- At least one External Examiner who will comment on the consistent and fair application of policies and procedures ensuring the integrity and rigour of academic practices.
- At least one third of named other members.

Where a meeting is not quorate, the Examining Board must not proceed.

6.10.3 Examining Board Minutes

Following an Examining Board, the minutes will be confirmed by the Chair and stored centrally.

6.10.4 Chair's Action for Examining Boards

(1) Subsequent to the Examining Board, marks may only be amended under the following circumstances - if:

- Chair's Action was granted at the Examining Board;
- A Mark Amendment Form has been signed by the chair of the Examining Board;

(2) It is expected that marks will be presented on time and inputted to the Student Records System in line with the published schedule.

(3) It is acknowledged that in certain cases, normally relating to ongoing academic or non-academic misconduct investigations, Support for Study or Fitness to Practice processes, the impact of delayed placements, or Compensatory Measures, marks may not be available in time for an Examining Board meeting. In such cases where a decision cannot be made at the scheduled Board the appropriate profile(s) will be recorded as 'Subject to Chair's Action'.

(4) In these exceptional circumstances, the Chair of the Examining Board will be responsible for confirming the final outcome. It is at the discretion of the Chair to make a judgement on

whether the volume and nature of such activity would warrant the Examining Board to be reconvened in order to consider the updated profile(s).

(5) All proceedings that are authorised by the Chair outside of the main meeting will be reported to the Board at the next available opportunity.

6.10.5 Appeals against decisions of Examining Boards

(1) A student who wishes to appeal against a decision of an Examining Board shall be given an opportunity to appeal against the decision by presenting a case in accord with the Academic Appeal Policy.

Chapter 7

Assessment: Taught Programmes

7. ASSESSMENT: TAUGHT PROGRAMMES

7.1 Introduction

(1) This chapter sets out the University's approach to the assessment of students on taught programmes of study and on the taught element of research programmes of study. The regulations and procedures described take into account the *UK Quality Cod*e for Higher Education; and the *UK Quality Cod*e for Higher Education: Advice and Guidance: Assessment. They are reviewed and, where appropriate, amended on an annual basis as part of the annual review of the Academic Quality Handbook.

7.2 Principles

(1) Rigorous assessment procedures are essential for the maintenance of appropriate academic standards.

(2) Assessment methods and criteria are aligned to learning outcomes and teaching activities.

(3) Assessment is reliable, consistent, fair and valid.

(4) Assessment design is approached holistically.

(5) Assessment is inclusive and equitable.

(6) Assessment is explicit and transparent.

(7) Assessment and feedback is purposeful and supports the learning process.

(8) Assessment is timely.

(9) Assessment is efficient and manageable.

(10) Students are supported and prepared for assessment.

(11) Assessment encourages academic integrity.

(12) Assessment is developed in line with the University's guidance documents, including those on Artificial Intelligence (AI).

(13) Assessment methods and strategies are designed to motivate students by providing them with opportunities to review, demonstrate and consolidate what they have learnt at particular stages of their Programme of Study.

(14) Students are provided with opportunities to experience a range of different kinds of assessment.

(15) Feedback on assessment performance provides students with information on their strengths and weaknesses, with the aim of helping them to improve the quality of their knowledge, understanding and skills in a timely manner.

(16) External Examiners are appointed for all provision that leads to an intended award.

(17) Where programmes are offered in partnership with other institutions, memoranda of agreement confirm that assessment arrangements are the responsibility of the University. Partner institutions are expected to meet the principles set out in this chapter in relation to assessment security, assessment submission, marking and moderation.

7.3 Information to be provided for students

All students must be provided with information relating to assessment as follows:

i) Access to the Academic Quality Handbook;
ii) The learning outcomes to be assessed in each module;
iii) The assessment criteria to be used;
iv) The methods and dates of assessment tasks, including information about the format of examination papers, and the length of written and nature of other types of assignments.
v) Where group working is to be assessed, the information about the methods to be used to apportion marks;
vi) A schedule of assessment tasks associated with each module;
vii) An indication of how and when they will receive feedback.

7.4 Assessment and Re-assessment Timing

(1) Institutes/Faculties can decide on their approach to assessment and reassessment, taking into account the nature and requirements of their provision, and the needs of their cohorts of students.

(2) Programmes must articulate this approach through the validation process and ensure that it is fair, transparent and consistent and does not advantage or disadvantage a particular cohort.

(3) Institutes/Faculties must explain clearly to students the timing of assessments and reassessment.

(4) Institutes/Faculties must liaise with Registry in regards to (re)assessment timing to ensure that students will have the opportunity to enrol following the resit period.

(5) Deadlines should not be set so that they fall on University closure days. Differentiated deadlines (in line with the Mitigating Circumstances Policy) that fall on University closure days should normally be extended to the next working day plus one.

(6) Deadlines should be set so that marking and moderation (both internal and external) can be completed prior to the Examining Board which will consider the module.

7.5 Assessment Security

(1) All parties must ensure that assessment is carried out securely.

(2) All parties must carry out all aspects of assessment in a way that ensures the integrity of the assessment process and in turn the academic standards of each award.

(3) All parties must ensure that appropriate mechanisms are in place for the transit of draft assessment questions/tasks between staff and for the transit of materials to External Examiners.

(4) All parties must ensure that appropriate mechanisms are in place for the invigilation of examinations.

(5) All parties must ensure that appropriate mechanisms are in place to confirm the identity of students undertaking assessments, whether in an examination room or online; and, when student work is submitted in person, online or through other means.

(6) All parties must ensure that students' marks and related information are held securely and disclosed only to those who need access and have a right to see it.

7.6 Assessment Submission

(1) Institutes/Faculties must explain clearly to students the arrangements for submission of work for assessment and the deadlines by which submission is required. Unless specified otherwise, the deadline for submission will be 23:59 (time zone where the assessment is set) on the submission date.

(2) Institutes/Faculties must ensure that student work that is submitted for assessment is kept securely until after the meeting of the relevant Examining Board and thereafter is archived in line with data protection regulations.

(3) All assessments except formal examinations and assessments of a practical nature must be submitted electronically, normally through the University's VLE. Tutors must ensure that all involved with the assessment process have sufficient knowledge to enable them to use the electronic submission facilities, together with the facilities for grading and feedback. Where submission cannot be via electronic methods or where there are other reasons for alternative submission, the actual method of submission must be made clear, including details of where and how to submit. Where students submit work for assessment in hard copy, they must be given a receipt. The receipt must be signed and dated by an authorised member of the Institute/Faculty and a copy must be retained by the Institute/Faculty.

(4) In the event that the University formally announces that the electronic submission system is not available on the submission date, the submission deadline will be extended by 24 hours. In such cases, students must not use alternative methods to submit their work. In the event that the University formally announces that one or some or all of the University's campuses are exceptionally closed, students will be informed of any adjustments to submission deadlines or to arrangements for formal examinations and assessments of a practical nature.

(5) Late submission penalties must be applied to work that is not submitted by the published deadline. Work which is submitted up to 1 week late will be capped at the minimum pass mark for the Level for first attempts and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only with the approval of Mitigating Circumstances Decisions.

(6) Work which is submitted up to 1 week late for Level 4 Pass/Fail modules will be marked as fail, as it is not possible to apply a cap. This may be lifted only with the approval of Mitigating Circumstances Decisions.

(7) Work submitted more than 1 week after the submission deadline will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board.

7.7 Work over the word limit

(i) Different assessments have varying word lengths specified for them; it is important that the student keeps to the word length specified for each assessment at all times on the following grounds:
- To encourage succinct and clear writing by students.
- To ensure equity between all the students doing that particular assessment.

(ii) If the specified word limit for an assessment has been exceeded, the following penalties would normally apply. The penalty cannot take the work into the fail category.
- Up to 10% above the word limit – No deduction off final mark
- Between 10% and 25% above the word limit – Deduction of 5 marks off final mark, or reduce the mark to the capped mark, whichever is the lesser penalty. For example, for an undergraduate student achieving a final mark of 44%, the mark

would be reduced to the capped mark of 40%; whereas for an undergraduate student achieving a final mark of 49%, the mark would be reduced to 44%. For a postgraduate student achieving a final mark of 54%, the mark would be reduced to the capped mark of 50%; whereas for a postgraduate student achieving a final mark of 67%, the mark would be reduced to 62%.

- Between 25% and 50% above the word limit – Deduction of 10 marks off final mark, or reduce the mark to the capped mark, whichever is the lesser penalty. For example, for an undergraduate student achieving a final mark of 47%, the mark would be reduced to the capped mark of 40%; whereas for an undergraduate student achieving a final mark of 55%, the mark would be reduced to 45%. For a taught postgraduate student achieving a final mark of 59%, the mark would be reduced to the capped mark of 50%; whereas for a postgraduate student achieving a final mark of 64%, the mark would be reduced to 54%.
- 50% or more over length – Maximum mark of capped mark

(iii) A failure to meet the word limit (or minimum word limit if a range is given) may result in lower marks based on the quality of the work because the work may not include the necessary information required for the assessment to meet the stated learning outcomes.

(iv) The feedback on the assessment should explicitly mention any mark deduction and the reason for it.

7.8 Marking

(1) Marking principles

(i) Marks for individual assessment tasks that contribute to an award must be expressed as a percentage (whole number). Any other scheme of marking (e.g. pass/fail grading) must be approved explicitly at validation.

(ii) Marks are awarded to students on an individual basis irrespective of the nature of the assessment task.

(iii) Marks are provisional until confirmed by an Examining Board.

(iv) All formal written examinations at the University must be marked in the anonymous state. Candidates in such examinations must be identified only by their student number until such time as both first marking and moderation or second marking have been completed. There is no requirement that assessments other than formal written examinations be marked in the anonymous state as the University recognises that the preservation of anonymity may be either impossible or pedagogically undesirable. However, assessments will be marked in the anonymous state where this is deemed appropriate for a particular assessment and this is clearly indicated in the relevant documentation for the assessment.

(2) Scaling of marks

(i) If, due to academic discipline, an Institute/Faculty wishes to adopt a system of the scaling up or down of marks, the proposal must be approved by the relevant module External Examiner(s), the Institute/Faculty Board, and the Academic Standards Committee. Students must be given full written information about any such system at the start of the module.

(3) Allocating a mark for lost or inaccessible student work

(i) Students must, whenever possible, keep a copy of work submitted for assessment.

(ii) In the event that work that has been submitted for assessment is irretrievably lost or becomes inaccessible after submission and the nature of the work is such that it was not feasible to make a copy, or in the event that an examination script or a class test is irretrievably lost, the following rules apply:

- The student must be informed by the Institute/Faculty that they have the option of either being re-assessed without penalty or choosing to accept a mark, allocated as follows, for the lost work:

  - In the event that the assessment task is one of several assessment components for the module and more than 50% of the module assessment is available, the student is allocated a mark for the missing component that is based on a weighted average of the marks available for the module's other assessment components. The relative weighting of the components used is the same as the relative weighting of these components for the whole module.

  - In the event that the assessment task is the entire assessment for the module or if the work available is less than 50% of the module's assessment, the student is allocated a module mark equal to his/her weighted average in the best 60 credits of modules completed at the same level.

- If no response is received from the student by the specified deadline, a mark for the lost work must be allocated in accordance with the rules above.

(4) Moderation processes

(i) The University uses a variety of moderation processes to reflect the varying demands of different disciplines and the different requirements of various types of assessed material (Appendix GA22: Marking Processes). Institutes/Faculties must determine the most appropriate processes for their Programmes of Study and must use agreed criteria. The chosen processes and criteria must be published, and any subsequent changes must be approved by the Institute/Faculty Board following consultation with the relevant module External Examiner(s) using the available guidance.

(ii) All assessments which contribute to a final award/degree classification must be subject to moderation.

(iii) Where sampling is used, a representative sample of at least six pieces of work will be selected and should include:

- examples of work in the first class category (or equivalent for other awards);
- examples of work in the fail category;
- examples of work from each classification;
- examples of work within 2% of a classification boundary (or equivalent for other awards);

(iv) If the moderation process identifies concerns relating to the marking in one or more categories, all work in the identified category must be reviewed and any differences must be resolved by means of discussion and negotiation. If such resolution is not possible, the work must be marked by an additional marker identified by the Chair of the relevant Examining Board. The marks awarded by the additional marker are final. The process by which a final mark is agreed must be carefully documented so that the module External Examiner is able to follow that process.

7.9 Language of delivery and assessment

The language of study of the University's programmes will be Welsh or English, except in these circumstances:

A) Where study of another language contributes to the academic content of the module
B) Where delivery in another language has been specifically agreed as part of the approval and validation of a particular programme.

The language of delivery and the language of assessment will normally be the same.

Where study of another language contributes to the academic content of a programme (as in A) above), a minimum of at least half of the programme must be assessed in English or Welsh. For programmes which include a dissertation or project module with a credit value of at least 60 credits, the written and oral assessments must be in English or Welsh.

For programmes delivered not in English and Welsh, they must meet the requirements set in the Policy for delivery and assessment in languages other than English or Welsh.

7.10 Assessment through the medium of Welsh where the medium of delivery is English

(1) Staff are advised to consider the Staff Guidance – Supporting Welsh Speaking Students, which is published alongside this Chapter on the Academic Quality Handbook webpage. This includes good practice for tutors and lecturers teaching through the medium of Welsh and bilingually, including in relation to: presentations, learning resources and online resource lists; lectures, seminars and tutorials; translanguaging method and using Moodle bilingually.

(2) Paragraph 7.9 above notwithstanding, the University is committed to promoting the Welsh language and to encouraging students to develop their skills in its use. All requests from students following English-medium modules directly at UWTSD or at partner institutions based in Wales to undertake assessments through the medium of Welsh must be accommodated provided they are not inconsistent with the objectives of the programme or the learning outcomes of the module.

(3) The Module Lead has a responsibility to ensure that students know from the outset that their work can be submitted in Welsh, if that is their wish. In line with this, the Module Lead has a responsibility to check in what language the work has been submitted, and it is good practice to notify the Translation Unit, as well as the assessor as soon as possible, so that there is sufficient time for standardisation, marking, and moderation, within the 20 working days. Failure to make such a request may result in delays to the student's assessment due to the time required to translate materials.

(4) In the event that undertaking the assessment task requires input from others (e.g. group work or a task associated with a placement), it may not prove possible to enable the student to undertake the assessment through the medium of Welsh without modifying the assessment task in some way. The Programme Manager will need to ensure that the student fully understands the implications of any such modifications. The Programme Manager will also need to ensure that any modifications are approved by the Special Cases Committee and that they do not compromise the fairness of the assessment process for any of the students undertaking the module. Programme Managers must make arrangements for the translation of the necessary assessment materials and are responsible for ensuring that the student is not unfairly advantaged or disadvantaged.

(5) Whenever possible, Welsh-medium assessments must be marked by a Welsh-speaking tutor within the Institute/Faculty, who has suitable academic qualifications and experience in the subject assessed, as well as experience of Welsh-medium assessment at a similar level. The same tutor must also mark assessments written in English as part of a process of moderation.

(6) If there is no qualified tutor within the Institute/Faculty, with the Dean's approval, the Welsh-medium Education Manager within the Welsh Language Services Centre should be contacted who will look for a qualified registered external tutor, verified through the Coleg Cymraeg Cenedlaethol. The same tutor must also mark assessments written in English as part of the moderation process.

(7) If it is not possible to find a suitable Welsh-speaking assessor, then the student's work must be translated into English for marking purposes. In such a case, translators must be told to translate without changing the meaning of the argument presented or improving the clarity of expression.

(8) Staff are advised to follow the detailed guidance on organising the translation of a student's assignment and arranging simultaneous interpretation for a student's presentation provided in Section 6 of the Staff Guidance – Supporting Welsh Speaking Students document, published alongside this Chapter on the Academic Quality Handbook webpage.

7.11 Setting tasks for re-assessment

(1) Where an Examining Board has determined that a student is to be re-assessed:

(i) The nature of the re-assessment task may differ from the original assessment task providing that the nature of the assessment has been approved by the Institute/Faculty Board and the relevant learning outcomes are fully assessed. However, the form of the re-assessment task is normally identical to the original assessment task.

