



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

**University of Wales Trinity Saint David
Collaborative Partner Operations Manual**

**Collaborative Partnerships Office
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1. INTRODUCTION

The University of Wales, Trinity Saint David (UWTSD) was formed through the merger of three institutions: University of Wales Lampeter, Trinity University College Carmarthen and Swansea Metropolitan University. On 18 November 2010 UWTSD was formed through the merger of the University of Wales Lampeter and Trinity University College Carmarthen, under Lampeter's Royal Charter of 1828. On 1 August 2013, Swansea Metropolitan University became part of UWTSD. The University's Royal Charter is the oldest in Wales and England after the universities of Oxford and Cambridge. In 2011 HRH the Prince of Wales became the University's Royal Patron.

The University is completing its merger with the University of Wales (UW). Following the merger, the University 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.

UWTSD'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.

Through its activities the University promotes the values of :

- **Excellent teaching**, informed by scholarship and professional practice, and applied research that influences knowledge and policy in Wales and beyond.
- **Inclusivity** by removing barriers to participation, and supporting people from all backgrounds and circumstances to fulfil their potential.
- **Employability and creativity**, by offering educational programmes that develop entrepreneurial and creative skills, enabling learners to have the best opportunities to gain employment and to contribute to the prosperity of their communities.
- **Collaboration**, through strategic relationships working with others to provide educational and commercial opportunities and to ensure that Wales is connected to the wider world.
- **Sustainable Development**, by behaving in a way which ensures that the needs of the present are met without compromising the ability of future generations to meet their own needs, and by systematically embedding this principle in its approach to teaching and learning.
- **The concept of Global Citizenship**, through the development of multi-national activities and opportunities for its learners, staff and partners.
- **Wales and its distinctiveness**, through embedding the goals of the *Well-Being of Future Generations (Wales) Act* in all of its activities and by celebrating the vibrant culture, heritage and language of Wales.

UWTSD has three main campuses in South West Wales: Carmarthen, Lampeter and Swansea, as well as a campus in London and learning centres in Cardiff and Birmingham.

UWTSD has led the development of a dual sector university structure, known as the UWTSD Group, a framework to enable collaboration with other institutions within the region. As part of this development, Coleg Sir Gâr and Coleg Ceredigion merged into the UWTSD Group in 2013/14 and

are represented on the key academic decision-making bodies within the University, while maintaining their own distinct institutional identities.

The University recruits students from many overseas countries. Its offer to international students includes the opportunity to study the range of undergraduate and postgraduate programmes at its campuses in Wales and London. Its international connections extend across the world and its activities promote the internationalisation of the student experience by encouraging international students to study in the UK, but also encouraging home students to take part in the range of study abroad and exchange opportunities that are offered.

The University also offers programmes of study delivered through collaborative partnerships with other institutions in the UK and overseas. These programmes are expected to achieve the same high standards as those delivered at the University's campuses, under the guidance and regulation of its team of qualified and experienced academic and support staff.

Collaborative provision is important to the University as it enables its programmes to be made available to students from a wide range of geographical areas and offers them a truly global education experience. It is also beneficial to the University's partner institutions, and students studying there, in offering valuable links to higher education in the UK, research and staff development opportunities, opportunities for student progression and the benefits available to all University of Wales Trinity Saint David alumni.

The types of collaborative partnership which the University engages in are defined as follows:

- 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. Partner institutions in programme partnerships may be designated Associate Colleges of the University if they meet the required criteria and are approved by the University Council.

Within these types of partnerships, five modes of provision are possible¹:

- Dual award provision - in which, on the 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.
- Off-campus provision - in which University staff deliver and assess a programme of the University in a partner institution. Delivery may be supported through the provision of academic, pastoral and/or administrative support by the partner institution's staff. In

¹ In addition, with the approval of Senate, the University can offer joint awards with other appropriate institutions.

common terminology, such partnerships may also be described as 'tutor-supported' or 'outreach' partnerships.

- Articulation links - in which students at the partner institution have direct entry with advanced standing into specified programmes of the University.

It is the University's policy that students studying for its awards at partner institutions should have a comparable experience to those studying at one of the University's campuses, with access to the same level of facilities and advice. Therefore, the quality assurance procedures in place at the University are also applied to its partner institutions. The operation and scope of the collaboration is defined by the details, regulations and procedures contained in:

- The report of the Partnership Approval.
- The Definitive Programme Document, produced for programme validation.
- The Memorandum of Agreement signed by the Principal/Vice-Chancellor of the two institutions.

For any collaboration to work effectively there must be a good working relationship between the partners, which is generated by formal and non-formal contact established over a period of time. Opportunities for contact between respective colleagues are provided through attendance at examining boards and staff development events, visits by University Partnership Team Leaders (PTLs) (see section 10), as well as ad-hoc contact by academic and administrative staff for a variety of purposes.

About this Manual

This Operations Manual has been written primarily for the guidance of partner institutions, although much of the information it contains will also be relevant to University staff involved in collaborative partnerships. The aim of the Manual is to provide a general guide to operating a collaborative programme, and to confirm the University's commitment to providing a quality service to its partner institutions, to enable them to operate effectively. Throughout the Manual hyperlinks have been used to relevant supplementary information.

It is understood that some partner institutions recruit students at different times in the year, but there are certain processes that will still need to meet the University's academic year deadlines, such as the submission of Annual Programme Review (APR) reports. Partner institutions that have any questions or concerns regarding how the activities below might affect them, should not hesitate to contact the Collaborative Partnerships Office to discuss this (contact details are provided in section 10).

It is especially helpful if partner institutions that have more than one intake a year track the needs associated with each cohort and progress the administrative arrangements on time. It is important to remember that, in addition to administrative issues, there will be other tasks and procedures to be undertaken, such as the approval of assessment materials. There will also be certain activities which will need to be maintained throughout the year, such as the notification of student withdrawals, extenuating circumstances requests, module evaluation forms, publicity materials and minutes from Staff Student Committee meetings. It is vital that any relevant information is received as soon as possible, so that the University's programme and student records can be kept up-to-date.