(ii) Where the re-assessment task takes the form of a timed examination, the examination questions must differ from those set in the original examination. Questions must be sufficiently different from previous questions to ensure that the assessment is not just testing rote learning.

(iii) Where the re-assessment task takes the form of an assignment, case study or other form of project, the student will normally be given the opportunity to re-work and re-present or present the original assignment.

(iv) For students for whom an allegation of academic misconduct has been substantiated and have been required to resubmit an assessment as part of the penalty, a new task must be given.

7.12 Potentially Compromised Marking

(1) The University's approach to personal or professional links between staff and students is set out in the Policy Governing Professional Relationships in the Workplace.

(2) Where students are involved in a complaints procedure against a member of staff, the University will ensure that assessment processes will be impartial and fair. This may involve the use of different markers.

7.13 Disclosure of marks/grades

(1) Unconfirmed or provisional marks or grades are those which have yet to be presented to an Examining Board.

(2) Confirmed marks or grades are those that have been agreed by an Examining Board.

(3) Students must be made aware that any marks and grades released prior to formal approval by an Examining Board are provisional.

(4) Decisions of the Examining Board are communicated to students by the Registry normally no more than 10 clear working days after the relevant Board has met.

7.14 Feedback and the return of work

(1) For undergraduate programmes and the taught elements of postgraduate programmes, marking of students' work must be completed no later than 20[1] clear term-time working days after its submission and students must be provided with provisional feedback within the same time scale. For taught master's dissertations, the marking must be completed and students provided with provisional feedback within 30 clear working days. Where appropriate (for example, in respect of end-of-term formal examinations) the feedback may be provided at the start of the following term. Staff must seek written permission from the Academic Director in the event that marking and feedback cannot be completed within this timescale and students must be notified accordingly.

(2) The University recognises that feedback to students may take many forms, such as immediate diagnostic feedback on individual and/or group tutorials. Formal assessment feedback must be prepared for every piece of assessed work that contributes to the formal assessment of an individual student's performance.

7.15 External Examiners

7.15.1 Purposes of External Examiner

(1) The principal purposes of the University's External Examiner system are to ensure that:

- the standard of each award is maintained at the appropriate level;
- the standards of student performance are comparable with standards on similar programmes or subjects in other UK institutions with which they are familiar;
- the processes for assessment and the determination of awards are sound and fairly conducted.

(2) The University will appoint at least one module External Examiner for all taught provision which leads to an intended award of the University. At least one External Examiner will be in attendance at each Examining Board; where module External Examiners are not available to attend, the University will appoint a procedural External Examiner to attend the Examining Board. In exceptional circumstances, where the Senate acts in the capacity of an Examining Board, a Senate External Examiner may be appointed.

(3) The University recognises the importance and mutual benefit of the work undertaken by its own staff as External Examiners for other institutions and where possible will approve requests from staff to undertake external examining duties at other institutions.

(4) The roles, responsibilities and procedures relating to External Examiners can be found in the External Expertise Protocol.

7.15.2 Role of External Examiners

(1) The University expects an External Examiner to:
(i) Review and comment on the University's standards and student performance in relation to those standards;
(ii) Review and comment on the consistent and fair application of policies and procedures ensuring the integrity and rigour of academic practices;
(iii) Review and comment on good practice and possible enhancements;
(iv) Verify the appropriateness of assessment tasks and assessment criteria;
(v) Be full members of Examining Boards (see attendance requirements in Chapter 6);
(vi) Present a written report to the University.

[1] Where reading weeks apply, the marking and feedback timescale remains as noted in 7.14 (1).

Chapter 8

Research Degree Regulations

8. RESEARCH DEGREE REGULATIONS

8.1 Introduction

(1) This chapter provides details of the University of Wales Trinity Saint David's (UWTSD) regulatory framework for postgraduate research degrees, and should be read in conjunction with the University's Code of Practice for Research Degrees and related guidance documents. These documents give advice and guidance but are subordinate to the Regulations.

(2) The Regulations and guidance documents seek to provide a framework which embodies nationally recognised good practice, together with practice derived from policies and/or codes of practice of such bodies as the Quality Assurance Agency, the national funding councils, research councils and organisations such as UK Research and Innovation, Vitae and the Council for Graduate Education.

(3) It is consistent with the precepts within the UK Quality Code: Advice and Guidance: Research Degrees, the QAA's Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ), and the Credit and Qualifications Framework for Wales (CQFW).

(4) Chapter 8 of the Academic Quality Handbook and the Code of Practice are applicable to all research degree students, unless, for University of Wales (UW) students, anything in these documents contradicts what is in the UW regulations and Code of Practice.

(5) The University aims to ensure:

- that its academic standards are equivalent to those of other UK higher education establishments and consistent with the Credit and Qualification Framework for Wales Level Descriptors

and

- that the quality of provision gives students a fair and reasonable chance to gain a qualification in an acceptable timeframe.

8.1.1 Research Degrees Covered by the Regulations

(1) This chapter includes the academic regulations for the Master by Research, for the Master of Philosophy (MPhil) and Doctor of Philosophy (PhD) research degrees, for Professional Doctorates, Higher Doctorates, and for the Doctor of Philosophy by Published Works.

- Higher Doctorate (A Doctor of Letters (DLitt) and Doctor of Science (DSc)) (Section 8.11))
- Doctor of Philosophy, including practice-based PhDs (PhD) (Section 8.12);
- Doctor of Philosophy (PhD) by Published Works (Sections 8.13)
- Professional Doctorates, including practice-based ProfDocs (ProfDoc) (Section 8.14) which include the following named awards:
  - Doctor of Professional Practice
  - Doctorate in Education
  - Doctor of Business Administration
  - Professional Doctorate in English Language Education and English Literature
  - Professional Doctorate in Interfaith Studies
  - Professional Doctorate Art and Design
  - Professional Doctorate in Heritage
  - Professional Doctorate Children's, Young People's and Community's Services
  - Doethuriaeth Broffesiynol Gwasanaethau Plant, Pobl Ifanc a Chymuned
- Master of Philosophy (MPhil), including practice-based MPhils (Section 8.15);

- Master by Research (MRes) (Section 8.16);
- Master of Arts by Research (MA) and Master of Science by Research (MSc) (Section 8.17);

8.1.2 Credit and Qualification Framework for Wales Level Descriptors, February 2009

Research Degrees are classified as either Level 7 or 8 in the Credit and Qualifications Framework for Wales. The Level Descriptors can be found here: https://gov.wales/credit-and-qualifications-framework-cqfw

8.1.3 Definitions

(1) The **thesis** embodies all the methods and results of the research and contains, for practice-based degrees both the reflective and practical elements, and, for the PhD by Published Works, both the published works and the reflective analysis.

(2) A **student** is any person enrolled or registered to follow a postgraduate research degree offered by the University.

(3) A student is considered to be a **member of staff** if the student's primary role is that of lecturer/teaching fellow/tutor/administrative staff. Students whose primary role is that of a student at the point of assessment will not normally be considered as a member of staff.

8.1.4 Institutional Arrangements

(1) The University's policies and procedures for postgraduate research degree programmes are overseen by the Doctoral College Board and the Research Degrees Committee (see Sections 2.4.1 and 2.4.5 respectively of Chapter 2 of this handbook).

8.2 Entry Requirements for Research Degrees

(1)

Award	Normal Minimum Requirement	Additional Requirement
Higher Doctorates (Section 8.11);	An applicant for such a doctorate should be a graduate or faculty member of the University or one of its predecessor institutions or an individual with established links to the University.	
Doctor of Philosophy including practice-based PhDs (PhD) (Section 8.12);	A Master's degree or an upper second class honours degree relevant to the proposed research project, or equivalent professional experience.	Successful applicants are initially enrolled on the PhD for a probationary period of study. Students may be required to undertake specific research methodology modules.
PhD by Published Works (Section 8.13);	A Master's degree or an upper second class honours degree relevant to the proposed research project or equivalent professional experience.	A person shall not be eligible to proceed to the degree of PhD by Published Works under these regulations if the person has been previously approved for a PhD in this discipline by the University.
Professional Doctorates (Section 8.14);	A Master's degree or an upper second class honours degree relevant to the proposed research project or equivalent professional	Applicants will normally be required to have obtained a certain level of professional experience prior to admission.

	experience.	Any such requirements must be approved at validation and be clearly communicated to applicants.
Master of Philosophy (MPhil), including practice-based MPhils (Section 8.15);	A Master's degree or an upper second class honours degree relevant to the proposed research project or equivalent professional experience.	Students may be required to undertake specific research methodology modules.
Master by Research (MRes) (Section 8.16);	An upper second class honours degree relevant to the proposed research project or equivalent professional experience.	
Master of Arts by Research (MA) and Master of Science by Research (MSc) (Section 8.17);	An upper second class honours degree relevant to the proposed research project or equivalent professional experience.	

(2) All applicants whose native language is not English or Welsh must provide evidence of competence in the English or Welsh Language sufficient for research study, and after admission to the University may be required to take additional instruction in the English/Welsh Language.

(3) All applicants are required to comply with the general entry requirements set out in the Code of Practice for Research Degrees.

(4) A student may seek Recognition of Prior Learning (RPL) either as based on Certificated Learning or Experiential Learning for part or all of Part One of a Professional Doctorate or Master by Research following the University's Recognition of Prior Learning Policy. All requests for Recognition of Prior Learning must be made before a student initially registers. Any restrictions on recognition of prior learning must be approved at validation.

8.3 Eligibility and Modes of Study for Research Degrees

(1) A student undertaking a Research Degree must, to maintain a current enrolment status, pay all applicable fees and pursue an approved research project for the minimum period required for one of the four methods of study permitted in paragraph 8.3.(2) below.

(2) A student may undertake a Research Degree by one of the following methods of study:

A. pursuit of full-time research at the University or a collaborative partner institution;
B. pursuit of full-time research externally in circumstances approved by the University;
C. pursuit of part-time research at the University or a collaborative partner institution;
D. pursuit of part-time research externally in circumstances approved by the University.

8.4 Required Periods of Study

(1) A student undertaking a Research Degree must pursue a programme of supervised study, as either a full-time or a part-time student.

(2) The date of commencement of a Research Degree with a Part II is the date of transfer from Part I to Part II. For all other Research Degrees the date of commencement is the date of first enrolment.

(3) Time limits for periods of study can be found in the Code of Practice for Research Degrees.

(4) A student may in some cases apply to or be required by the Research Degrees Committee to change mode of study or Programme of Study.

(5) A student is required to submit a thesis by the end of the maximum period of study.

(6) Where a student fails to submit a thesis by the end of the maximum period of study, the student's candidature will normally be terminated.

(7) A student may not transfer candidature to another institution after the minimum period of study has been completed at this University.

8.5 Suspension, interruption of studies and extension

(1) Under exceptional circumstances, a student may be required to undertake a suspension of studies in line with the University's Student Cases Policy Framework (Chapter 12 of the AQH).

(2) A student may apply for an interruption of study or an extension to the maximum submission date in accordance with the University's Mitigating Circumstances Policy.

8.6 Supervision

(1) Every student registered on a PhD, Professional Doctorate or MPhil award must have a supervisory team of no fewer than two supervisors.

(2) Every student registered on a MA/MSc by Research or a MRes must have at least one supervisor.

(3) One of the supervisors, normally the Director of Studies, will have primary responsibility for supporting the student on a pastoral level and for the administrative oversight of the supervision and the supervisory team.

(4) Specific criteria for supervisory teams are set out in the Code of Practice for Research Degrees.

8.7 Progress, Monitoring and Reports

(1) A student's progress will be monitored at least annually to determine whether the student is:

(a) still actively engaged on the research project and making satisfactory progress;
(b) maintaining regular and frequent contact with the supervisory team;
(c) likely to complete successfully by the end of the minimum period of study.

(2) The process for monitoring of progress is set out in the Code of Practice for Research Degrees.

8.8 Employment of Postgraduate Research Students

(1) Students who seek employment in addition to studies, either within the University or external to it, must comply with the requirements set out in the Code of Practice for Research Degrees.

8.9 Academic Misconduct

(1) Allegations of academic misconduct will be considered in accordance with the procedures set out in the University's Academic Misconduct Policy.

8.10 Appeals and Complaints

(1) Students have the right to appeal against decisions concerning probation, termination of study or against an outcome of the examination process, in accordance with the procedures set out in the Academic Appeal Policy.

(2) Students have the right to make a complaint about any specific concern about the provision of their Programme of Study, supervision or academic services, in accordance with the procedures set out in the Student Complaint Policy.

8.11 Regulations for Doctor of Letters (DLitt) and Doctor of Science (DSc)

8.11.1 Introduction

(1) The Degree of Doctor of Letters or Doctor of Science may be awarded by the University in recognition of an original and sustained contribution of an individual to an area of scholarship or field of study.

(2) Higher Doctorates are awarded to candidates who have submitted evidence that demonstrates excellence in academic scholarship and is:

a. of the absolute highest quality;
b. substantial in scale and in the contribution it has made to knowledge;
c. sustained over time and showing current and continued contribution to scholarship;
d. authoritative, being able to demonstrate impact on the work of others;
e. of global reach and international importance within the field; and
f. of sufficient breadth or covering branches of knowledge appropriate to the field and in line with disciplinary norms and expectations.

8.11.2 Application Process

(1) A candidate will make an initial application to the University as specified in the information published.

(2) The initial application will consist of the materials and application fee specified in the information published by the University. Initial applications will be subject to a screening process to establish whether there is a prima facie case for the candidate to be considered for the degree. The nature of the screening process to be followed shall be published alongside the application process.

(3) Should the screening process conclude that there is not a *prima facie* case for consideration the candidate will be notified, a proportion of their application fee as specified in information published by the University shall be returned to them and they will not be invited to make a full application.

(4) There is no right of appeal in relation to a screening decision; unsuccessful candidates may re-apply at the next available opportunity.

(5) If the screening process concludes that there is a *prima facie* case for consideration, the candidate will be invited to make a full application.

(6) The format required of the full application will be as published alongside the application process and will consist of published papers, books or other materials as specified.

(7) The published work must be published or exhibited in a way that it is generally available for consultation by scholars or other interested persons, and thus is traceable through catalogues or libraries.

(8) For work produced in collaboration, a candidate must state in respect of each item the extent of their own contribution. Any work previously submitted for an award of this or any other institution shall be ineligible for consideration in support of an application for a higher doctorate.

8.11.3 Assessment

(1) Senate shall appoint two assesors to consider the evidence submitted by the candidate. For applications from current or recent members of University staff both assessors shall be external to the University. For other applications, one internal and one external assesor may be appointed, or two external assesors if an internal assessor is not available.

(2) If Senate is not able to appoint assessors within a reasonable period of time, the University may decline to consider the full application. In this case the candidate shall be refunded the full application fee.

(3) Each assessor shall submit an independent report for consideration. Should the two assessors diverge in their conclusions as to whether the evidence submitted meets the criteria for the award, Senate shall seek the opinion of a third assessor, who shall be external to the University and whose opinion will be final.

8.11.4 Outcome

(1) If Senate approves the evidence as of sufficient merit for the degree, it shall award the appropriate degree (DLitt or DSc). One copy of each of the papers and books submitted as evidence shall remain in the possession of the University for deposit in the Roderic Bowen Library and Archive, unless the Library already possesses a copy. This may be in either in physical or digital format.

(2) An unsuccessful candidate may appeal against the decision in line with the University's Academic Appeal Policy.

(3) Unsuccessful candidates may re-apply at the next available opportunity.

8.12 Regulations for Degree of the Doctor of Philosophy (PhD)

8.12.1 Introduction

(1) The Degree of Doctor of Philosophy may be awarded by the University in recognition of the successful completion of a programme of advanced study and research.

(2) Doctoral degrees are awarded to students who have demonstrated:

- the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;
- a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;

- the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;
- a detailed understanding of applicable techniques for research and advanced academic enquiry.

(3) Typically, holders of the qualification will be able to:

- make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences;
- continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.