1.2 The Academic Quality Handbook

The University's Academic Quality Handbook (AQH), with its associated policies and appendices, is designed to provide guidance and act as a source of reference for the principles, regulations, procedures and administrative practices upon which the University's quality assurance mechanisms are based. The AQH is available to partner institutions electronically, at <http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>.

The handbook covers a broad range of areas, including the academic regulatory framework, the University's internal committee structure and quality assurance systems. The principles, regulations and procedures outlined within the handbook apply to all academic activities and should be adhered to wherever it is appropriate to do so. As a manual of good practice, the processes and procedures outlined will be reviewed and updated regularly and in response to changing circumstances and experiences. Partner institutions will be informed of changes to regulations, processes and procedures in writing.

The AQH consists of chapters, which have associated policies and appendices. The appendices can be found separately at <http://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>.

This manual includes content from the AQH and refers to the appropriate chapters and appendices for further details, as applicable.

2. PARTNER AND PROGRAMME APPROVAL

2.1 International Affairs and Collaborative Partnerships Committee

Within UWTSD, oversight of academic quality and standards is the responsibility of the Academic Standards Committee (ASC), which reports to the Senate, the most senior academic committee. There is also an International Affairs and Collaborative Partnerships Committee (IACPC), which oversees the University's arrangements for collaborative provision. Specifically, IACPC reports to the Senate on arrangements relating to initiation, development, monitoring and review of the University's collaborative provision, and supports ASC in advising the Senate on matters relating to the academic quality and standards of that provision. In addition, it leads on the strategic development of the University's International Strategy and opportunities and support for international activity.

The Terms of Reference for all of the University's committees can be found in Chapter 2 of the AQH, <http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>. 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

These processes have been developed in the light of sector best practice, the Quality Assurance Agency's (QAA's) UK Quality Code, expectations and practices, and the accompanying advice and guidance and characteristics statements relating to managing higher education provision in partnership with others, <https://www.qaa.ac.uk/quality-code>

2.2 Approval process

A key feature of the University's approach to collaborative provision is the separation of approval of partner institutions from the approval of individual programmes. The University will not consider the delivery of individual programmes until the partnership approval process has been successfully completed to the satisfaction of Senate, with all conditions met and recommendations considered and acted upon where appropriate.

The University's approval process for new partnerships commences at the corporate level with the submission of a proposal (on Form CP1, available from <http://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>), which includes an initial risk assessment and initial costing, to the Senior Management Team (SMT). The proposal includes a clear indication of the mode of provision envisaged in the first instance. Prior to that there will have been exploratory discussions led by individuals or institutes within the University. (There is a separate process for proposals for articulation links, which is detailed in section 9.14 of Chapter 9 of the AQH, <http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>).

Following consideration of Form CP1, SMT takes one of the following decisions:

- To approve the proposal for due diligence and detailed costing
- To approve the proposal for further investigation at the appropriate time
- To ask for further information, clarification or discussion
- Not to approve the proposal

After a proposal has been given formal approval to proceed, the next steps are to complete due diligence and detailed costing, which is undertaken 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. This activity will normally be overseen by the Associate Pro Vice-Chancellor (Corporate and Quality), who will provide advice on whether or not the findings are satisfactory.
- 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. This activity will normally be overseen by the Deputy Vice-Chancellor (Finance and Planning), who will provide advice on whether or not the findings are satisfactory.
- Academic due diligence, to establish whether the prospective partner institution is of good academic standing and has experience appropriate to the proposed collaboration. In respect of overseas institutions, this will include consulting as appropriate with the British Council and relevant government agencies. Where appropriate, it will also include consultation with relevant professional, statutory and regulatory bodies. This activity will normally be overseen by the Head of Collaborative Partnerships (Operations) who will provide advice on whether or not the findings are satisfactory.
- Detailed costing of the proposal based on the mode of provision envisaged. The costing covers all expenses, including an estimate of the University staff (both academic and support) resource that will be required to support the partnership. The costing will normally be undertaken by the Finance Department, in liaison with the Institute concerned, using the proforma provided in Appendix CP2.

The findings of the due diligence process are reported by the Collaborative Partnerships Office to a Standing Group designated by IACPC. In the event that the Standing 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.

2.2.1 Partnership approval

The process of partnership approval is overseen by the Collaborative Partnerships Office and is based on a visit to the prospective partner institution by a University panel appointed by the Collaborative Partnerships Office on behalf of Senate. The purpose of the visit is to ascertain the following:

- That there is sufficient evidence to demonstrate that the prospective partner institution is of appropriate academic standing.
- That the learning environment, including the human and physical resources, is or can be made appropriate to the standards of UK higher education.
- That the prospective partner institution has an understanding of the administrative and quality assurance requirements of UK higher education and will be able to fulfil those requirements.
- That staff are appropriately qualified, familiar with the requirements and ethos of higher education, have an understanding of UK assessment requirements, and will be able to deliver academic programmes successfully in collaboration with the university.
- That the prospective partner institution and its staff have experience appropriate to the mode of provision envisaged, and that the learning environment is appropriate to that mode of provision.
- That the University's understanding of the local operational context, such as registration with regional and/or national governments and/or regulatory bodies, is accurate, so required actions can be confirmed.

- That where the proposed collaborative partnership is to be delivered/assessed in a language other than English or Welsh, the University is able to support the prospective partner institution via the agreed procedures outlined in the policy for delivery and assessment in languages other than English or Welsh.

The visit provides an opportunity to have discussions concerning the development of the curriculum; the development of specific resources to support the proposed collaboration; and identify the key staff involved at the institution and at the University.

The duration of the visit is determined by the University. Arrangements are made by the Collaborative Partnerships Office in liaison with the prospective partner institution. The visit includes, as a minimum:

- Meetings with the senior management of the prospective partner institution.
- Meetings with a group of students of the institution, including elected student representatives
- Meetings with the teaching staff of the institution.
- (Where the proposed provision includes postgraduate research degrees) meetings with research supervisors.
- Meetings with the staff responsible for the provision of learning resources, student support and student administration.
- Scrutiny of the institution's learning and teaching facilities, and other facilities for students.
- Scrutiny of the records of the institution's academic committees, including those involving the participation of students.
- Scrutiny of the institution's admissions policy and records of examining boards, together with the institutions procedures for maintaining student records.
- Scrutiny of external examiners' reports and other reports by relevant external bodies.
- Scrutiny of prospectuses and other examples of publicity and marketing, together with the institution's procedures for ensuring that such information is complete and accurate.