(4) Holders will have:
- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

8.12.2 Probationary Period of Study

(1) Students enrolling on the degree of PhD will be registered in the first instance on a probationary period of study.

(2) The processes for monitoring progress during the probationary period and for assessing whether or not a student has successfully completed the probationary period are set out in the Code of Practice for Research Degrees.

(3) The probationary period for a student may be extended on one occasion only. Students who are judged not to have successfully completed the required probationary period will normally be required to withdraw from the degree or transfer to another degree where appropriate.

(4) Students have the right to appeal all decisions relating to the probationary period as set out in the Academic Appeal Policy.

8.12.3 Examination of PhD

(1) The examination process for students of the degree of PhD consists of two stages:

(a) preliminary independent examination of the thesis by the examiners;
(b) an oral examination conducted by an Examining Board.

(2) A student of the degree of PhD must be examined on the work submitted by that student. A student may not amend, add to, or delete from the thesis after it has been submitted and prior to examination save with the consent of the Chair of the Examining Board. A student may withdraw the thesis after it has been submitted and prior to the examination, but once a thesis has been withdrawn by the student it normally cannot be submitted again for examination of the same degree.

(3) Where the submission includes non-textual artefacts the examination process must allow examiners to have appropriate access to the artefacts. This could take the form of an exhibition, recital, or performance, which must occur before the oral examination in such a way that the examiners are able to reflect on this in their independent reports submitted before the oral examination. The format must be identified prior to submission; the exact arrangements for access must be agreed when the Examining Board is nominated and examination arrangements are finalised.

8.12.4 Submission of Thesis

(1) A student's research for the PhD must be completed by the presentation of a thesis embodying the methods and results of the research.

(2) The thesis is to be presented in Welsh or English. The use of brief quotations in other languages is permitted.

(3) To be eligible to submit a thesis, research degree students must be enrolled on the degree for which submission is intended, and have paid all tuition fees due (including any re-examination fee required).

8.12.5 Access to a thesis

(1) A thesis submitted for a research degree shall normally be openly available and subject to no security or restriction of access. The Research Degrees Committee may approve that a bar on access to a thesis may be put in place for a specified period of up to 5 years.

(2) The title and summary of the thesis are normally freely available. Restricting access to these will only be approved in exceptional cases by the Research Degrees Committee.

8.12.6 The Examining Board

(1) The function of the Examining Board is to ascertain that the thesis submitted for award is at the appropriate standard, that it is the work of the student who is being examined and that the student displays the attributes expected of holders of the award.

(2) Normally an Examining Board will comprise the following:

- Chair;
- Internal Examiner;
- External Examiner;

(3) In the cases including those where:

(i) the student is a member of staff of the University or of a collaborative partner institution;
(ii) it proves impossible to appoint an internal examiner either from within the University or a collaborative partner institution;
(iii) a special case is made to, or by, the Research Degrees Committee;

the Examining Board shall instead comprise:

- Chair;
- Two External Examiners.

(4) A member of a supervisory team (or any individual who has been involved in the supervision of the student) must not be appointed as the student's examiner. Such individuals may, with the prior consent of the student, be invited to attend the oral examination.

(5) From the point of nomination, the student must not communicate about the thesis with any members of the Examining Board other than the Chair either prior to or following the oral examination until such time as the examination process is completed.

8.12.7 Oral examination

The Examining Board is required to conduct an oral examination of students in all cases. However, the requirement for an oral examination may be waived for a re-submitted thesis at the discretion of the re-submission Examining Board and only where the examiners' preliminary independent reports clearly recommend that the student should be approved for the degree sought.

(1) The oral examination may take place either in person or via video.

(2) Following the oral examination, the Examining Board is required to provide a report on the examination and to make one of the following recommendations to the Research Degrees Committee:

A. that the student be approved for the degree of PhD;

B. that the student be approved for the degree of PhD subject to the satisfactory completion of such corrections and amendments as may be required by the Examining Board. The Examining Board may stipulate that the corrections made shall be scrutinised by either or both examiners prior to the award process being initiated. Normally, corrections shall be completed within 6 months from the date of official notification to the student of the outcome of the examination;

C. that the student be not approved for the degree of PhD at this stage but that the student is allowed to modify the thesis and re-submit it for examination for the degree of PhD on one further occasion. The re-submission is to take place within a period not exceeding 1 year from the date of the official notification to the student of the outcome of the examination (this option is not available in the case of a student who has re-submitted a thesis for examination);

D. that the student be not approved for the degree of PhD but be approved instead for the degree of MPhil subject where appropriate to the satisfactory completion of such corrections and amendments as may be required by the Examining Board. The Examining Board may stipulate that the corrections made must be scrutinised by either or both examiner(s) prior to the award process being initiated; corrections and amendments must be completed within a period of 6 months from the date of the official notification to the student of the outcome of the examination;

E. that the student be not approved for the degree of PhD but be allowed to modify the thesis and re-submit it for examination for the degree of MPhil on one further occasion. The re-submission is to take place within a period not exceeding 1 year from the date of the official notification to the student of the outcome of the examination (this option is not available in the case of a student who has re-submitted a thesis for examination);

F. that the student be not approved for the award of a degree.

Outcomes C and E are not available in the case of a student who has re-submitted a thesis for examination.

(3) Students awarded the degree of MPhil outcomes D or E cannot later submit for the degree of PhD without pursuing a new scheme of research.

(4) Where examiners are unable to agree on a recommended outcome, the examiners must submit separate independent reports and recommendations to the Academic Office within 10 clear working days of the oral examination and the procedures described in the Code of Practice for Research Degrees must be followed with regards to arbitration.

(5) If, following the submission of corrections under outcomes B or D, it turns out that a student has not appropriately addressed all the issues raised by the Examining Board, at the discretion of the Research Degrees Committee the student may be allowed one further period of a maximum 4 weeks from the date of official notification to complete successfully all the corrections required.

8.13 Regulations for Degree of the Doctor of Philosophy (PhD) by Published Works

8.13.1 Introduction

(1) The Degree of Doctor of Philosophy by Published Works may be awarded by the University in recognition of the successful completion of a programme of advanced study and research.

(2) Doctoral degrees are awarded to students who have demonstrated:

- the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;
- a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;
- the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;
- a detailed understanding of applicable techniques for research and advanced academic enquiry.

(3) Typically, holders of the qualification will be able to:

- make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences;
- continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.

(4) Holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

8.13.2 Definition of Published Works

(1) For the purpose of these Regulations, ‘published works’ may be defined as a collection of published works, papers, chapters, books, and/or creative works in any media (including suitable documentation of performance, installation, and other temporary works) which together form a coherent programme of research and have been accepted for dissemination by reputable journals, publishing houses, galleries, venues or similar publishing media in the field. The language of publication shall be either Welsh or English.

(2) All work must have been published in such a way as to be generally available for consultation by scholars or other interested persons. A work will be regarded as published only if it is traceable through ordinary catalogues, abstracts or citation indices, and copies are available in the public domain. Manuscripts of proofs of works about to be published are not submissible unless they carry a DOI reference number. Reports to Government Departments, local or industrial organisations, and the like, are not normally submissible unless they have been published in the public domain and can be evidenced e.g. with an ISBN number.

(3) All work must have been internationally peer reviewed and must have been published no more than 10 years prior to the date of submission.

(4) The published works submitted for the degree must constitute a corpus of publication tending towards a coherent thesis, rather than a series of disconnected publications.

(5) The published works submitted for the degree must be substantially different from any work which may have previously been submitted for any degree at this or any other institution.

(6) Digitally presented works may be considered as eligible, but the candidate should provide evidence that the work will continue to be publicly available for the foreseeable future in the present form.

(7) The published works should be of a standard equivalent to that of a "traditional" PhD in the relevant academic area and should demonstrate the student's original contribution to knowledge.

8.13.3 Application Process

(1) An applicant must submit an application that shall consist of the following:

(i) A detailed list of the published works that will be included in the final submission and evidence of the public availability and traceability of the published works;
(ii) A statement of no more than 3,000 words which seeks to show the coherence and academic impact of the body of work submitted;

(2) An applicant, in submitting an application, is also required to (a) declare that none of the published works individually or collectively is substantially the same as any work that has previously been submitted for another qualification at any university or similar institution, (b) declare that, until the outcome of the current application is known, none of the published works individually or collectively will be submitted for any qualification at another university or similar institution.

8.13.4 Examination of PhD by Published Works

(1) Students of the degrees of PhD by Published Works are examined on the submitted published works and the reflective analysis. The examination process for students of the degree of PhD by Published Works consists of two stages:

(a) preliminary independent examination of the reflective analysis together with the published works by the examiners, who are approved for the purpose by the University and who shall prepare independent interim reports on the reflective analysis and published works (see the Code of Practice for Research Degrees);
(b) an oral examination conducted by an Examining Board.

(2) A student of the degree of PhD by Published Work must be examined on the work submitted by that student. A student may not amend, add to, or delete from the reflective analysis after it has been submitted and prior to examination save with the consent of the Chair of the Examining Board. A student may withdraw the reflective analysis after it has been submitted and prior to the examination, but once a reflective analysis has been withdrawn by the student it cannot be submitted again for examination of the same degree.

8.13.5 Submission

(1) The volume of published work submitted will depend on both the academic area and the type

of published works included in the submission, but the submission should normally comprise no fewer than 4 individual published works and no more than 10 individual published works. However, the issue of number is subservient to the question of the quality and impact of the output.

(2) The submission shall comprise:

a) An abstract providing a summary of the published works containing all of the main concepts and conclusions of the published work that shall be no more than 300 words in length;
b) A summary sheet listing all of the published works submitted together with a statement of the extent of the student's contribution to any multi-authored work, substantiated by all the co-authors;
c) A copy of each published work numbered in accordance with b) above;
d) A reflective analysis of no more than 30,000 words putting the total published work submitted into the context of knowledge as it then existed and indicating also the independent, coherent and original contribution to learning in that academic field which in the student's opinion the published work has made.
e) Evidence of the status of all the published works submitted.
f) For published works with multiple authors, the candidate must supply a signed statement outlining the contribution of the candidate to the production of the relevant published work.

(3) The reflective analysis shall contain a critical reflection on the research methodology and methods used. It should also articulate a rationale to prove at least equivalence to the standard normally demonstrated by a successful PhD thesis.

(4) The reflective analysis is to be presented in Welsh or English. The use of brief quotations in other languages is permitted.

(5) To be eligible to submit a thesis, research degree students must be enrolled on the degree for which submission is intended, and have paid all tuition fees due (including any re-examination fee required) and satisfied all other financial obligations.

8.13.6 Access to submission

(1) Due to the nature of the award, no request for a bar on photocopying and/or access to any part of the PhD by Published Works will be considered.

8.13.7 The Examining Board

(1) The function of the Examining Board is to ascertain that the reflective analysis and the published works submitted for award are at the appropriate standard, that they are the work of the student who is being examined and that the student displays the attributes expected of holders of the award.

(2) Normally an Examining Board will comprise the following only:
- Chair;
- Internal Examiner;
- External Examiner;

(3) In the cases including those where:

(i) the student is a member of staff of the University or of a collaborative partner institution;
(ii) it proves impossible to appoint an internal examiner either from within the University or a collaborative partner institution;
(iii) a special case is made to, or by, the Research Degrees Committee;

the Examining Board shall instead comprise:

- Chair;
- Two External Examiners.

(4) A member of a supervisory team (or any individual who has been involved in the supervision of the student) must not be appointed as the student's examiner. Such individuals may, with the prior consent of the student, be invited to attend the oral examination.

(5) For regulations in relation to the selection and appointment of members of the Examining Board and approval of the overall Examination Board, see the Code of Practice for Research Degrees (Section: Constitution of Examining Board and Examiners).

(6) From the point of nomination, the student must not communicate about the thesis with any members of the Examining Board other than the Chair either prior to or following the oral examination until such time as the examination process is completed.

8.13.8 Oral examination

The Examining Board is required to conduct an oral examination of students in all cases. However, the requirement for an oral examination may be waived for a re-submitted reflective analysis at the discretion of the re-submission Examining Board and only where the examiners' preliminary independent reports clearly recommend that the student should be approved for the degree sought.

(1) The oral examination may take place either in person or via video.

(2) The Chair should meet the student in private prior to the oral examination to ask the student whether there are any health or other personal circumstances, not previously notified via the supervisor, that might impact on the student's performance in the oral examination.

(3) Following the oral examination, the Examining Board is required to provide a report on the examination and to make one of the following recommendations to the Research Degrees Committee:

A. that the student be approved for the degree of PhD by Published Works;

B. that the student be approved for the degree of PhD by Published Works subject to the satisfactory completion of such corrections and amendments to the reflective analysis as may be required by the Examining Board. The Examining Board may stipulate that the corrections made shall be scrutinised by either or both examiners prior to the award process being initiated. Normally, corrections shall be completed within 12 weeks from the date of official notification to the student of the outcome of the examination;

C. that the student be not approved for the degree of PhD by Published Works at this stage but that the student is allowed to modify the reflective analysis and re-submit it for examination for the degree of PhD by Published Works on one further occasion. The re-submission is to take place within a period not exceeding 6 months from the date of the official notification to the student of the outcome of the examination (this option is not available in the case of a student who has re-submitted a reflective analysis for examination);

D. that the student be not approved for the award of a degree.

Outcome C is not available in the case of a student who has re-submitted a reflective analysis for examination.

(4) Where examiners are unable to agree on a recommended outcome, the examiners must submit separate independent reports and recommendations to the Academic Office within 10 clear working days of the oral examination and the procedures described in the Code of Practice for Research Degrees must be followed with regards to arbitration.

(5) If, following the submission of corrections under outcomes B, it turns out that a student has not appropriately addressed all the issues raised by the Examining Board, at the discretion of the Research Degrees Committee the student may be allowed one further period of a maximum 4 weeks from the date of official notification to complete successfully all the corrections required.

8.14 Regulations for the Degree of Professional Doctorate

8.14.1 Introduction

(1) The Degree of Professional Doctorate may be awarded by the University in recognition of the successful completion of an approved programme of directed study (Part One) together with successful completion of a programme of advanced study and research (Part Two).

(2) The Professional Doctorate consists of two parts. Part One will comprise 180 credits of taught modules at Level 7 which are assessed in line with the regulations set out in Chapter 6 of this handbook. Part Two will be research-focused and completed by the presentation of a thesis and any portfolio of supporting material embodying the methods of the research.

(3) Doctoral degrees are awarded to students who have demonstrated:

- the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline or field of study, and merit publication;
- a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;
- the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;
- a detailed understanding of applicable techniques for research and advanced academic enquiry.

(4) Typically, holders of the qualification will be able to:

- make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences;
- continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.

(5) Holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

8.14.2 Examination of Professional Doctorate

8.14.2.1 Examination of Part One

(1) Part One shall comprise modules at Level 7 with a total credit rating of 180 credits. The process for managing the assessment of modules, the awarding of credit and the rules for progression for modules at Level 7 follow the same principles as those outlined in Section 6.6 with the exception that there is no condonement of modules and students must accumulate 180 credits at Level 7 in Part One in order to progress to Part Two.

(2) The process for setting of tasks for re-assessment follow the same principles as those outlined in Section 7.11.

(3) Module External Examiners will be appointed for all modules which form part of Part One in accordance with Section 7.15. The performance of students on Part One will be considered by Examining Boards in accordance with Section 6.10.

8.14.2.2 Examination of Part Two

(1) A student must have successfully completed Part One before being permitted to present the thesis and any portfolio for examination under Part Two.

(2) The examination process for students of Part Two of the degree of Professional Doctorate consists of two stages:

(a) preliminary independent examination of the thesis by the examiners, who are approved for the purpose by the University and who shall prepare independent interim reports on the thesis;
(b) an oral examination conducted by an Examining Board.

(3) A student of the degree of Professional Doctorate must be examined on the work submitted by that student. A student may not amend, add to, or delete from the thesis after it has been submitted and prior to examination save with the consent of the Chair of the Examining Board. A student may withdraw the thesis after it has been submitted and prior to the examination, but once a thesis has been withdrawn by the student it cannot be submitted again for examination of the same degree.

(4) Where the submission includes non-textual artefacts the examination process must include a protocol to allow examiners to have appropriate access to the artefacts. This could take the form of an exhibition, recital, or performance, which must occur before the oral examination in such a way that the examiners are able to reflect on this in their independent reports submitted before the oral examination. The format must be identified at the full research proposal stage; the exact arrangements for access must be approved by the Research Degrees Committee when the Examining Board is nominated and examination arrangements are finalised.

8.14.3 Submission of Thesis

(1) A student's research for the Part Two of the Professional Doctorate must be completed by the presentation of a thesis embodying the methods and results of the research.

(2) The thesis is to be presented in Welsh or English. The use of brief quotations in other languages is permitted.

(3) To be eligible to submit a thesis, research degree students must be enrolled on the degree for which submission is intended, and have paid all tuition fees due (including any re-examination fee required) and satisfied all other financial obligations.

8.14.4 Access to a thesis

(1) A thesis submitted for a research degree shall normally be openly available and subject to no security or restriction of access. The Research Degrees Committee may approve that a bar on photocopying and/or access to a thesis may be put in place for a specified period of up to 5 years.

(2) The title and summary of the thesis are normally freely available. Restricting access to these will only be approved in exceptional cases by the Research Degrees Committee.

8.14.5 The Examining Board for Part Two

(1) The function of the Examining Board is to ascertain that the thesis submitted for award is at the appropriate standard, that it is the work of the student who is being examined and that the student displays the attributes expected of holders of the award.

(2) Normally an Examining Board will comprise the following only:
- Chair;
- Internal Examiner;
- External Examiner;

(3) In the cases including those where:

(i) the student is a member of staff of the University or of a collaborative partner institution;
(ii) it proves impossible to appoint an internal examiner either from within the University or a collaborative partner institution;
(iii) a special case is made to, or by, the Research Degrees Committee;

the Examining Board shall instead comprise:

- Chair;
- Two External Examiners.

(4) A member of a supervisory team (or any individual who has been involved in the supervision of the student) must not be appointed as the student's examiner. Such individuals may, with the prior consent of the student, be invited to attend the oral examination.

(5) For regulations in relation to the selection and appointment of members of the Examining Board and approval of the overall Examination Board, see the Code of Practice for Research Degrees.

(6) From the point of nomination, the student must not communicate about the thesis with any members of the Examining Board other than the Chair either prior to or following the oral examination until such time as the examination process is completed.

8.14.6 Oral examination

(1) The Examining Board is required to conduct an oral examination of students in all cases. However, the requirement for an oral examination may be waived for a re-submitted thesis at the discretion of the re-submission Examining Board.

(2) The oral examination may take place either in person or via video.

(3) Following the oral examination, the Examining Board is required to provide a report on the examination and to make one of the following recommendations to the Research Degrees Committee:

A. that the student be approved for the degree of Professional Doctorate;

B. that the student be approved for the degree of Professional Doctorate subject to the satisfactory completion of such corrections and amendments as may be required by the Examining Board. The Examining Board may stipulate that the corrections made shall be scrutinised by either or both examiners prior to the award process being initiated. Normally, corrections shall be completed within 6 months from the date of official notification to the student of the outcome of the examination;

C. that the student be not approved for the degree of Professional Doctorate at this stage but that the student is allowed to modify the thesis and re-submit it for examination for the degree of Professional Doctorate on one further occasion. The re-submission is to take place within a period not exceeding 1 year from the date of the official notification to the student of the outcome of the examination (this option is not available in the case of a student who has re-submitted a thesis for examination);

D. that the student be not approved for the award of the degree of Professional Doctorate.

Outcome C is not available in the case of a student who has re-submitted a thesis for examination.

(4) Where examiners are unable to agree on a recommended outcome, the examiners must submit separate independent reports and recommendations to the Academic Office within 10 clear working days of the oral examination and the procedures described in the Code of Practice for Research Degrees must be followed with regards to arbitration.

(5) If, following the submission of corrections under outcome B, it turns out that a student has not appropriately addressed all the issues raised by the Examining Board, at the discretion of the Research Degrees Committee the student may be allowed one further period of a maximum 4 weeks from the date of official notification to complete successfully all the corrections required.

8.14.7 Exit Awards for Professional Doctorate

(1) If a student fails to satisfy the conditions for progression at the end of Part One or fails to satisfy the conditions for award at the end of Part Two, the student may be eligible for a validated exit award of Postgraduate Diploma, Postgraduate Certificate, Master's Degree in accordance with Section 6.6.2.

8.15 Regulations for the Degree of Master of Philosophy (MPhil)

8.15.1 Introduction

(1) The Degree of Master of Philosophy may be awarded by the University in recognition of the successful completion of a programme of advanced study and research.

(2) A Master's degree is awarded to a student who has demonstrated:

- the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;

- a systematic understanding of knowledge and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice;
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- conceptual understanding that enables the student:
    - to evaluate critically current research and advanced scholarship in the discipline; to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

(3) Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
- continue to advance their knowledge and understanding, and to develop new skills to a high level.

(4) Holders will have:

- the qualities and transferable skills necessary for employment requiring:
    - the exercise of initiative and personal responsibility;
    - decision making in complex and unpredictable situations;
    - the independent learning ability required for continuing professional development.

8.15.2 Examination of MPhil

(1) The examination process for students of the degree of MPhil consists of two stages:
(a) preliminary independent examination of the thesis by the examiners;
(b) an oral examination conducted by an Examining Board.

(2) A student of the degree of MPhil must be examined on the work submitted by that student. A student may not amend, add to, or delete from the thesis after it has been submitted and prior to examination save with the consent of the Chair of the Examining Board. A student may withdraw the thesis after it has been submitted and prior to the examination, but once a thesis has been withdrawn by the student it cannot be submitted again for examination of the same degree.

(3) Where the submission includes non-textual artefacts the examination process must include a protocol to allow examiners to have appropriate access to the artefacts. This could take the form of an exhibition, recital, or performance, which must occur before the oral examination in such a way that the examiners are able to reflect on this in their independent reports submitted before the oral examination. The format must be identified at the full research proposal stage; the exact arrangements for access must be approved by the Research Degrees Committee when the Examining Board is nominated and examination arrangements are finalised.

8.15.3 Submission of Thesis

(1) A student's research for the MPhil must be completed by the presentation of a thesis embodying the methods and results of the research.

(2) The thesis is to be presented in Welsh or English. The use of brief quotations in other languages is permitted.

(3) To be eligible to submit a thesis, research degree students must be enrolled on the degree for which submission is intended, and have paid all tuition fees due (including any re-examination fee required) and satisfied all other financial obligations.

8.15.4 Access to a thesis

(1) A thesis submitted for a research degree shall normally be openly available and subject to no security or restriction of access. The Research Degrees Committee may approve that a bar on photocopying and/or access to a thesis may be put in place for a specified period of up to 5 years.

(2) The title and summary of the thesis are normally freely available. Restricting access to these will only be approved in exceptional cases by the Research Degrees Committee.

8.15.5 The Examining Board

(1) The function of the Examining Board is to ascertain that the thesis submitted for award is at the appropriate standard, that it is the work of the student who is being examined and that the student displays the attributes expected of holders of the award.

(2) Normally an Examining Board will comprise the following:

- Chair;
- Internal Examiner;
- External Examiner.

(3) In the cases including those where:

(i) the student is a member of staff of the University or of a collaborative partner institution;

(ii) it proves impossible to appoint an internal examiner either from within the University or a collaborative partner institution;

(iii) a special case is made to, or by, the Research Degrees Committee;

the Examining Board shall instead comprise:

- Chair;
- Two External Examiners.

(4) A member of a supervisory team (or any individual who has been involved in the supervision of the student) must not be appointed as the student's examiner. Such individuals may, with the prior consent of the student, be invited to attend the oral examination.

(5) From the point of nomination, the student must not communicate about the thesis with any members of the Examining Board other than the Chair either prior to or following the oral examination until such time as the examination process is completed.

8.15.6 Oral examination

The Examining Board is required to conduct an oral examination of students in all cases. However, the requirement for an oral examination may be waived for a re-submitted thesis at the discretion of the re-submission Examining Board and only where the examiners'

preliminary independent reports clearly recommend that the student should be approved for the degree sought.

(1) The oral examination may take place either in person or via video.

(2) Following the oral examination, the Examining Board is required to provide a report on the examination and to make one of the following recommendations to the Research Degrees Committee:

A. that the student be approved for the degree of MPhil;

B. that the student be approved for the degree of MPhil subject to the satisfactory completion of such corrections and amendments as may be required by the Examining Board. The Examining Board may stipulate that the corrections made shall be scrutinised by either or both examiners prior to the award process being initiated. Normally, corrections shall be completed within 6 months from the date of official notification to the student of the outcome of the examination;

C. that the student be not approved for the degree of MPhil at this stage but that the student is allowed to modify the thesis and re-submit it for examination for the degree of MPhil on one further occasion. The re-submission is to take place within a period not exceeding 1 year from the date of the official notification to the student of the outcome of the examination (this option is not available in the case of a student who has re-submitted a thesis for examination);

D. that the student be not approved for the award of the degree of MPhil.

Outcome C is not available in the case of a student who has re-submitted a thesis for examination.

(3) Where examiners are unable to agree on a recommended outcome, the examiners must submit separate independent reports and recommendations to the Academic Office within 10 clear working days of the oral examination and the procedures described in the Code of Practice for Research Degrees must be followed with regards to arbitration.

(4) If, following the submission of corrections under outcome B, it turns out that a student has not appropriately addressed all the issues raised by the Examining Board, at the discretion of the Research Degrees Committee the student may be allowed one further period of a maximum 4 weeks from the date of official notification to complete successfully all the corrections required.

8.16 Regulations for the Degree of Master by Research (MRes)

8.16.1 Introduction

(1) The Degree of Master by Research may be awarded by the University in recognition of the successful completion of an approved programme of directed study (Part One) together with successful completion of a programme of further study and research (Part Two).

(2) Part One will normally comprise 60 credits of taught modules at Level 7 which will be assessed in line with the regulations set out in Chapter 6 of this handbook. Part Two will be research-focused and completed by the presentation of a thesis and any portfolio of supporting material embodying the methods of the research.

(3) A Master's degree is awarded to a student who has demonstrated:

- the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;
- a systematic understanding of knowledge and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice;
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- conceptual understanding that enables the student:
    - to evaluate critically current research and advanced scholarship in the discipline;
    - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

(4) Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
- continue to advance their knowledge and understanding, and to develop new skills to a high level.

(5) Holders will have:

- the qualities and transferable skills necessary for employment requiring:
    - the exercise of initiative and personal responsibility;
    - decision making in complex and unpredictable situations;
    - the independent learning ability required for continuing professional development.

8.16.2 Examination of Master by Research

8.16.2.1 Examination of Part One

(1) Part One shall comprise modules at Level 7 with a total credit rating of 60 credits. The process for managing the assessment of modules, the awarding of credit and the rules for progression for modules at Level 7 follow the same principles as those outlined in Section 6.6 with the exception that there is no condonement of modules and students must accumulate 60 credits at Level 7 in Part One in order to progress to Part Two.

(2) The process for setting of tasks for re-assessment follow the same principles as those outlined in Section 7.11.

(3) Module External Examiners will be appointed for all modules which form part of Part One in accordance with Section 7.15. The performance of students on Part One will be considered by Examining Boards in accordance with Section 6.10.

8.16.2.2 Examination of Part Two

(1) A student must have successfully completed Part One before being permitted to present the thesis and any portfolio for examination under Part Two.

(2) The examination process for students of Part Two of the degree of Master by Research consists of the independent examination of the thesis by the examiners, who are approved for the purpose by the University.

(3) In some cases, the examiners may request that an oral examination be conducted by an Examining Board.

(4) A student of the degree of Master by Research must be examined on the work submitted by that student. A student may not amend, add to, or delete from the thesis after it has been submitted and prior to examination save with the consent of the Chair of the Examining Board. A student may withdraw the thesis after it has been submitted and prior to the examination, but once a thesis has been withdrawn by the student it cannot be submitted again for examination of the same degree.

(5) Where the submission includes non-textual artefacts the examination process must include a protocol to allow examiners to have appropriate access to the artefacts. This could take the form of an exhibition, recital, or performance, which must occur before the examination in such a way that the examiners are able to reflect on this in their independent reports. The format must be identified at the full research proposal stage; the exact arrangements for access must be approved by the Research Degrees Committee when the Examining Board is nominated and examination arrangements are finalised.

8.16.3 Submission of Thesis

(1) A student's research for the Part Two of the Master by Research must be completed by the presentation of a thesis embodying the methods and results of the research. A student should submit an intention to submit form at least 3 months prior to the expected date of submission.

(2) The thesis is to be presented in Welsh or English. The use of brief quotations in other languages is permitted.

(3) On submission of the intention to submit form, the Academic Office and the supervisory team should start the setting up of an Examining Board in order to ensure that timelines for Examining Boards can be met.

(4) On completion of the minimum period of study and prior to the maximum submission date, students must submit to the University two bound copies of the thesis and separate material as appropriate, as well as an additional loose copy of the abstract transcribed onto the appropriate form. In addition, a digital copy must be provided.

(5) To be eligible to submit a thesis, research degree students must be enrolled on the degree for which submission is intended, and have paid all tuition fees due (including any re-examination fee required) and satisfied all other financial obligations.

(6) The format, word length and submission of the thesis must comply with the requirements set out in the Code of Practice for Research Degrees (Section: Presentation of Thesis).

8.16.4 Access to a thesis

(1) A thesis submitted for a research degree shall normally be openly available and subject to no security or restriction of access. The Research Degrees Committee may approve that a bar on photocopying and/or access to a thesis may be put in place for a specified period of up to 5 years.

(2) The title and summary of the thesis are normally freely available. Restricting access to these will only be approved in exceptional cases by the Research Degrees Committee.

8.16.5 The Examining Board for Part Two

(1) The function of the Examining Board is to ascertain that the thesis submitted for award is at the appropriate standard, that it is the work of the student who is being examined and that the student displays the attributes expected of holders of the award.

(2) Normally an Examining Board will comprise the following:
- Chair;
- Internal Examiner
- External Examiner

(3) In the cases including those where:

(i) the student is a member of staff of the University or of a collaborative partner institution;
(ii) it proves impossible to appoint an internal examiner either from within the University or a collaborative partner institution;
(iii) a special case is made to, or by, the Research Degrees Committee;

the Examining Board shall instead comprise:

- Chair;
- Two External Examiners.

(4) A supervisor (or any individual who has been involved in the supervision of the student) must not be appointed as the student's examiner. Such individuals may, with the prior consent of the student, be invited to attend an oral examination where this is held.

(5) From the point of nomination, the student must not communicate about the thesis with any members of the Examining Board other than the Chair either prior to or following the oral examination until such time as the examination process is completed.

8.16.6 Initial examination

(1) A student's supervisor shall have the right to convey to the Chair of the Examining Board any concerns relevant to the student's research project, the resulting thesis or its examination which the supervisors consider the Board should be aware of prior to reaching a decision. The supervisors shall convey these concerns, in writing, both to the Chair and to the student as soon as practicable after the submission of the thesis.

(2) Each examiner is required to provide an independent preliminary report on the thesis and to make one of the following recommendations to the Research Degrees Committee:

A. that the student be approved for the degree of Master by Research;

B. that the student be approved for the degree of Master by Research subject to the satisfactory completion of such corrections and amendments as may be required by the examiner. Normally, corrections shall be completed within 12 weeks from the date of official notification to the student of the outcome of the examination;

C. that an oral examination is required in order to make a recommendation.

(3) Where there is disagreement between the examiners with regard to the outcome, it is expected that there will be liaison between the Examining Board to arrive at an agreed outcome. The Examining Board will designate which examiner will check any required corrections.

(4) Where the outcome is B (either as an initial outcome or as an outcome following an oral examination), it is expected that there will be a joint examiner report and agreed recommendations.