The outcome of the visit is a report to Senate. setting out the findings of the panel. 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.

In the event that Senate approves the institution as a collaborative partner of the University, the Chair of the approval panel is responsible to IACPC for ensuring that the institution is aware of any conditions of approval and for confirming to IACPC and Senate when such conditions have been met.

When the conditions of approval have been satisfied a Memorandum of Agreement governing the partnership is prepared by the Collaborative Partnerships Office for signing by the Vice-Chancellor. The Memorandum of Agreement will be supplemented in due course to reflect the provision approved for delivery by the partner and the agreed financial schedule. The document is held by the Collaborative Partnerships Office.

The partnership may not be advertised until the conditions have been met and the Memorandum of Agreement has been signed.

2.2.2 Programme validation and approval

The initial approval of new programmes is the responsibility of SMT and the process of programme validation is overseen by the University's Academic Standards Committee (ASC). Both activities are undertaken in accordance with the requirements set out in Chapter 4 of the AQH, <http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>.

Upon approval by SMT, the designated administrator shall provide the Institute and the partner institution with a schedule of deadlines to support the validation.

Validation will consist of a number of processes comprising:

- Preparation of initial draft documentation
- External and internal scrutiny and comment on initial draft documentation
- Scrutiny and sign-off of externally/internally approved draft documentation
- Where appropriate, a formal meeting to consider any identified risks
- Preparation of final draft documentation

Preparation of initial draft documentation

The preparation of initial draft documentation for validation is undertaken by a Programme Team at the Collaborative Partner, in liaison with staff identified by the relevant Institute at the University. The precise nature of this activity will vary depending on whether the programme already exists at the University or whether the programme has been designed by the partner in liaison with the University.

In all cases the documentation required takes the form of:

- A draft Programme Document and accompanying narrative document
- A Resources Document
- Written confirmation from an external advisor and specified University officers that the programme is consistent with requirements and that any significant issues identified during the programme development process have been resolved
- Confirmation by the Dean of the Institute that the approval process has been completed satisfactorily

The draft Programme Documents must be prepared in accordance with the relevant University templates (Appendices PV2a, PV2b and PV3, found at <http://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>).

Where the proposed programme is to be delivered in both Welsh and English, the draft Programme Document must normally be submitted in both languages. Where this is not feasible at the point of submission, a bilingual statement setting out areas of difference between the Welsh and English versions of the programme must be provided in the accompanying narrative document. The final, definitive version of the Programme Document (DPD) must be produced in full in both languages.

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.

In devising the assessment strategy, the Programme Team must consult the Assessment Equivalence Policy (Appendix PV4, found at <http://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>), which sets out the normal minimum and maximum assessment workloads for modules of different credit values at each level. Where the proposed assessment workloads differ from Appendix PV4, an explanation is required in the accompanying narrative document.

If the proposed programme makes use of existing modules, the Programme Team must consult the Programme Team(s) for other programmes which make use of the module(s). In considering proposals, the Institute may recommend changes to existing modules to ensure that they form an integral part of the new programme.

Indicative reading lists (with essential and further reading) are included in the module descriptors presented for validation. Following validation it is the partner institution's responsibility to ensure that reading lists are kept up to date.

In finalising the initial draft Programme Document, the Programme Team must ensure that there has been meaningful engagement with potential students or students from similar programmes in order to seek student input on the design of the programme and appropriate student participation in the validation process. Details of the involvement of students should be provided in the accompanying narrative document.

External and internal scrutiny and comment on initial draft documentation

The Programme Team should seek the written comments of one external adviser, nominated by the University Institute in accordance with criteria specified by the University and approved by the Academic Office. A written report from the external adviser, and a summary of actions in response to any comments received, must be included in the final validation documentation.

The Programme Team will also seek written feedback from relevant University officers on the proposed programme, that the programme is consistent with the particular requirements of the relevant University officer's remit. Where the relevant University officer raises any queries or potential issues with the proposed programme, a summary of any actions taken in response (and, where appropriate, an amended version of the proposed programme) must be submitted to that relevant University officer for final approval.

Formal Meeting

After the draft Programme Document has been considered by the external adviser and the relevant University officers, a formal meeting may be held. It is expected that a formal meeting will be required for programme validation at partner institutions.

The meeting will normally take place at the partner institution and includes:

- An opportunity for University staff to visit the learning and teaching facilities relevant to the proposed programme(s), and to look in detail at the library and technical resources available. (Where the programme is to be delivered at more than one location, visits to other locations may have already taken place as part of the partner approval process and/or via a new centre approval visit; the approved reports of these visits will inform the programme approval process for those locations).
- Consideration of the arrangements proposed by the University and the partner institution for managing the delivery of the programme(s), including liaison and quality assurance arrangements, the management of student records and the identification of key staff.

Where a formal meeting is not held there will normally be a New Centre Approval visit and documentation for existing programmes of study will be amended, as per the requirements for programme modifications.

The focus of the meetings shall be the partner's capacity to deliver and/or support programme(s), rather than the academic content of the programme, which will have been considered during the preparation of the draft documentation.

Specific Terms of Reference and Membership will be agreed by the Chair of the formal meeting in consultation with the Collaborative Partnerships Office².

Where the outcome of the formal meeting is that significant changes are required to the draft Programme Document or narrative document, then the amended documentation should be referred back to the external adviser and the relevant University Institute for reconsideration as appropriate.

Preparation of final draft documentation

The Programme Team should prepare the final draft documentation for validation which consists of the Programme Document, a report from an external adviser with responses, completed confirmation for all relevant University officers, and, where a formal meeting has taken place, the report of the meeting. The Programme Team will submit the final draft documentation to the relevant Dean of Institute for consideration.