(5) Where both examiners recommend that the student should be approved for the degree subject to to the satisfactory completion of corrections and amendments (outcome B), the student must submit corrections to the relevant examiner in the prescribed time frame. The Chair of the Examining Board should contact both examiners to determine which examiner will scrutinise the corrections.

(6) If, following the submission of corrections under outcome B, it turns out that a student has not appropriately addressed all the issues raised by the examiner(s), at the discretion of the Research Degrees Committee the student may be allowed one further period of a maximum 4 weeks from the date of official notification to complete successfully all the corrections required.

(7) Where one or both examiners recommends that an oral examination is required, an oral examination shall be arranged (see Section 8.16.7(1)).

8.16.7 Oral examination

(1) The oral examination may take place either in person or via video.

(2) The Chair should meet the student in private prior to the oral examination to ask the student whether there are any health or other personal circumstances, not previously notified via the supervisor, that might impact on the student's performance in the oral examination.

(3) Following the oral examination, the Examining Board is required to provide a report on the examination and to make one of the following recommendations to the Research Degrees Committee:

A. that the student be approved for the degree of Master by Research;

B. that the student be approved for the degree of Master by Research subject to the satisfactory completion of such corrections and amendments as may be required by the Examining Board. The Examining Board may stipulate that the corrections made shall be scrutinised by either or both examiners prior to the award process being initiated. Normally, corrections shall be completed within 12 weeks from the date of official notification to the student of the outcome of the examination;

C. that the student be not approved for the degree of Master by Research at this stage but that the student is allowed to modify the thesis and re-submit it for examination for the degree of Master by Research on one further occasion. The re-submission is to take place within a period not exceeding 6 months from the date of the official notification to the student of the outcome of the examination (this option is not available in the case of a student who has re-submitted a thesis for examination);

D. that the student be not approved for the award of the degree of Master by Research.

Outcome C is not available in the case of a student who has re-submitted a thesis for examination.

(4) Where examiners are unable to agree on a recommended outcome, the examiners must submit separate independent reports and recommendations to the Academic Office within 10 clear working days of the oral examination and the procedures described in the Code of Practice for Research Degrees must be followed with regards to arbitration.

(5) If, following the submission of corrections under outcome B, it turns out that a student has not appropriately addressed all the issues raised by the Examining Board, at the discretion of the Research Degrees Committee the student may be allowed one further period of a maximum 4 weeks from the date of official notification to complete successfully all the corrections required.

8.16.8 Exit Awards for Master by Research

(1) If a student fails to satisfy the conditions for progression at the end of Part One or fails to satisfy the conditions for award at the end of Part Two, the student may be eligible for an award of Postgraduate Certificate in accordance with Section 6.6.2.

8.17 Regulations for the Degree of Master of Arts (MA) by Research and Master of Science (MSc) by Research

8.17.1 Introduction

(1) The Degree of Master of Arts by Research / Master of Science by Research may be awarded by the University in recognition of the successful completion of a programme of advanced study and research.

(2) A Master's degree is awarded to a student who has demonstrated:

- the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;
- a systematic understanding of knowledge and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice;
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- conceptual understanding that enables the student:
    - to evaluate critically current research and advanced scholarship in the discipline;
    - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

(3) Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
- continue to advance their knowledge and understanding, and to develop new skills to a high level.

(4) Holders will have:

- the qualities and transferable skills necessary for employment requiring:
    - the exercise of initiative and personal responsibility;
    - decision making in complex and unpredictable situations;
    - the independent learning ability required for continuing professional development.

8.17.2 Examination of MA by Research / MSc by Research

(1) The examination process for students of the degree of MA by Research / MSc by Research consists of the independent examination of the thesis by the examiners, who are approved for the purpose by the University.

(2) In some cases the examiners may request that an oral examination be conducted by an Examining Board.

(3) A student of the degree of MA by Research / MSc by Research must be examined on the work submitted by the student. A student may not amend, add to, or delete from the thesis after it has been submitted and prior to examination save with the consent of the Chair of the Examining Board. A student may withdraw the thesis after it has been submitted and prior to the examination, but once a thesis has been withdrawn by the student it cannot be submitted again for examination of the same degree.

(4) Where the submission includes non-textual artefacts the examination process must include a protocol to allow examiners to have appropriate access to the artefacts. This could take the form of an exhibition, recital, or performance, which must occur before the examination in such a way that the examiners are able to reflect on this in their independent reports. The format must be identified at the full research proposal stage; the exact arrangements for access must be approved by the Research Degrees Committee when the Examining Board is nominated and examination arrangements are finalised.

8.17.3 Submission of Thesis

(1) A student's research for the MA by Research / MSc by Research must be completed by the presentation of a thesis embodying the methods and results of the research.

(2) The thesis is to be presented in Welsh or English. The use of brief quotations in other languages is permitted.

(3) To be eligible to submit a thesis, research degree students must be enrolled on the degree for which submission is intended, and have paid all tuition fees due (including any re-examination fee required) and satisfied all other financial obligations.

8.17.4 Access to a thesis

(1) A thesis submitted for a research degree shall normally be openly available and subject to no security or restriction of access. The Research Degrees Committee may approve that a bar on photocopying and/or access to a thesis may be put in place for a specified period of up to 5 years.

(2) The title and summary of the thesis are normally freely available. Restricting access to these will only be approved in exceptional cases by the Research Degrees Committee.

8.17.5 The Examining Board

(1) The function of the Examining Board is to ascertain that the thesis submitted for award is at the appropriate standard, that it is the work of the student who is being examined and that the student displays the attributes expected of holders of the award.

(2) Normally an Examining Board will comprise the following:
- Chair;
- Internal Examiner;
- External Examiner.

(3) In the cases including those where:

(i) the student is a member of staff of the University or of a collaborative partner institution;
(ii) it proves impossible to appoint an internal examiner either from within the University or a collaborative partner institution;
(iii) a special case is made to, or by, the Research Degrees Committee;

the Examining Board shall instead comprise:

- Chair;
- Two External Examiners.

(4) A supervisor (or any individual who has been involved in the supervision of the student) must not be appointed as the student's examiner. Such individuals may, with the prior consent of the student, be invited to attend an oral examination where this is held.

(5) From the point of nomination, the student must not communicate about the thesis with any members of the Examining Board other than the Chair either prior to or following the oral examination until such time as the examination process is completed.

8.17.6 Initial examination

(1) A student's supervisor shall have the right to convey to the Chair of the Examining Board any concerns relevant to the student's research project, the resulting thesis or its examination which the supervisors consider the Board should be aware of prior to reaching a decision. The supervisors shall convey these concerns, in writing, both to the Chair and to the student as soon as practicable after the submission of the thesis.

(2) Each examiner is required to provide an independent preliminary report on the thesis and to make one of the following recommendations to the Research Degrees Committee:

A. that the student be approved for the degree of MA by Research / MSc by Research;

B. that the student be approved for the degree of MA by Research / MSc by Research subject to the satisfactory completion of such corrections and amendments as may be required by the examiner. Normally, corrections shall be completed within 12 weeks from the date of official notification to the student of the outcome of the examination;

C. that an oral examination is required in order to make a recommendation.

(3) Where there is disagreement between the examiners with regard to the outcome, it is expected that there will be liaison between the Examining Board to arrive at an agreed outcome. The Examining Board will designate which examiner will check any required corrections.

(4) Where the outcome is B (either as an initial outcome or as an outcome following an oral examination), it is expected that there will be a joint examiner report and agreed recommendations.

(5) Where both examiners recommend that the student should be approved for the degree subject to to the satisfactory completion of corrections and amendments (outcome B), the student must submit corrections to the relevant examiner in the prescribed time frame. The Chair of the Examining Board should contact both examiners to determine which examiner will scrutinise the corrections.

(6) If, following the submission of corrections under outcome B, it turns out that a student has not appropriately addressed all the issues raised by the examiner(s), at the discretion of the Research Degrees Committee the student may be allowed one further period of a maximum 4 weeks from the date of official notification to complete successfully all the corrections required.

(7) Where one or both examiners recommends that an oral examination is required, an oral examination shall be arranged.

8.17.7 Oral examination

(1) The oral examination may take place either in person or via video.

(2) Following the oral examination, the Examining Board is required to provide a report on the examination and to make one of the following recommendations to the Research Degrees Committee:

A. that the student be approved for the degree of MA by Research / MSc by Research;

B. that the student be approved for the degree of MA by Research / MSc by Research subject to the satisfactory completion of such corrections and amendments as may be required by the Examining Board. The Examining Board may stipulate that the corrections made shall be scrutinised by either or both examiners prior to the award process being initiated. Normally, corrections shall be completed within 12 weeks from the date of official notification to the student of the outcome of the examination;

C. that the student be not approved for the degree of MA by Research / MSc by Research at this stage but that the student is allowed to modify the thesis and re-submit it for examination for the degree of MA by Research / MSc by Research on one further occasion. The re-submission is to take place within a period not exceeding 6 months from the date of the official notification to the student of the outcome of the examination (this option is not available in the case of a student who has re-submitted a thesis for examination);

D. that the student be not approved for the award of the degree of MA by Research / MSc by Research.

Outcome C is not available in the case of a student who has re-submitted a thesis for examination.

(3) Where examiners are unable to agree on a recommended outcome, the examiners must submit separate independent reports and recommendations to the Academic Office within 10 clear working days of the oral examination and the procedures described in the Code of Practice for research Degree must be followed with regards to arbitration.

(4) If, following the submission of corrections under outcome B, it turns out that a student has not appropriately addressed all the issues raised by the Examining Board, at the discretion of the Research Degrees Committee the student may be allowed one further period of a maximum 4 weeks from the date of official notification to complete successfully all the corrections required.

This Chapter is under for review for 2026/27

Chapter 9

Procedural Framework for Collaborative Provision

9. PROCEDURAL FRAMEWORK FOR COLLABORATIVE PROVISION

9.1 Introduction

9.1.1 Collaborative provision is a term used to describe an arrangement where academic credit or academic programmes of study are delivered outside the University, for which the University has either full or partial responsibility, and for which the University awards credit. Such provision is delivered through collaborative partnerships with other institutions ('partner institutions') which includes University of Wales Technical Institutes (UWTI).

9.1.2 Chapter 11, Working with Others, describes other types of arrangements where students study part of their degree with another organisation including, for example, apprenticeships, and joint awards where students do not study at another organisation. Chapter 10, (Microcredentials, Short Courses, Professional Practice Framework, Contributing Partners, External Locations and Accreditation), describes the arrangements where an external organisation contributes to a University programme (Contributing Partner), as well as the arrangements for accrediting the work of external organisations.

9.1.3 University principles, regulations and procedures, outlined within other Chapters and associated appendices of this handbook, also apply to collaborative partnerships and should be referred to as appropriate. Any variations for collaborative provision are clearly indicated.

9.1.4 The arrangements described in this Chapter are overseen at central University level by the Collaborative Partnerships Office. The Collaborative Partnerships Office is responsible for all approval, monitoring and review processes in relation to collaborative partnerships and for advising University and partner institution staff in matters relating to collaborative provision.

9.1.5 The University's approach to collaborative partnerships is based on the following principles:

- that decisions to establish new collaborative partnerships are the responsibility of the Senate and must be informed by detailed and extensive due diligence;

- that any arrangements made shall not be in contravention of the laws, agreements, understandings or principles which are in force within the country or region of the collaboration or are local to the partner institution or apply in respect of any third party involved in the collaboration;

- that any charges made in relation to the University's collaborative provision as a whole will, as a minimum, cover costs incurred by the University in the fulfilment of its associated duties;

- that the precise nature of individual collaborative partnerships shall take account of the partner institution's capacity and academic maturity, and may develop over time;

- that collaborative partnerships shall be academically-driven, and designed to support both partners in developing capability, creating new knowledge and increasing intellectual capital. In turn, this focus on academically-driven partnership could create opportunities for the development of multilateral collaborative networks involving more than one collaborative partner;

- that, ordinarily, all collaborative provision shall be associated with cognate provision within the University. Through such 'academic anchoring' provision will be capable of generating the kinds of mutual academic benefit, and developing the communities of scholars;

- that the University is responsible for the academic standards of all awards granted in its name. The standards achieved by students who are successful in completing collaborative programmes shall be equivalent to the standards achieved by students who are successful on programmes at the University;

- that the University shall ensure that the quality of learning opportunities on collaborative programmes exceed the minimum of acceptable threshold levels at the time of initial validation and that suitable quality enhancement procedures are in place throughout the life of the programme;

- that programmes of study that share the same award title shall have the same main educational aims and programme outcomes and are monitored to ensure consistency of standards across the programmes;

- that the processes developed to support collaborative provision shall be informed by sector best practice, and take account of the UK Quality Code for Higher Education published by QAA and the relevant UK Quality Code**,** Advice and Guidance.

9.2 Types of partnership and modes of provision

9.2.1 Within this overall context, the University has the following types of collaborative partnerships:

- Structural partnerships, within which there is a formal, structural relationship where academic and mission goals are shared. Structural partnerships are likely to include some or all of the following: partnership representation on key University committees and vice versa; the sharing of academic staff (with staff from the University sometimes contributing to programme delivery and other academic activity at the partner institution and vice versa); and the two-way sharing of other resources (including, for example, physical and virtual electronic resources). Structural partners are also referred to as Constituent Colleges.
- Programme partnerships, in which the primary focus of the engagement is the management and delivery of specified academic programmes. Within such partnerships, joint activity is limited to areas that are necessary in order to enable the University to maintain appropriate central oversight of the provision, and so meet its responsibilities in relation to quality and the academic standards of awards.

9.2.2 Within this typology of partnership relationship, several modes of provision are possible:

- Dual award provision - in which, on successful completion of programmes, separate and distinct qualifications are awarded by the partner institution and by the University respectively.
- Validation provision - in which curricula are developed by the partner institution's staff, in liaison with the University's staff, for approval by the University.
- Franchise provision - in which a partner institution adopts existing University curricula, either in their entirety or with some permitted degree of flexibility in modifying the content.
- Articulation links - in which students at the partner institution have direct entry with advanced standing into specified programmes of the University.
- Joint award provision – where, with the express approval of Senate, the University can offer joint awards with other appropriate institutions, which may involve students studying at each of the partners involved in the arrangement (joint award provision where students study only within the University are described in Chapter 10).

9.2.3 The modes of provision are based on the recognition that partner institutions may be at different stages in their academic (and organisational) development and may have different

reasons for seeking a partnership with the University. The University's approach to collaborative provision is designed to ensure that new collaborative partnerships are based on a mode of provision appropriate to the partner institution, but with scope for development as the partnership matures. It is possible for different modes of provision to be approved in a single partner institution.

9.2.4 The University may also offer postgraduate research degrees in collaboration with a partner institution. The specific arrangements governing the approval of research degrees within collaborative partnerships are provided in Appendix CP3.

9.3 Responsibilities

9.3.1 A potential or actual collaborative partnership will involve a number of University bodies and individuals at various times. Given the complexity of arrangements and multi-channel contacts that often occur throughout any given collaborative partnership, key roles and responsibilities need to be established and maintained. This requires an institutional understanding of the various roles and responsibilities of key actors in the process. The following definitions of roles and responsibilities apply throughout the processes that underpin this framework:

The University Senate

9.3.2 The University's Senate is responsible for:

- the approval of all collaborative partnerships;
- the continuation of existing collaborative partnerships;
- the early termination of any existing collaborative partnership agreement;
- the non-continuation of any existing collaborative partnership agreement.

Senior Leadership Team (SLT)

9.3.3 The Senior Leadership Team is responsible for:

- the approval of proposals for the development of new collaborative partnerships;
- the approval to go to Stage 1 of the programme approval process for programmes at collaborative partnerships;
- identifying any action required in response to the Collaborative Partnership Office's annual report on the effectiveness of the management and monitoring of partnerships.

Curriculum Planning Group (CPG)

9.3.4 The Curriculum Planning Group is responsible for:

- the approval of proposals for programmes of study at collaborative partnerships;
- the approval of proposals for major amendments to programmes of study at collaborative partnerships.

The Collaborative Partnerships Office

9.3.5 The Collaborative Partnership Office (CPO) leads, for the University, on the day to day management of all Collaborative Partnerships. Specifically, the CPO is responsible for:

- leading on all new proposals for collaborative partnership approval, including the formal assessment and approvals process;
- leading on the day to day relationship management with all collaborative partnerships;
- monitoring the performance of all collaborative partners and leading on all formal collaborative partnership reviews;

University Academic Institutes

9.3.6 The University has a number of Academic Institutes, through which it delivers academic programmes and provides educational oversight. A senior academic member of staff has overarching responsibility for the discipline oversight of collaborative programmes associated with their Institute. Additional supporting structures are in place in each Institute depending on the scale, range and volume of their collaborative provision.

Within the terms of this framework Institutes have the following responsibilities:

- ensuring that it has an appropriate structure and mechanisms in place to deliver its responsibilities in relation to Collaborative Partnerships;
- providing the necessary discipline input and support in the processes associated with the development, monitoring and review of partnerships;
- providing the necessary discipline input and support in the processes associated with the development, monitoring and review of programmes of study;
- provision of discipline oversight and anchoring of approved programmes within collaborative partnerships;
- the provision, management and oversight of Partnership Team Leaders.

Due Diligence Group

9.3.7 The University's Due Diligence Group is a group consisting of specified University Senior Managers and Officers from across institution. This body within the terms of this framework has the following responsibilities:

- assessment of any legal, financial or reputational risks associated with any proposed collaborative partnership;
- assessment of any legal, financial or reputational risks associated with any proposed significant change to a collaborative partnership. Significant changes include, but are not limited to, matters such as change of ownership, change of location and change of senior leadership of an existing collaborative partner.

Academic Standards Committee

9.3.8 The University's Academic Standards Committee (ASC) is responsible for oversight of the academic standards of the University's awards and the quality assurance and enhancement of its academic provision, wherever delivered, and for overseeing the development and enhancement of the University's portfolio of apprenticeships and technical awards. This body within the terms of this framework has the following responsibilities:

- consideration and validation of all programmes of study proposed under any collaborative partnership;
- oversight of annual monitoring and review processes;
- consideration and approval of revalidations of all programmes of study under any collaborative partnership.

9.4 Processes

9.4.1 In the context of this framework, the University's key processes for managing its collaborative partnerships are:

- initial consideration, including investigation, risk assessment and due diligence;
- partnership approval;
- programme validation and approval;
- provision of appropriate academic and related support;

- monitoring;
- review.

9.4.2 These processes have been developed in the light of sector best practice, the UK Quality Code for Higher Education published by QAA and the UK Quality Code**,** Advice and Guidance: Partnerships.

9.5 Initial consideration, including investigation, risk assessment and due diligence

9.5.1 The process of initiating a new partnership may start with an approach from the prospective partner, or may be initiated by the University. Individuals and Institutes may undertake exploratory discussions with a potential partner, however, it is a requirement that an initial risk assessment has been undertaken, and that it can be demonstrated that the proposed arrangements will, as a minimum, cover any costs incurred by the University in relation to the partnership before proposals are submitted to the Collaborative Partnerships Office. Where the initial contact is from outside an Institute, the Institute with responsibility for the programme area should be involved at as early opportunity as possible. Where the potential partnership may involve more than one Institute, a nominated Institute will lead the initial process. No commitments to the prospective partner institution may be made at this stage.

9.5.2 Once it has been established that a firm proposal for collaboration should be registered, there are two routes that may be followed:

- Where the proposal requires approval from a regulatory body and/or governmental department the external process will be commenced, which will include appropriate consideration and approval by senior managers of the University.
- Where there are no external regulatory considerations, the Collaborative Partnerships Office submits a proposal to the Senior Leadership Team (SLT), using Appendix CP1. Consideration of the proposal by the SLT does not commit the University to any further development.

9.5.3 The SLT will be seeking evidence of the following attributes in prospective partners to inform its decision:

- academic culture and values closely aligned, at institutional and programme levels, to those of the University;
- well-defined and credible academic development aspirations which cohere with those of the University;
- desired provision in one or more areas of academic interest which are cognate with those offered within the University;
- desired provision which does not pose a conflict of interest with an existing collaborative partnership;
- demonstrable academic achievements in the field of scholarly activity;
- capability of delivering programmes at the level of the proposed provision;
- the potential to create a partnership which is capable of delivering clear academic benefits for the University;
- an initial business plan demonstrating that the partnership has the potential to generate financial benefit to the University;

9.5.4 In the event that the SLT approves the proposal for due diligence and detailed costing, the activities undertaken are in four parts:

- Legal due diligence, to establish the statutory and constitutional framework governing the operation of the prospective partner institution and its capacity to enter into a legal agreement with the University.

- Financial due diligence, to establish whether the prospective partner institution is of sound financial standing and has the capacity to meet the financial obligations of a partnership with the University.

- Academic due diligence, to establish whether the prospective partner institution is of good academic standing and has experience appropriate to the proposed collaboration.

- Detailed costings of the proposal based on the mode of provision envisaged. The costing covers all expenses, including an estimate of the University staff resource (both academic and support) that will be required to support the partnership.

9.5.5 The findings of the due diligence process are reported by the Collaborative Partnerships Office to the Due Diligence Group. In the event that the Due Diligence Group concludes that the findings of the due diligence process are satisfactory, it recommends to Senate a formal approval visit to the prospective partner institution is arranged.

9.6 Partnership approval

9.6.1 The process of partnership approval is overseen by the Collaborative Partnerships Office and is usually based on a visit to the prospective partner institution by a University panel appointed by the Collaborative Partnerships Office on behalf of Senate. Details of the arrangements for the approval visit are described in Appendix CP2.

9.6.2 Where the partnership proposal has been successfully approved via an external process (see 9.5.2) an approval visit is not usually necessary. Instead of the visit report (described in 9.6.3) Senate is provided with a report outlining the approval process and all engagements that have taken place with the proposed partner to date.

9.6.3 The outcome of the approval visit is a report to Senate setting out the findings of the panel. The report is normally produced within 20 clear working days of the visit. The report concludes with one of the following recommendations:

- that the institution is approved as a collaborative partner of the University. Approval may be subject to conditions, which must be addressed to the University's satisfaction prior to the next stage in the process, and/or recommendations which must be formally considered by the institution. Where this recommendation is made, the panel also specifies the mode of provision to be offered in the first instance;

- that the partnership is not approved at the current time, but that the University is prepared to consider a partnership in the future, subject to certain conditions;

- that the partnership is not approved as a collaborative partner of the University and that no further consideration should be given to the prospective partnership in the foreseeable future.

9.6.4 When Senate confirms the partner approval:

- a Memorandum of Agreement governing the partnership is prepared by the University;

- the Collaborative Partnerships Office informs the partner institution and the Institute(s) linked to the partnership confirming that approval has been given;

- the partner institution is added to the University's Register of Collaborative Partnerships;

- a Partnership Team Leader is appointed for the proposed programme(s);

- arrangements are made for the approval of individual programmes.

9.6.5 The partnership may not be advertised until the conditions have been met and the Memorandum of Agreement has been signed.

9.6.6 The University recognises that the development of successful collaborative provision hinges on the quality of the working relationships established between the parties concerned in the joint initiative. Differences in the experience of prospective partner institutions and in their internal academic and administrative organisation are likely to be reflected in the development time required to work with a prospective partner institution prior to formal approval of the new partnership.

9.7 Programme validation and approval

9.7.1 A key feature of the University's approach to collaborative provision is the separation of approval of collaborative partner institutions from the approval of individual programmes.

9.7.2 The University recognises that occasionally and with good reason there may be a delay between the completion of the partnership approval process and the commencement of the programme approval processes. Where such a delay is more than 18 months, the University will normally undertake a further visit, based on the principles set out in paragraphs 9.6.1-9.6.6, before the programme approval process commences.

9.7.3 The initial approval of new programmes is the responsibility of the Curriculum Planning Group and the process of programme validation is overseen by ASC. Prior to consideration of detailed proposals by the CPG, approval in principle is required by the SLT to proceed to Stage 1 of the programme approval process. Programme approval and validation activities are undertaken in accordance with the requirements set out in Chapter 4 of the Academic Quality Handbook (AQH) and its associated appendices, including the documentation required to support the process. Additional requirements that apply to the approval process for programmes to be offered through collaborative partnerships are described in Appendices CP3, CP4 and CP5.

9.7.4 When the programme validation process has been completed and the programme is approved for delivery:

- the Memorandum of Agreement is supplemented to reflect the provision approved for delivery by the partner institution;

- the Collaborative Partnerships Office informs the partner institution and the Institute(s) linked to the programme(s) that approval has been given.

- the University's Register of Collaborative Partnerships is updated.

9.8 New Centre approval visits

9.8.1 New centre approval visits may be undertaken where:

- the partnership approval process and/or programme validation process involves a proposal for delivery at more than one site;

- proposed programme modifications involve an additional delivery centre for an existing programme at a partner;

- off-campus provision is approved for an existing programme of study and the programme does not need to be adjusted to fit the location of delivery;

- the partner institution moves to new premises.

9.8.2 New centre approval visits are carried out by one or more representatives of the University. The representatives are normally from the Institute that is linked to the relevant programme area, but may include those from outside the relevant Institute if deemed appropriate. The representative(s) undertaking the visit must be approved by the Vice-Chancellor or their nominee. A proforma (CP11) is completed as part of the process. The proforma is supplemented by additional information provided by the partner and/or visiting representatives. The visit may include meetings with management, academic and support staff, as appropriate. The focus of the visit is to ensure that the location is a suitable, safe environment for the delivery of the proposed University programme(s), with adequate learning support facilities.

9.9 Programme modifications, including changes to mode of provision

9.9.1 The University's procedures for modifying approved programmes are set out in Chapter 4 of the AQH.

9.9.2 Where the proposed modifications involve an additional delivery centre for an existing programme at a partner, the Collaborative Partnerships Office is required to submit Form CP1 to the Curriculum Planning Group for initial consideration and approval.

9.9.3 All proposed modifications must give consideration to existing articulation agreements so that any potential incompatibilities are identified at an early stage and notified to partner institutions and applicants.

9.10 Provision of central and academic support

9.10.1 The key principle underlying the development of the University's collaborative provision portfolio is that of effective central management, which is academically-driven and supports all partners in developing capability, creating new knowledge and increasing intellectual capital. A corollary of this approach is that, ordinarily, all collaborative provision programmes are associated with cognate provision within the University. One of the purposes of this 'academic anchoring' is to ensure that staff in partner institutions have access to appropriate advice and support in their delivery of the curriculum. Academic anchoring also supports the University in meeting its responsibilities in respect of the maintenance of academic quality and standards.

9.10.2 The University also recognises that good communication is vital to ensure that issues arising in operating programmes are addressed in an effective and timely manner by the relevant personnel. The distances involved, not only geographically but also between cultures, require regular contact with named individuals at the collaborative partner institutions to facilitate a commonality of approach and a shared understanding, to ensure that divergent practices do not serve to undermine standards. Staff of the University have a key part to play in helping to create an appropriate, reflective learning and teaching environment at the partner institution. It is expected that there will be continuing dialogue regarding programme delivery and curriculum development, as well as the principles and policies in the areas of Student Cases and Student Representation, Engagement and Support, together with reciprocal visits.

9.10.3 In the context of this approach, collaborative partner institutions establish appropriate programme management structures in liaison with the University. Specific roles are allocated to University staff as described below, however other staff may also be designated to support more complex collaborative provision:

Collaborative Partnerships Office

9.10.4 The Collaborative Partnerships Office has responsibility for the establishment and maintenance of effective working relationships with partner institutions, including the arrangements for continuous liaison on strategic and operational matters, as well as the development, implementation and monitoring of the University's arrangements for assuring the academic quality and standards of the University's collaborative partnerships. This is met through the following:

- managing the arrangements in relation to partner approval, monitoring and review;
- managing the arrangements in relation to programme approval, validation, revalidation and modifications;
- providing advice and guidance to Institutes in relation to their risk management responsibilities;
- working with the partner institution to ensure that the University's quality assurance requirements are met, including the requirements relating to monitoring and providing data to external agencies;
- retaining oversight of the approval of the academic staff appointed to the teaching team in collaborative partnerships (via validation or subsequently approved by the PTL) and maintaining a register of such staff;
- providing general staff development in relation to the University's regulations, policies and processes;
- encouraging scholarly activity and supporting the partner institution to sustain and enhance the suitable learning environment for the validated programme;
- monitoring the adequacy of resources – both human and physical – available to provide an appropriate level of underpinning for the programmes of study;
- providing advice and guidance in relation to the University's policies and procedures for Student Cases, and assisting in implementing these where appropriate;
- monitoring the arrangements made for the admission of students and the application of the approved entry requirements;
- checking the accuracy of published information provided for applicants and students (including promotional materials, web content and programme handbooks);
- ensuring that Partnership Team Leader (PTLs) are appointed, that they carry out their responsibilities as described below and in appendices CP6.

Senior Staff within University Academic Institutes

9.10.5 A senior member of staff within each of the University's Academic Institutes is identified to oversee delivery of collaborative partnership responsibilities within their Institute, as outlined in 9.3.6 and is responsible for the Institute's liaison with the Collaborative Partnerships Office. Responsibilities include monitoring the engagement of the Institute's Partnership Team Leaders with their partnership responsibilities and taking prompt action to ensure that any issues are addressed within the required timescale (for example, identifying cover when a Partnership Team Leader is absent for any reason).

Partnership Team Leader

9.10.6 Each collaborative programme has a designated Partnership Team Leader (PTL) appointed by senior staff in the relevant University Institute in liaison with the Collaborative Partnerships Office. PTLs assist in ensuring that standards of the programme delivered by the partner are consistent with the level of award proposed and help to maintain and enhance the quality of the academic provision. PTLs are supported by Collaborative Partnership Office staff and contribute to the institutional processes of the management of collaborative provision, led by the Collaborative Partnerships Office. It is expected that PTLs will have regular contact with collaborative partners. The responsibilities of PTLs cover a number of different functions as described in Appendix CP6 for taught programmes and CP6d for postgraduate research programmes.

9.10.7 Where partnerships involve several programmes, an Executive PTL will be appointed to oversee all the programmes within the partnership. Where the programmes are located in more than one Institute, one Executive PTL will normally work across the Institutes. Executive PTLs will be supported by one or more subject specific PTLs who will undertake the assessment functions for particular programmes, as described in Appendix CP6b. The responsibilities of EPTLs cover a number of different functions as described in Appendix CP6.

9.10.8 PTLs normally undertake at least one formal visit per academic year to the partner institution. Where an Executive PTL is appointed, the visit will normally be undertaken by them. Where it is not possible to visit, alternative arrangements will be made, such as holding meetings by video call.

9.10.9 Each PTL will be required to submit one monitoring report per semester to the Collaborative Partnerships Office, using the template provided in Appendices CP6a/c/e as appropriate. This may also be forwarded to the relevant Institute Board for consideration. A copy is also sent to the partner institution and relevant Programme Managers, where applicable. Where the PTL has not undertaken a visit, the report should be based on other interactions with the collaborative partner (email, phone, video calls etc).

9.10.10 Where there are programme(s) delivered at more than one location within a single partnership, the required PTL visit may be varied to reflect this, with the approval of the Collaborative Partnerships Office. Variations might include one visit per location per academic year (covering all the programmes delivered at a centre wherever possible); visits undertaken by other members of Institute staff; meetings with staff from one location undertaken as part of a visit to another of the institutions' locations; reports of communications (emails, voice/video calls etc.) forming the basis of a report.

9.11 Monitoring

9.11.1 Collaborative programmes are monitored by the University in accordance with the arrangements set out in Chapter 4 of the AQH.

9.11.2 In addition:

- a summary of matters raised in the partner monitoring reports is prepared by the Collaborative Partnerships Office and presented to ASC for consideration;
- monitoring is provided via the PTL (as described above). Their responsibilities include completing monitoring reports using a University template (Appendices CP6 a/c), which are considered at University level;
- normally, at least one formal visit will be made to the partner institution per academic year. These visits may be undertaken by the PTLs or representatives of the Collaborative

Partnerships Office. There may also be visits related to partnerships review (see paragraphs 9.12.1-9.12.5) or programme (re)validation.