The relevant Dean must produce a confirmation that:

- The Programme Team has sought to engage students in relation to the design of the programme and involve them in the validation process
- Appropriate actions have been taken in response to the comments of the external adviser
- The relevant University officers have confirmed that the programme is consistent with the particular requirements of their remit
- Where appropriate, a formal meeting has been held to consider any identified risks and appropriate actions have been taken in response to the findings of such a formal meeting.

The Academic Office and Collaborative Partnerships Office will arrange for the confirmation to be presented to ASC for consideration. All relevant Institute-approved documentation is made available to ASC.

ASC will consider documentation presented and determine whether the documentation can be approved, or whether it cannot be approved in its current form and should be returned to the Institute for revision.

Where ASC determines that the documentation cannot be approved, it must provide a clear explanation of the areas of concern and may suggest appropriate steps to be taken to address such concerns. The staff identified by the relevant Institute at the University will submit the final Definitive Programme Document (DPD) to the Academic Office.

The validation process is considered complete when ASC approves the documentation.

² Where the proposed provision includes research degrees, at least two members of the University staff will have direct experience of the management of research degrees. The Collaborative Partnerships Office will consult with the Research Degrees Committee (RDC) in advance of the meeting to ensure that deliberations take place in the light of the University's requirements for research degrees' management.

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.

When validation has been completed:

- The Memorandum of Agreement is supplemented to reflect the provision approved for delivery by the partner institution.
- The Collaborative Partnerships Office writes to the partner institution and the parent Institute confirming that approval has been given.
- The University's Register of Collaborative Partnerships is updated by the Collaborative Partnerships Office.

Following completion of the validation process, the collaborative partner is responsible for ensuring that a Programme of Study Handbook is produced and distributed to students, normally during the first week of study. The Handbook must be produced in accordance with the template provided in Appendix PV8c or PV8d for postgraduate programmes, found at <http://www.uwtsd.ac.uk/academic-office/appendices-and-forms/> and may be supplemented by additional materials as appropriate.

A programme of study will be subject to a formal revalidation in the fifth year of delivery or sooner.³ 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.

The full process for partnership approval and validation is described in the AQH <http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>.

The Credit and Qualifications Framework for Wales (CQFW), which gives details of the credit-rating system used by the University, can be found at: <http://wales.gov.uk/topics/educationandskills/qualificationsinwales/creditqualificationsframework/?lang=en>

The UK Quality Code Subject Benchmark Statements can be found at: <https://www.qaa.ac.uk/en/quality-code/subject-benchmark-statements>

2.3 Definitive Programme Documents

The University has taken the view that the definitive record for each of its programmes will consist of the final version of Definitive Programme Document produced for validation (and updated for revalidation).

Programmes that are delivered at several locations will have customised versions of Definitive Programme Documents where differences exist.

Definitive Programme Documents, or relevant extracts, should serve to inform key stakeholders (students, prospective students, employers and staff) of the educational aims and outcomes of each programme. Partner institutions should ensure that Definitive Programme Documents are used as the reference point to produce and disseminate public information for stakeholders.

³ If a programme is already validated at the University, the programme may be due for revalidation earlier. The partnership itself will be reviewed either immediately after the first cohort of students have completed the programme (in respect of 1 year programmes) or after 2 years for new partners (interim review), with a partnership review taking place at least every 5 years.

2.4 Memorandum of Agreement

A Memorandum of Agreement (MoA) is signed with a partner institution, initially after the successful partnership approval event. Thereafter, a new MoA will be produced after each Partnership Review. UWTSD's MoAs consist of an overarching institutional memorandum, appendices detailing University and partner responsibilities and programme and financial details. The overall memorandum outlines the responsibilities of both the University and the partner institution in areas such as academic responsibility, admission and enrolment of students, programme delivery and management, assessment, support to students, copyright and termination of the agreement. The University also produces a programme supplement that includes information specific to the programme, such as the validation report and Definitive Programme Document.

The overall memorandum is signed by the University's Vice-Chancellor and the Principal (or equivalent) of the partner institution, following partner approval and a copy of it is sent to the partner. The appendices detailing programme and financial details are produced (and signed) after programme validation.

If another programme is subsequently validated to the partner institution before a partnership review takes place, the existing Memorandum of Agreement will remain in force but an addendum will be issued in respect of the programme and financial details and an additional programme supplement will be produced in respect of the newly validated programme; these will be subject to the agreements in the original Memorandum.

3. FINANCIAL ARRANGEMENTS

3.1 Financial Arrangements for publicly funded institutions based in Wales

Details of financial arrangements, including the charge payable to the University are subject to annual review by the University. This charge encompasses the academic and administrative time and other costs involved in meeting the obligations of this Agreement, and includes the payment of fees and expenses by the University to its external examiners. Fee levels must be agreed by October each year for the forthcoming academic year.

The fees for any provision (FT and PT) at a structural partner must not be less than those set by the University, unless agreed in advance by both parties. Full-time fees will be collected by the University and dispersed to partner institutions. Partner institutions will process and collect part-time fees.

The University is responsible for confirming the students and changes of circumstances on the SLC database.

3.2 Financial Arrangements for institutions based outside Wales (or private institutions based in Wales)

An agreed fee per student is paid by the partner institution based on the mode of provision. It is the responsibility of the partner institution to collect fees from students and to make payments for their students to the University. At the discretion of the University, the partner institution may be refunded fees for any students who withdraws up to two calendar months after enrolment.

There is usually an agreed minimum institutional payment and partner institutions reimburse the University, at cost, for the travel and accommodation costs for two visits by up to two members of the University's staff to the study location each academic year.

Payments shall be made within 30 days of the date of issue of an invoice from the University's Finance Office. The University shall not register any further students for the partner if invoices are outstanding.

Payments will be reviewed annually and notice of changes shall be issued not less than three months before their implementation.

4. ACADEMIC STANDARDS

The University is committed to ensuring that the academic standards achieved by its students, including those delivered under collaborative arrangements, are appropriate and compare favourably with those achieved in other UK higher education institutions. Consideration of academic standards features in the partnership approval process, programme validation, in the assessment of students and in the assurance of the quality of programmes.

This section details assessment procedures for all taught programmes of study. For information on postgraduate research degrees please see section 5.

4.1 Delivery and Assessment

Delivery and assessment methods will have been set down in the original Definitive Programme Document prepared by the partner institution within the validation stage and these will have been ratified, or made the subject of specific amendments as a part of the approval process. These, and further details included in the Memorandum of Agreement, will form the basis for the delivery and assessment of the programme. Guidance on delivery, assessment and examinations issues appear in the University's AQH. Help and advice is also available from the Partnership Team Leaders and there are many examples of good practice, where the University works together with partner institutions in relation to delivery and assessment, which include:

- New partners being offered module handbooks, sample dissertations and other course-related material by the University.
- Partner institutions taking the lead in re-designing assignment briefs.
- Staff from partner institutions meeting annually with University staff and/or staff from other partner institutions to second mark or moderate assignments and/or dissertations to ensure common standards of assessments are being implemented.
- Visits by partner institution staff and students to the University's campuses.

4.1.1 Assessment Principles

The University's principles in relation to assessment are as follows:

- Rigorous assessment procedures are essential for the maintenance of appropriate academic standards.
- Assessment is reliable, consistent, fair and valid. (4) Assessment design is approached holistically
- Assessment is inclusive and equitable.
- Assessment is explicit and transparent.
- Assessment and feedback is purposeful and supports the learning process.
- Assessment is timely.
- Assessment is efficient and manageable.
- Students are supported and prepared for assessment.
- Assessment encourages academic integrity.
- 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.
- Students are provided with opportunities to experience a range of different kinds of assessment.
- 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.

- External examiners are appointed for all provision that leads to an award.
- Where programmes are offered in partnership with other institutions, memoranda of agreement confirm that assessment and examination arrangements are the responsibility of the University.

The full assessment procedures for taught programmes are described in Chapter 7 of the AQH, which is accessed via <http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/> .

4.1.2 Assessment tasks (including written examinations)

Partner institutions are asked to liaise with the host Institute to establish that their intended assessment periods will allow assessments to be marked in time for examining boards, whether they are held at the University or at the partner institution.

All assessment tasks prepared by staff at partner institutions must be cleared by the host Institute staff before being issued. Draft assessment tasks and a timetable for assessments should be forwarded to the University three weeks before the start of the semester in which they will be set. The tasks will be considered by academic staff and external examiners using the same procedures used internally at the University. Copies of the amended tasks will be kept on file and the amended tasks will be returned to the partner institution as soon as possible. Assessment material should be sent to the Institute in a secure format and partner institutions should contact their Partnership Team Leader (PTL) for guidance on the process.

All students must be provided with information relating to assessment as follows:

- The learning outcomes to be assessed in each module
- The assessment criteria to be used
- The methods and dates of assessment tasks, including information about the format of examination papers, and the length and nature of written or other types of assignments
- Where group working is to be assessed, the information about the methods to be used to apportion marks must be provided
- A schedule of assessment tasks associated with each module
- An indication of how and when they will receive feedback.

The arrangements for submission of work for assessment and the deadlines by which submission is required must be explained clearly to students.

For validation programmes staff at partner institutions are expected to:

- Develop assessment tasks and examinations, ensuring that methods of assessment are prepared and approved in line with the procedures in the AQH
- Liaise with external examiners to secure the approval of assessment tasks.

For franchise programmes staff at partner institutions are expected to:

- Contribute to the preparation of assessment tasks as required by the University, and comply with University timetables and deadlines for all aspects of the student assessment process, including the completion of mark sheets and submission of data
- If required, liaise with external examiners to secure approval of assessment tasks.

4.1.3 Procedures for written examinations

Where the programmes at partner institutions are based on existing UWTSd curricula the University, via its Registry department, will inform partner institutions of the dates for written examinations.

Where the programmes at partner institutions are not based on UWTSD curricula or where a degree of flexibility has been permitted in respect of UWTSD curricula, the partner institution should include the dates of written examinations in the timetable for assessments sent to the Institute.

Preparation of examination papers

Partner institutions should ensure the question papers are kept in a safe place, as required by the University's regulations, until the day and time of the examination.

Prior to the examination period, Partner Staff should check the examination papers to ensure that the module code, module title and exam duration are consistent with the information given to students and that the number of copies available is at least 3 more than the number of expected candidates.

Preparation for Examinations

A seating plan should be produced for each examination session to facilitate the laying out of examination papers. A copy of the plan should accompany the examination papers and a further copy should be displayed outside the examination room enabling students to find out where they are sitting prior to entering the examination room.

Each examination desk should be allocated a reference number denoting the table's location in the examination room, e.g. C7 can be located in column C row 7. Every seating plan should have a number of spare unallocated desks to accommodate any students that have been omitted from the examination schedule.

The day before each examination Partner Staff should:

- Contact all lead invigilators allocated for the next day to remind them of the details of their invigilation duties
- Ensure that the seating plan is prepared.
- Set out the examination room in preparation for the first exam scheduled for the following day
- Ensure that an adequate supply of examination scripts, of the appropriate number of pages, is available in the examination room
- Ensure that there is an adequate supply of stationery (treasury tags, pens, etc.) on the invigilator's desk.
- Ensure that arrangements have been made for any particular equipment needed for the following day e.g. computers, calculators
- Where applicable, ensure that keys or access passes are ready for the following day.

Procedures for the Examinations

Staff should distribute the session's examination papers to the examination room 30 minutes prior to the commencement of the said examinations.

The duty Invigilator(s) should lay out the examination papers in accordance with the seating plan.

In addition to the examination booklet and examination paper, each table should have an attendance slip.

The question papers should be placed inside the examination booklet so that the details are visible (module code, title and length) while ensuring that none of the questions are visible. This enables candidates to check that they've got the correct examination paper without seeing the questions.

Different questions in the same examination paper are sometimes marked by different tutors. Therefore tutors sometimes ask that students be instructed to answer groups of questions in different examination booklets so that they can be separated for marking. In this event, the number of pages per booklet should be adjusted accordingly.

All unused examination papers should be placed back in the envelope in which they arrived.

Once seated students must fully complete and sign their attendance slip.