9.11.3 The University retains responsibility for the accuracy of all public information, publicity and promotional activity relating to its collaborative provision. Procedures for approving and monitoring the accuracy of such materials are set out in Appendix CP7.

9.11.4 Where, through its routine monitoring or other engagements, the University becomes concerned that a partner institution is not meeting its obligations, the Vice-Chancellor or their nominee, has authority to require the introduction of measures to provide additional support for the partner institution in meeting those obligations. This may be in relation to the partnership generally or for specific programme(s). The measures, which may include a moratorium on recruitment, are communicated in writing to the partner and progress reports are provided at subsequent meetings of the Academic Partnerships Board until such a time as the difficulties have been resolved or it becomes necessary to recommend that the partnership, or programme(s), is terminated.

9.12 Review

9.12.1 Every University programme is subject to formal revalidation at least every six years. The revalidated programme should normally be completed one year before the commencement of the revalidated programme. Programmes offered collaboratively are reviewed and revalidated by the University in accordance with its standard processes, as set out in Chapter 4 of the AQH.

9.12.2 The overall arrangements for each collaborative partnership are reviewed by the University, normally every 5 years. The detailed arrangements for Partnership Review are set out in Appendix CP9.

9.12.3 In addition, where a new partner is delivering a programme with the University for the first time, an interim review may be undertaken if risks are identified or where there are complex arrangements (such as dual awards). The interim review is normally scheduled to take place either immediately after the first cohort of students have completed the programme (in respect of one year programmes) or after two years.

9.12.4 The detailed arrangements for Interim Partnership Review are set out in Appendix CP8.

9.12.5 The University may bring forward the date of an interim or periodic review in the event that concerns have been raised about a partnership or the delivery of a collaborative programme.

9.13 Articulation links

9.13.1 The University defines articulation links as arrangements whereby students at a partner institution have guaranteed direct entry with advanced standing into specified programmes of the University, subject to fulfilment of certain criteria.

9.13.2 The principles and procedures governing the University's management of articulation links are the same as those for other forms of collaborative partnerships, modified as appropriate to reflect the lower risk involved.

9.13.3 Appendix CP10 Describes the processes in relation to the proposal, approval and termination of articulation links.

9.14 Assessment and external examining

9.14.1 Assessment arrangements for students on taught collaborative programmes, and arrangements for external examining, are made in accordance with the regulations and

procedures outlined in Chapters 6 and 7 of the AQH. In the case of programmes leading to awards of external bodies, arrangements may be made as specified by the relevant external body, provided that they meet the University's minimum requirements.

9.15 Certification and transcripts

9.15.1 The University has sole authority for issuing certificates and transcripts relating to programmes of study delivered in collaboration with partner institutions. The transcript records the name and location of the partner institution, as well as the language of delivery/assessment.

9.16 Terminating collaborative partnerships

9.16.1 As part of the development of a new collaborative partnership, the University gives consideration to the potential withdrawal or closure of that partnership in the future.

9.16.2 In considering whether or not to terminate a collaborative partnership, or to allow a collaborative partnership to expire, the University has due regard for the educational experience of its students registered with the partner institution, and for its legal obligations to those students. It will develop an exit strategy designed to ensure that those legal obligations are addressed, and that academic quality and standards are protected until all students have completed their programmes of study. The exit strategy will ensure that students enrolled on the programmes to be terminated are included in the development of teach-out plans.

9.16.3 Decisions to terminate collaborative partnerships are made by Senate. Such a recommendation may be made following an interim or periodic review of a partner institution, or under other circumstances where it has reason to believe that the continuation of the partnership may not be in the best interests of the University or the partner institution. The process for considering and implementing the termination of a collaborative partnership is described in Appendix CP12.

9.17 Bribery Act 2010

9.17.1 It is the policy of the University that all staff and students conduct business in an honest way, and without the use of corrupt practices or acts of bribery to obtain an unfair advantage. The University recognises that bribery is a criminal offence in most countries and that corrupt acts expose the University and its employees to the risk of prosecution, fines and imprisonment, as well as endangering the University's reputation. The University attaches the utmost importance to this policy and applies a 'zero tolerance' approach to acts of bribery and corruption by any of its employees or third-party representatives (including students).

Chapter 10

Micro-credentials, Short courses, Professional Practice Framework, Contributing Partners, Delivery at an external location and Accreditation

10. MICRO-CREDENTIALS, SHORT COURSES, PROFESSIONAL PRACTICE FRAMEWORK, CONTRIBUTING PARTNERS, DELIVERY AT AN EXTERNAL LOCATION, AND ACCREDITATION

10.1 Introduction

This chapter describes the overall framework in place for the approval and monitoring of short courses, contributing partners and accreditation. This chapter takes into account the QAA Characteristics Statement: Micro-credentials.

Many of the courses discussed in this chapter focus on the upskilling and reskilling of the workforce and in creating accessible pathways into higher education for non-traditional learners. They often serve particular employer and industry needs and are the result of engagement and co-creation between the University and external stakeholders.

10.2 Models of Provision

This chapter covers the approval processes for six different models of provision:

10.2.1 Micro-credentials delivered by the University which are credit bearing;

10.2.2 Short courses delivered by the University which are non-credit bearing;

10.2.3 Programmes delivered with a contributing partner;

10.2.4 Programmes that are part of the University's Professional Practice Framework;

10.2.5 Programmes wholly designed and/or owned by an employer, sector body, or Professional, Statutory or Regulatory Body (PSRB) but delivered by the University;

10.2.6 Micro-credentials delivered by an employer or sector body and accredited by the University.

10.3 Recruitment for and Admission to these courses

10.3.1 For these courses the University defines two different types of recruitment: "open" or "closed".

10.3.1.1 "Open" courses/programmes are advertised publicly, and anyone may apply and register on the course.
10.3.1.2 "Closed" courses/programmes are not advertised publicly (e.g. they are developed for a cohort within a company).

10.3.2 In relation to admission for a micro-credential, the following will be specified:

10.3.2.1 the prior knowledge and/or skills that a learner will need to have in order to succeed on the course;
10.3.2.2 what will be necessary for success on the course, both in terms of engagement and achievement;
10.3.2.3 other courses that are complementary to the one under consideration, including opportunities to develop areas of expertise and potentially build towards a larger recognised qualification;
10.3.2.4 advice on credit accumulation and transfer between providers.

10.4 Micro-credentials/Short Courses

Institutes/Faculties may allow students to enrol on an individual existing module if already validated for modular enrolment or as a micro-credential. The student would normally be entitled to a transcript following the completion of the module.

For any micro-credentials/short courses delivered at an external site, a profile of the proposed partner and the University resources to support the proposed provision (Appendix AC6) is required for initial submission of the micro-credential/short course approval request alongside the appropriate form (Appendix PV1 / PV2f respectively). A site visit, where appropriate, is required as part of the approval process (Appendix AC7).

10.5 Micro-credentials

10.5.1 Introduction

A micro-credential is provision designed and delivered by the University. It is credit bearing and normally less than a year in duration. Micro-credentials are normally 10 or 20 credit modules and must not be more than 60 credits. A micro-credential would not normally constitute an award in its own right on the credit framework (the Credit and Qualifications Framework for Wales) but might contribute to a recognised award through credit accumulation. It can be offered at all levels within the credit and qualifications framework. External Examiners are appointed.

10.5.2 Classification

Micro-credential awards are not classified but follow the rules for progression and award for the appropriate level set out in Chapter 6 of this handbook.

10.5.3 Credits from micro-credentials

Credits from micro-credentials may be applied to University awards through the University's Recognition of Prior Learning (RPL) processes or may be embedded into a validated award. Students who have achieved credits from micro-credentials at other providers may use the University's RPL processes to request recognition of those previously completed credits. The currency of the micro-credentials will be considered as part of the RPL process when an application is made.

10.5.4 Rules for enrolment

Students may enrol on more than one micro-credential during an academic year but should not normally enrol on more than 120 total credits in any given year.

10.5.5 Validation Processes

The initial approval of new micro-credentials is the responsibility of the Curriculum Planning Group (CPG) (via Appendix PV1) and the process of validation is overseen by ASC. Both activities are undertaken in accordance with the requirements set out in Chapter 4 of this handbook and its associated appendices, including the documentation required to support the process. Suite(s) of cohering micro-credentials may be validated as part of a recognised qualification.

10.5.6 Monitoring and Review

Micro-credentials are monitored by the University in accordance with its standard arrangements for annual review, as set out in Chapter 4.

Micro-credentials would normally be "clustered" either with cognate programmes or as groups of micro-credentials. This cluster should normally be identified during the approval process.

Micro-credentials are subject to a revalidation, normally in the fifth year of delivery. Micro-credentials are revalidated by the University in accordance with its standard processes, as set out in Chapter 4.

10.5.7 Student Engagement Principles

In line with the principles in Chapter 5, all students must have an opportunity to feedback formally on their course. Micro-credentials will normally have different systems of academic representation reflective of the credit value and short-term nature of the course. This may include embedded engagement, surveys at the end of the course, designated contacts within the University or Students' Union, or focus group meetings to allow students to feedback on their experience.

10.6 Short Courses

10.6.1 Introduction

A short course is provision designed and delivered by the University. Short courses are non-credit bearing and normally less than a year in duration. External Examiners are not required.

10.6.2 Rules for enrolment

Students may enrol on more than one short course during an academic year but should not normally enrol on more than the equivalent workload of 120 total credits in any given year.

10.6.3 Validation Processes

The initial approval of new short courses is the responsibility of the Curriculum Planning Group (CPG) (via Appendix PV2f) and the process of validation is overseen by ASC. Both activities are undertaken in accordance with the requirements set out in Chapter 4 of this handbook and its associated appendices, including the documentation required to support the process.

10.6.4 Monitoring and Review

Short Courses are reviewed periodically to ensure that they remain appropriate, in line with the validation timelines.

10.6.5 Student Engagement Principles

Short courses normally have different systems of academic representation reflective of the lack of credit value and the short-term nature of the course. This may include embedded engagement, surveys at the end of the course, designated contacts within the University or Students' Union, or focus group meetings to allow students to feedback on their experience.

10.7 Professional Practice Framework

This is a suite of validated credit-bearing modules and programmes that operate as a shell for assessing professional or work-based learning including training and application within practice. Standard limits on the number of credits apply. Defining characteristics include:

- the framework is provided either to an individual learner or to a client cohort;
- students are enrolled;
- the framework comprises University modules and learning outcomes;
- delivery may be provided either by the client or the University;
- the University always undertakes moderation or second marking of assessment as a minimum;
- learner performance is considered at standard University examining boards;
- credits achieved can be in the form of a validated award or occasional modules;
- bespoke student engagement mechanisms are in place for the Framework.

10.7.1 Approval of the client

Any new client must be approved by the University, via the Curriculum Planning Group (CPG) (using Appendix AC3), and may be required to undergo a Due Diligence process via the Due Diligence Group, as described in Chapter 9 of this handbook (see Appendix AC4). A profile of the proposed partner and the University resources to support the proposed provision (Appendix AC6) is required for initial submission of the programme approval request alongside the appropriate form (Appendix AC3). A site visit, where appropriate, is required as part of the approval process (Appendix AC7).

An Institute/Faculty representative will be assigned to oversee a particular client.

Following final approval, the Institute/Faculty informs the client of the outcome and an Agreement is completed, which will include a Service Level Agreement (to be agreed by the Due Diligence Group) and Cost Schedule. This is reviewed every five years.

10.7.2 Revalidation, Monitoring and Review of the Framework

The Framework is revalidated, monitored and reviewed by the University in accordance with its standard arrangements, as set out in Chapter 4 of this handbook.

10.7.3 Validation of a contextualised programme title

The Framework is designed for generic application but in some cases, contextualisation is provided through a specific programme title added to the Framework (approval must be sought via PV1a Major Modification process).

10.8 Credit-bearing provision run with a contributing partner

This is credit-bearing provision where an external organisation (contributing partner) contributes to a validated University provision and should follow normal requirements set out in the AQH. Additional requirements are set out below.

10.8.1 Contributing Partners

The University defines contributing partners as an arrangement where an external organisation contributes to validated University provision with specific learning resources and/or delivery input, typically providing industry expertise. The operational and quality assurance arrangements will be agreed for each contributing partnership and detailed in the agreement between the parties.

10.8.2 Approval of contributing partner

Prior to the approval of the validated provision, the contributing partner must be approved by the University, via the Curriculum Planning Group (CPG) (using Appendix AC1), and will undergo a Due Diligence process via the Due Diligence Group, as

described in Chapter 9 of this handbook. A site visit is required as part of the approval process, where appropriate.

10.8.3 Validation Processes

The initial approval of the new validated provision is the responsibility of the Curriculum Planning Group (CPG) and the process of validation is overseen by ASC. Both activities are undertaken in accordance with the requirements set out in Chapter 4 of this handbook and its associated appendices, including the documentation required to support the process. A risk event will always be included as part of the process, normally organised by the Institute/Faculty. A site visit may also be required as part of the validation process.

10.8.4 Monitoring and Review

The provision is monitored by the University in accordance with its standard arrangements for annual review, as set out in Chapter 4.

The provision is reviewed by the University in accordance with its standard arrangements for revalidation, as set out in Chapter 4.

The overall arrangements for each contributing partner are reviewed by the University, normally every 5 years.

10.9 Provision run by UWTSD at an external site

This is provision where UWTSD delivers provision at any external location rented or hired for the purpose (including existing partners). The approval and validation of the provision should follow normal requirements set out in the AQH. Additional requirements are set out below.

The operational and quality assurance arrangements will be agreed for each partner/location and detailed in the agreement between the parties.

A profile of the proposed partner and the University resources to support the proposed provision (Appendix AC6) is required for initial submission of the programme approval request alongside the appropriate form (PV1/PV1a), which must include a rationale as to why the programme cannot be delivered from an existing University campus.

Students enrolled on provision delivered by UWTSD at an external location are entitled to access the same or equivalent resources as a student at a UWTSD campus (e.g. access to support services, IT, library, etc.). This must be verified as part of the validation process.

10.9.1 Due Diligence

(1) In the event that the Curriculum Planning Group (CPG) approves, in principle, the proposal for Due Diligence and detailed costing, the appointed sub-group of CPG, at the appropriate stage(s) of the Partnerships Approval Process, will undertake and complete partnership due diligence commensurate with the risks identified at the relevant stage. Due diligence must include a review of the partnership's viability to generate financial surpluses, the partner's financial stability, legal standing, academic quality, reputation, ethics and alignment with the University's strategy, values and mission.

(2) The findings of the Due Diligence process are reported to the Academic Partnerships Strategic Standing Group (APSSG). In the event that the APSSG concludes that the findings of the Due Diligence process are satisfactory, it will instigate the appropriate next steps.

10.9.2 Approval visit

(1) Prior to the approval of the validated provision, the external location must be approved by the University, via the CPG.

(2) A site visit is normally required as part of the approval process.

(3) Location approval visits are carried out by one or more representatives of the University. The representatives include members from the Institute/Faculty linked to the relevant programme area and normally an individual from outside the Institute/Faculty.

(4) The representative(s) undertaking the visit must be approved by the CPG. A proforma (Appendix AC7) is completed as part of the process. The proforma is supplemented by additional information provided concerning resources available to students at the location. The visit may include meetings with management, academic and support staff, as appropriate. The focus of the visit is to ensure that the location is a suitable, safe environment for the delivery of the proposed University programme(s), with adequate learning support facilities and access to resources.

(5) Following completion of the visit, the proforma is sent to CPG for approval.

10.9.3 Validation Processes

(1) Following approval by CPG, the process of validation is overseen by ASC. Both activities are undertaken in accordance with the requirements set out in Chapter 4 of this handbook and its associated appendices, including the documentation required to support the process. A site visit may also be required as part of the validation process.