In the event a student not scheduled to sit the examination presents him/herself for examination, a spare seat will be allocated. (Each set of examination papers will include spare copies)

Where applicable, students should place their institution ID card on their desk. Invigilators should confirm identification by reference to the ID. Should the Student not have ID, they must remain in the examination room until the examination has finished. Staff should then confirm their identity on the Student record system.

The attendance slips should then be collected and checked off against the attendance register, which will have accompanied the examination papers. If a student's name does not appear on the register, the student's name and student number should be added. Once completed and signed, the report should be placed in the envelope provided along with the attendance slips ready to accompany the examination papers back to the designated staff.

At the end of the examination session, the collected examination scripts for each module should be counted and checked against the number of students on the attendance report. Any discrepancies should be investigated and reported to the designated staff.

A copy of the corresponding examination paper should be placed inside the front cover of the uppermost examination script for each batch of examination scripts for the marking Lecturer.

The scripts should be ready for collection from the designated staff approximately 2 hours from the end of the examination. On no account are the scripts to be collected directly from the examination room.

If there is a problem with a particular examination paper, staff should contact the Module Tutor. Examples of problems with an exam paper are:

- Unclear examination instructions;
- A student claiming they have been given the wrong paper;
- A student claiming that a 'seen' paper is different from the one that was distributed in advance.

In the absence of the Module Tutor, some problems may be resolved by reference to the Programme of Study handbook. For example if the length of time allocated for the examination on the examination paper differs from the time indicated on the examination timetable.

In the event of an administrative problem, there should be a named designated contact for the Invigilator/students. Problems could include:

- The failure of an invigilator to arrive at the time indicated on the timetable

- Suspected misconduct

Invigilators should ensure that they have a charged mobile phone available in the event that they need to contact the designated staff during the examination.

The following documents are available from the Collaborative Partnerships Office:

- Examination Questions Template
- Points to note at start of each examination session to be read by the Invigilator
- Guidance for invigilators
- Invigilator's report form

Following the examinations

Scripts will be marked by partner institution tutors and samples supplied to the University before being sent to the external examiner, as per 4.2.3 below. If there is an incident that the invigilator feels may influence the students' performance, they should complete the invigilator report form and forward it to the University's Registry department

4.1.4 Setting tasks for re-assessment

Where an Examining Board has determined that a student is to be re-assessed capped at the bare minimum pass mark (40% at Levels 3, 4, 5 and 6 and 50% at Level 7):

- The nature of the re-assessment task must be identical to the original assessment task
- Where the re-assessment task takes the form of a timed examination, the examination questions must differ from those set in the original examination. The same questions must not normally be used on more than one occasion over a period of three years. Exceptions may include generic questions that are applied to different contexts
- 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 the original assignment if the original attempt gained a mark of greater than 0%. If the original attempt gained a mark of 0%, then the student will normally be set a new topic

Where an Examining Board has determined that a student is to be given the opportunity to repeat a module or a period of study for an uncapped mark:

- The nature of the repeat assessment task may differ from the original assessment task
- Where the repeat assessment task takes the form of a timed examination, the examination questions must differ from those set in the original examination. The same questions must not normally be used on more than one occasion over a period of three years. Exceptions may include generic questions that are applied to different contexts
- Where the repeat assessment task takes the form of an assignment, case study or other form of project, the normal expectation is that a new topic will be set.

4.1.5 Assessment Submission

Work submitted for assessment must be kept in a secure and safe environment.

The normal expectation is that all assignments and other forms of assessment are submitted electronically, normally through the Virtual Learning Environment (VLE) used by the partner. Where such requirements are in place, 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 students submit coursework in hard copy, they should be given a receipt that is signed and dated by an authorised member of staff and a copy of the receipt should be retained.

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 (40% for Levels 4, 5 and 6 and 50% for Level 7) for first attempts and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only when Mitigating Circumstances have been approved (see Chapter 13 of the AQH and the Mitigating Circumstances Policy, <http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>).

Work submitted more than 1 week after the submission deadline will be considered as non-submission and will not be marked. The work may be considered as a submission for reassessment if agreed by an examining board.

4.1.6 Marking and Marking Processes

The University's principles in relation to marking are as follows:

- Marks for individual assessment tasks that contribute to an award must be expressed as a percentage (whole number) or as a pass/fail grading. Any other scheme of marking must be approved explicitly at validation.
- Marks are awarded to students on an individual basis irrespective of the nature of the assessment task.
- Marks are provisional until confirmed by an Examining Board. 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.

Work over the word limit

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

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.

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

Moderation processes (including taught element of postgraduate programmes)

The University uses a variety of marking processes to reflect the varying demands of different disciplines and the different requirements of various types of assessed material.

All assessments which contribute to a final award/degree classification must be subject to moderation.

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)
- Any work on which the marker wishes for a second opinion.

Staff at partner institutions should liaise with their PTL in terms of internal moderation (at partner institution level) for their UWTSd programmes. Partner institution staff are encouraged to use the Moderation of Marked Assessment Form (Appendix GA28), available from <http://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>.

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 external examiner is able to follow that process.

4.1.7 Assessment samples for external examiners

Assessments will be marked by partner institution tutors and samples supplied to the University before being sent to the module external examiner(s).

For taught modules (all levels):

- A module external examiner shall be responsible for no more than 480 credits of modules across all levels (not including Level 7 dissertation/project modules) in a single appointment.
- The module external examiner shall receive a copy of all assessment tasks and the associated assessment criteria at every level that may contribute towards an award (Level 3 for Foundation Certificate; Level 4 for HNC and Cert HE; Level 5 for HND, Dip HE and FD; Levels 5 and 6 for Honours Degrees, Levels 5, 6 and 7 for Integrated Master's Degrees, Level 7 for Master's Degrees) for approval before their distribution to students. In some cases, the

module external examiner may be asked to consider assessment tasks in levels that do not contribute to an award.

- The module external examiner must agree, with the University Programme Director or Programme Leader at the partner institution, the marking process that shall be applied to any particular module, or module component.
- The module external examiner must liaise with the University Programme Director or Programme Leader at the partner institution, as appropriate⁴, to identify a minimum of half the modules for which he/she is responsible to be reviewed in any given academic year (minimum of 120 credits in total across all Levels). The actual credit rating of modules reviewed in any particular academic year may be greater than the minimum, as the module external examiner is required to have reviewed every module for which he/she is responsible at least once during their period of appointment (assuming an appointment of 4 years). Where the module external examiner is responsible for modules with a total credit value of less than 120 credits per academic year, then the module external examiner must review all the modules she/he is responsible for. The module external examiner must agree with the University Programme Director or Programme Leader at the partner institution which assessment tasks in the modules identified to be reviewed will be considered in a given year. Assessment tasks considered must account for a minimum weighting of 40% in the module. For modules worth 40 credits or more, the major component must always be considered.
- The module external examiner must agree on the selection of a representative sample of first-sit work from the assessment tasks chosen for consideration for moderation, with the sample consisting of at least 6 students (the work of all students must be included in the sample where there are fewer than 6 students being assessed).
- Where modules are delivered concurrently across multiple locations and where the same assessment tasks are used in each location, the sample must consist of at least 6 students in total and at least 2 students per location.
- Where modules are delivered in multiple cohorts in a single location and where the same assessment tasks are used for each cohort, the sample must consist of at least 6 students in total with at least 3 students from each cohort.
- Where modules are delivered in multiple cohorts across multiple locations and where the same assessment tasks are used for each cohort and in each location, the sample must consist of at least 6 students in total and at least 3 students from each cohort and at least 2 students per location.
- If the assessment task is different across locations or cohorts, then each location or cohort should be treated as an individual sample (with a minimum size of 6) and the module should be counted a separate module for determining the credit rating of responsibility for an external examiner.
- Agreement on which modules will be reviewed, which assessment tasks will be considered and how the sample for moderation will be defined shall be recorded on the External Examiner Agreement (Appendix GA15).
- If, in moderating an assessment, the module external examiner is unable to confirm that internal marking is of an appropriate standard or consistency for work in the sample, the module external examiner may request that all work be remarked.
- Where marks in the sample are considered to be consistently over or under-marked, re-marking will take the form of a scaling up or down of marks across the cohort by a figure agreed between the internal examiners and the module external examiner.

⁴ Where the programmes at partner institutions are based on existing UWTSD curricula the University Programme Director will liaise with the external examiner in relation to all programmes, wherever they are delivered. Where the programmes at partner institutions are not based on UWTSD curricula the Programme Leader at the partner institution will liaise with the external examiner, however the relevant Partnership Team Leader (PTL) should be consulted before form GA15 is submitted to the University.

- Where the internal examiners and module external examiner cannot reach agreement on the figure for scaling up or down of marks, the matter shall be reported to the Chair of the Progression/Award Examining Board who will act as arbiter. The Chair's decision shall be final.
- Where there is no clear pattern in over or under-marking in the sample, re-marking will take the form of a full re-mark of all work. A senior member of academic staff, who has not been involved in the internal marking of the work, shall be appointed as an additional marker. The mark of the additional marker shall be final.
- Where warranted, the module external examiner may request that assessment tasks not covered by the External Examiner Agreement, either in modules identified for review or modules not identified for review, be subject to moderation by the module external examiner.

The process of module external examiner assessment for Level 7 dissertation/project modules

Any Level 7 module worth 60 credits or more is classified as a Level 7 dissertation/project module.

For dissertation/project modules:

- A module external examiner shall be responsible for no more than 30 dissertations/projects in a single appointment.
- The relevant module external examiner must see a sample of at least 6 dissertations/projects.
- Where warranted, the module external examiner may request that projects/dissertations not initially included in the sample, be subject to moderation by the external examiner.
- If, in moderating a dissertation/project, the external examiner is unable to confirm that internal marking is of an appropriate standard or consistency for work in the sample, the external examiner may request that all work be re-marked.
- Where marks in the sample are considered to be consistently over or under-marked, re-marking will take the form of a scaling up or down of marks by a figure agreed between the internal examiners and the external examiner.
- Where the internal examiners and external examiner cannot reach agreement on the figure for scaling up or down of marks, the matter shall be reported to the Chair of the Progression/Award Examining Board who will act as arbiter. The Chair's decision shall be final.
- Where there is no clear pattern in over or under-marking in the sample, re-marking will take the form of a full re-mark of all work. A senior member of academic staff, who has not been involved in the internal marking of the work, shall be appointed as an additional marker. The mark of the additional marker shall be final.

4.2 Disclosure of marks/grades

Unconfirmed or provisional marks or grades are those which have yet to be presented to an Examining Board. Confirmed marks or grades are those that have been agreed by an Examining Board, having been endorsed by the relevant external examiners.

Students must be made aware that any marks and grades released prior to endorsement by external examiners and formal approval by an Examining Board are provisional.

Decisions of the Examining Board are communicated to students **by the University only** via the student portal, MyTSD after the relevant Board has met. Students will be sent instructions for logging on to the portal.

4.3 Feedback and the return of work

For undergraduate programmes and the taught elements of postgraduate programmes, marking of students' work must be completed no later than 20 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. Partner staff must seek written permission from the University in the event that marking and feedback cannot be completed within this timescale and students must be notified accordingly.

The University recognises that feedback to students may take many forms, such as immediate diagnostic feedback on individual and/or group tutorials. Formal written assessment feedback reports must be prepared for every piece of assessed work that contributes to the formal assessment of an individual student's performance. Partners must provide the student with a copy of every report and retain a copy for its records.

4.4 Collation of assessment results

The process for collating and recording assessment results on the University's student record system will be discussed with each partner individually. Generally, named members of staff at the partner institution will be given access to the relevant screens on the University's staff portal. Results should be entered as soon as assessments are marked and at least a week in advance of the Examining Board. Any subsequent changes to marks should be submitted to Registry on the appropriate form.

4.5 Examining Boards

Examining boards are a crucial part of the assessment process. Further information on examining boards including terms of reference and membership,, is available in Chapter 6 of the AQH, <http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>.

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.

Where the programmes at partner institutions are based on existing UWTSd curricula the examining boards will normally be held at the University. It is likely that some boards will be conducted via video-conferencing.