10.9.4 Monitoring and Review

(1) The provision is monitored by the University in accordance with its standard arrangements for annual review, as set out in Chapter 4.

(2) The provision is reviewed by the University in accordance with its standard arrangements for revalidation, as set out in Chapter 4.

(3) The overall arrangements for each location are reviewed by the University, normally every 5 years.

10.10 Programmes wholly designed and owned by an employer, sector body, or PSRB but taught by the University

The University offers a number of externally accredited professional programmes for which the University itself is not the awarding body. The curriculum, assessment and quality assurance strategies for such programmes are wholly determined by the external awarding body, thus limiting the scope for discussion and modification at the validation stage. The procedures described below will therefore normally apply to such programmes.

10.10.1 Approval and Confirmation Processes

The initial approval of new programmes is the responsibility of the Curriculum Planning Group (CPG) (using Appendix PV1) and the process of programme confirmation is monitored by ASC (using Appendix AC5). Both activities are undertaken in accordance with the requirements set out in Chapter 4 of this handbook and its associated appendices, including the documentation required to support the process.

These programmes normally require specific documentation as relevant:

- the application form for PSRB permission to deliver, where such a document is available;
- the syllabus provided by the external body, where such a document exists;
- a programme document using the appropriate University template (see Appendices AC5-AC5a);
- the external accreditation report, centre approval form or other evidence of accreditation of the University by the external body.

10.10.2 Annual Monitoring

These programmes are monitored by the University in accordance with its standard arrangements for annual review, as set out in Chapter 4.

Programmes are subject to a review, in line with the PSRB.

10.11 Programmes designed and taught by clients (e.g. employer, sector body or charity) accredited by the University and not linked to validated provision

University Accreditation is the official recognition, acceptance, approval and monitoring of an external learning and development course or learning provision. Through the accreditation process the University assigns credit to a learning and development course or programme delivered by an external organisation (e.g. an employer). Learners on these programmes are external to the University. Accreditation may take a number of forms, for example:

- In-house learning course;
- Course for specific commercial delivery.

The accreditation process uses UWTSD's academic credit framework to evaluate and quantify such learning in terms of credit points at a particular level. Such recognition is an important contribution by the University to the personal and professional development of individuals and it also operates to quality assure the learning outcomes and assessment of education and training activities delivered by employers and other organisations. The maximum credit recognised per student is normally 60 credits at Levels 4-7.

Appendix AC8 Accreditation Guidance sets out the procedures in relation to:

- Formal process for the approval of the accreditation proposal;
- General guidance for developing the proposal;
- Working with the client;
- Due Diligence and agreements;
- Consideration of the proposal by the Curriculum Planning Group (CPG);
- Post-CPG approval procedures;
- Recruitment and Registration;
- Accredited programme implementation and moderation;
- Payment of fees and cost schedule.

Chapter 11

Working with Others

11. WORKING WITH OTHERS

11.1 Introduction

This chapter outlines how the University, in accordance with the UK Quality Code for Higher Education, ensures the quality of arrangements for students who study as part of their degree with another organisation, be that another University, industry partner or as part of an Apprenticeship scheme. The University recognises that there is a continuum of work-based learning and that different workplace experiences are integrated differently into the curricula. In general, the greater the level of integration in work-based learning, the more formal any agreement between the stakeholders will be. The chapter and its associated frameworks and policies also take into account best practice guidance from the QAA, UUK and bodies such as ASET.

This chapter outlines the University's approach to maintain standards in relation to:

- Recognition of Prior Learning
- International Mobility
- Work placements
- Year in Industry
- Apprenticeships
- Joint Awards

This chapter also outlines the principles for students transferring credits to UWTSD as part of their award.

11.2 A culture of collaboration

There is a culture of collaboration within UWTSD, where students are encouraged as part of their course to engage with outside organisations as part of their studies. Students are encouraged to take opportunities in terms of work placements, internships, or study abroad to enhance their university experience and their own skills and professional development.

The University works with various industry groups and other higher education providers to develop and evolve opportunities available to students.

As detailed in this chapter, a variety of formal mechanisms are in place to ensure the quality of these collaborative engagements. In addition to such formal mechanisms, collaboration also occurs more informally because of the culture of collaboration embedded within the institution.

11.3 Recognition of Prior Learning

The Recognition of Prior Learning (RPL) processes are detailed in the Recognition of Prior Learning (RPL) Policy. The maximum transfer credits per programme type are detailed in Chapter 6, Section 6.3.2 (12-14).

The University recognises that some applicants or students may already have acquired credits based upon formal study at Higher Education level or may have acquired similar knowledge and skills during the course of their working life, whether paid or voluntary. Through the RPL process the University recognises both certificated and experiential learning.

The University defines Recognition of Prior Certificated Learning (RPCL) as the evaluation of acquired learning that has been previously assessed and certificated.

The University defines Recognition of Prior Experiential Learning (RPEL) as the process by which appropriate experiential learning is evaluated and awarded credit.

The Recognition of Prior Learning Procedures enable applicants or students to make a claim for credit for such learning that can be used to gain entry to a programme, exemption from parts of that programme, or advanced standing towards an academic award.

As part of the RPL process, the University recognises credits earned for the purposes of progression and award. Any credits for RPL are not used in the calculation of the final award classification.

Standard recognition of prior certificated learning is the process whereby Recognition of Prior Certificated Learning (RPCL) is facilitated for large numbers of candidates in respect of certificated learning (qualifications such as BTEC, HND, (PG) Certs/Dips or those recognised by ENIC). Further details may be found in the RPL Policy.

Where Professional, Statutory and Regulatory Body (PSRB) requirements place specific restrictions or limitations on RPCL/RPEL this policy does not apply. However, the PSRB cannot set a lower threshold than would apply on other programmes. For such programmes, information on RPCL/RPEL will be sought from the Professional, Statutory or Regulatory Body itself.

11.4 International Mobility

The University takes part in a number of international mobility schemes, which include a range of opportunities for students and alumni of variable lengths. This includes study abroad (credit and non-credit bearing); work, volunteer and research placements; and other types of field work.

The International Mobility Board oversees the implementation of the international mobility framework, which aims to support and enhance the experience of students on international mobility schemes, for example, through pre-arrival, transition and integration support.

11.4.1 Credit Bearing Study Abroad

The University defines Credit Bearing Study Abroad as an exchange where the University either sends or receives students from abroad as part of their study, for which they receive credits. The University has reciprocal student exchange agreements with a number of institutions and also has opportunities for students from abroad to study at UWTSD.

The approval of these study abroad partnership arrangements is overseen by the Academic Partnerships Quality Board. The process for approving partners with whom the University has reciprocal exchange agreements is detailed in the University's International Mobility Policy.

11.4.1 (1) Outgoing Students

The time spent abroad normally takes place during Level 5. Students will be enrolled on the appropriate International Mobility Opportunity Module. In addition to modules completed at the host institution, students will normally be asked to undertake other work as part of this module.

As part of this module, students, in conjunction with the International Mobility Team and Programme Manager, will develop a learning agreement to outline the nature of the optional study abroad placement.

The assessment will be specified in the Learning Agreement. This will include how all of the grades that are obtained at the partner university will be converted to the UWTSD equivalent marks and will then contribute to the degree.

Academic departments will have rigorous conversion practices so that the marks obtained at the partner institution can be converted to the mark system used at UWTSD for incorporation into the overall mark for the module. Students will made be aware that marks will be converted on return.

11.4.1 (2) Incoming Students

The University accepts incoming exchange students through direct application to our programmes. Students may apply through an approved partnership or independently. The requirements for each individual student are agreed with their home Institution.

Incoming Exchange students enrol on existing modules within the UWTSD provision. Students normally select 60 UK Credits (30 ECTS credits) per semester during the exchange. Upon completion of the Study Abroad Programme, the student and student's home institution will be provided with a transcript.

11.5 Work Placements

The University encourages students to undertake work placements as part of their studies where these are available. These work placements may count as credits towards the award. For programmes with accreditation or specific requirements, non-credit bearing work placements may be required to be completed and passed in order for students to achieve that award or to progress (see also 6.3.1 (4) of Chapter 6 of this handbook) . With the exception of students following a professionally accredited programme, it is normally the responsibility of the student to identify a suitable placement for the work-based practice modules. Help and advice to support this can be sought from the Placement Coordinator or relevant lecturers. The work undertaken must be relevant to the Programme of Study. It should also provide opportunities to gain new skills and to build upon current levels of experience and expertise.

The University defines work placements as a period of work experience or internship:

- undertaken as an integral part of a programme, where the achievement of the learning outcomes for the placement is dependent on the arrangements made with the Placement Provider;
- where the student is enrolled at the University during this period; and
- where there is a transfer of direct supervision of the student to the Placement Provider.

Student placements are a partnership between the student, the University and the Placement Provider in which each has specific responsibilities which are detailed in the University Student Placements Protocol.

11.6 Year in Industry (extended placement)

The following principles cover the formal component of a 'Year in Industry', 'industrial experience' or 'research placement', where an identified aim of a programme is for a student to study in an industrial placement for part of or an entire academic year as part of their award. Where the study covers an entire academic year, this will be reflected in the title of the programme (e.g. BEng (Hons) Automotive Engineering with a year in industry).

Where the learning from any period of formal study in industry is a required part of the programme, how the intended learning outcomes of the programme are met is identified in the definitive programme documents.

Institutes/Faculties should ensure that students are fully aware of the requirements of their Programme of Study in undertaking any period of study in industry prior to the student committing themselves to it.

Institutes/Faculties should establish with the placement provider in advance that the placement content will fulfil the student's learning needs and that it is appropriate.

A Year in Industry' is not normally credit-bearing and does not contribute to the award classification but must be completed satisfactorily.

Institutes/Faculties must maintain regular contact with the student and an industrial contact when undertaking a study in industry arrangement with the academic tutor maintaining support for the student (as detailed in the Student Placements Protocol).

The Year in Industry' is normally undertaken during the third year of a four-year Bachelors or five-year Integrated Masters programme. It is not expected that students will undertake an entire year in industry as part of a three-year Bachelors programme.

A student who completes the 'year in industry' but withdraws before completing the Programme of Study on which they are registered will normally receive an exit award as appropriate.

11.7 Apprenticeships

The University offers a range of Apprenticeships in Wales and England. Some of these may be offered in collaboration with external partners. The Apprenticeship Unit co-ordinates all Apprenticeship programmes across the University.

Students completing their award as part of an Apprenticeship scheme are considered for an award under the appropriate award regulation framework (undergraduate or postgraduate) outlined in Chapter 6.

To complete their Apprenticeship, students must complete the requirements of the relevant Apprenticeship Framework (Wales) or Standard (England). For programmes delivered in England, this will be outlined in the Training Plan, and for programmes delivered in Wales, it will be outlined in the Apprenticeship Learning Plan (Wales). The Apprenticeship Unit works with programme teams to ensure that programmes meet the requirements of the appropriate framework or standard and that they meet the recognised characteristics of Apprenticeship provision. The Apprenticeship Unit also liaises closely with individual organisations and with sectors through industrial/employer liaison groups.

Institutes/Faculties should ensure that students and employers are fully aware of the full requirements of their Programme of Study and of the Apprenticeship programme (i.e. the full requirements of the Framework or Standard, including end-point assessment) as part of their programme documentation and induction.

11.8 Joint Awards

Joint award provision is where, with the express approval of Senate, the University can offer joint awards with other appropriate institutions. This may involve students studying at each of the partners involved in the arrangement (Chapter 9) or studying within the University (below).

When students study only within the University on a joint award, the qualification is jointly overseen and there are a range of policies and procedures specific to the award of the qualification. Students on these programmes must be informed of these policies and procedures if they differ from those of the University.

These arrangements may include:

- Joint procedural regulations

- Joint directors
- Steering Group
- Operational Group
- Board of Studies

Chapter 12

Student Policies

12. STUDENT POLICIES

12.1 This chapter describes the overall framework in place for student policies. The purpose of this student-facing policy framework is to foster a culture that provides an inclusive, supportive, and safe learning environment in which all students and staff can flourish and are able to fulfil their personal potential.

A Student Code of Conduct is in place to outline what types of behaviour are not acceptable, and the possible consequences of such conduct. It also details what conduct students can expect from others, and what conduct is expected from them.

All students involved in any of the policies detailed below will be treated with dignity and respect, and appropriate consideration will be given to their wellbeing.

The University aims to ensure that, where appropriate, cases are resolved informally. It aims that both informal and formal cases are resolved swiftly and within published time-lines.

12.1.1 The following policies are available in this area (all policies are published under the Chapter 12 heading on the Academic Quality handbook webpage – within the sub-headings listed below):

Student Support Policies

- Mitigating Circumstances Policy (including , Extenuating Circumstances, Interruption of Studies, and extension to end dates)
- Reasonable Adjustments Policy
- Needs Assessment Protocol
- Student Pregnancy, Maternity, Paternity and Adoption Leave Policy
- Applicant and Student Name Change Policy
- Support for Study Policy and Procedure
- Student Smoke Free Policy
- Guidance for UWTSD Students in Employment

Student Complaints, Appeals and Other Concerns

- Student Complaint Policy
- Academic Appeal Policy
- Fitness to Practise Policy
- Non-Academic Misconduct Policy
- Student Emergency Contact Policy
- Third Party Involvement Policy

Academic Policies

- Academic Misconduct Policy
- Lecture Recording Policy
- Student Code of Conduct
- Student Intellectual Property Policy
- Cancelled, postponed and rescheduled class policy
- Student Privacy Statement
- Open Access Publications Policy
- Engagement Policy
- Research Integrity and Ethics

Admissions Related Policies

- Admissions Policy
- Policy and Procedures for Admissions Feedback, Appeals and Complaints
- English Language Entry Requirements Policy

Safeguarding Students

- PREVENT Duty Policy
- PREVENT External Speakers and Events Code of Practice
- PREVENT Chaplaincy and Prayer Rooms Code of Practice
- Safeguarding Policy
- Student Death Protocol

The policies are reviewed periodically, and changes are approved through the appropriate committee structure.

12.1.2 The University adopts for this overarching framework the key principles of:

- Accessibility
- Clarity
- Proportionality
- Timeliness
- Fairness
- Independence
- Confidentiality
- Improving the Student Experience
- Inclusivity

12.1.3 The framework also aims to ensure that the University exercises an appropriate duty of care, applies principles of natural justice, and complies with all relevant legislation in this area, including:

- Contract and consumer law
- Negligence (duty of care)
- The Human Rights Act 1998
- The Equality Act 2010
- Health and Safety at Work Act 1974
- Natural Justice (fairness)
- Data Protection Act 2018 (and GDPR)
- Counter Terrorism and Security Act (2015)

12.1.4 In addition, each policy specifies which key sector documents underpin the policy and embed best practice.

12.1.5 The University has put a range of measures in place to ensure that students receive clear information about the policies and processes used in this area, as well as appropriate support throughout processes. It is a student's responsibility to ensure that they have read and understood the University's regulations, policies and procedures. Further information and guidance is available from the Academic Office. A student's misinterpretation or lack of awareness of the regulations and procedures will not be considered a valid reason for non-compliance.

12.1.6 The principles outlined in this chapter apply to all students. Each policy outlines how it relates to individual student cohorts.

12.1.7 The student-facing framework is evaluated and reviewed annually to ensure that its policies remain up-to-date and continue to incorporate sector best practice and lessons learned. An overview report is produced annually for Senate and Council, and complaint and appeal numbers are monitored closely as part of Medr's national measures.

12.1.8 The University has a statutory requirement to meet the PREVENT duty guidance under the Counter Terrorism and Security Act (2015). This guidance identifies a range of areas in which universities are expected to take action in order to prevent people from being drawn into terrorism. The University has prepared a Code of Practice which covers all speakers and events hosted by the University, held on University premises, or hosted online, and any such event to which the University is affiliated, has funded, or carries University branding but which takes place off campus.

12.1.9 The University recognises the responsibilities outlined by the PREVENT Duty in relation to faith-related activities, and has outlined our approach to the use and management of faith-related spaces in the PREVENT Chaplaincy and Prayer Rooms Code of Practice.