Where the programmes at partner institutions are not based on UWTSd curricula the examining boards will normally be held at partner institutions, but will be administered by University staff.

Pre-board meetings

Collaborative partners are required to convene internal meetings at programme or discipline 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 consistency in the interpretation of regulations

Examining Board meetings

The Examining Board confirms the outcomes for each student in each module and the overall profile of the student.

Students will be considered at an Examining Board at least once per level of study and at least one per annum.

External examiners may attend the Examining Board via video-link or audio link, or in person

Re-assessment Examining Boards

Re-assessment boards take an overview of student progress at the end of each re-assessment period. These Boards normally consider students who required re-assessment and students who failed to complete their assessment during the academic year for medical or other acceptable reasons.

Following written endorsement from the appropriate external examiners, re-assessment examining boards may make decisions with regard to student progression and award. It is not normally expected that module external examiners will attend the examining board in person.

Follow-up action

The submission of minutes and grades will take high priority immediately after an examining board. The University's Registry department will confirm the results for each student.

End of year results along with a progression or award letter will be available for students to view on the student portal, <https://mytsd.uwtsd.ac.uk>. Students will be sent instructions for logging on to the portal.

Students who are receiving a final award will also receive a hard copy letter and official transcript in the post.

The University will deal with any academic appeals (see section 8.1.2 below).

4.6 External Examiners

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.

The procedure for appointment of external examiners for partner institutions (whatever the type of provision, e.g. franchise or off-campus) is the same as that employed for programmes delivered

at the University. Module external examiners are nominated by the individual subject areas within the Academic Faculties and approved by the Academic Standards Committee, on behalf of Senate. The roles, responsibilities and procedures relating to External Examiners can be found in the External Expertise Protocol.

The University will appoint at least one module external examiner for all taught provision which leads to an award of the University. (There is not a requirement to have several external examiners for each programme of study at a partner institution. For example, a module external examiner might be appointed to all the modules on one programme).

In addition, the University will appoint a procedural external examiner for each Progression/Award Examining Board.

For franchise provision, wherever possible, the University will invite its existing external examiners to widen their appointments to include the programmes offered through partner institutions. Where such an appointment is not possible, and different external examiners are appointed, parity of assessment will be established by a number of means:

- The consistent implementation of the Definitive Programme Documents, including the delivery of modules to the same specification as applies at the University, as appropriate and the utilisation of grade criteria
- The approval of assessment briefs and examinations for partner institutions by the relevant host Institute
- The arrangements for confirmation of results at examining boards
- Continuing staff development to maintain awareness of developments to the programme.

Parity of assessment will also feature in the monitoring of issues raised during Partnership Team Leaders' and external examiners' visits and in the programme monitoring and annual review of the programme.

Partner institutions will be notified by the University as to who their external examiner will be. The external examiner will liaise with the Institute concerned and/or the partner as applicable, to make arrangements for visits, and will request certain documentation to be made available during their visit. Partner institutions will not be involved in the payment of fees and expenses.

Role of External Examiner

The University expects a module external examiner to:

- Assist the University in the comparison of academic standards across Higher Education awards, including those offered in collaborative partnerships, and verify that standards are appropriate for all modules for which the external examiner is responsible, providing advice and guidance on any changes which they consider necessary at a module or programme level.
- Approve and, if necessary, suggest amendments to draft examination papers, coursework assessment tasks and the associated assessment criteria prepared by internal examiners for all assessments in modules which contribute to a final award (and in some cases, approve assessments which do not contribute to the final award).
- Review, evaluate and moderate the marking of assessment in modules which contribute to a final award (and in some cases, moderate the marking of assessments which do not contribute to the final award).
- Provide an independent view of the operation and effectiveness of each module they have been appointed to scrutinise and thereby on any programme to which the modules contribute.

- View a sample of students' assessed work from all levels of performance that contribute towards an award to ensure that the internal marking has properly assessed student performance against the appropriate standards.
- Provide feedback to management on the performance of students in comparison to their peers on comparable modules and programmes elsewhere.
- Be a member of, and fully contribute to, appropriate Examining Boards to ensure fairness and consistency in the decision-making process, and to ensure that the assessment process is in accordance with the University's academic regulations.
- Ensure that the assessment process is fair and equitable in the marking, grading and classification of student performance and endorse the outcomes of the assessment processes that she/he has been appointed to scrutinise.
- Present written reports to the University that include commentary and judgements on the validity, reliability and integrity of the assessment process and the standards of student attainment.
- Work as appropriate with other external examiners appointed by the University.
- As appropriate, provide advice on proposals for any exchange opportunities developed by Schools/Institutes in terms of their appropriateness in meeting the Learning Outcomes of the student's Programme of Study for programmes that they have been appointed to scrutinise.

External Examiner Report

Each module external examiner is required to complete an annual report, on the Module External Examiner's Report pro-forma, following the last relevant Examining Board of the academic year and return it to the Academic Office electronically. A separate report has to be completed for each appointment. A module external examiner is not restricted to the suggested areas and can comment on any appropriate matter. Constructive suggestions for future action are particularly helpful, and a list of the main issues on which the University would welcome feedback is also provided on the pro-forma. Names of all students and staff must be omitted from reports, to maintain appropriate confidentiality.

The primary role of the External Examiner's Report is to provide independent assurance of the academic standards and quality of the student's learning experience for the provision for which she/he is appointed to scrutinise. Other key purposes of the report are to enable the University to judge whether modules are meeting their stated aims and outcomes in order to contribute to the achievement of Level and Programme Learning Outcomes and to provide guidance on any necessary improvements, either immediately or at the next review of the programme(s).

Responding to External Examiner's Report

Each External Examiner's Report is considered in detail at different levels within the institution. Upon receipt of a report, copies are distributed to Academic Discipline leads, Programme Directors, Deans of Institute and the designated contact at partner institutions. Following consideration at School level, Discipline Leads and Programme Directors are required to ensure preparation of the response to any issues raised, in consultation with the Programme Team. The module external examiner should be provided with a copy of the response and informed of all the actions to be taken in response to the recommendations that are made. The reports, together with the response are formally discussed during the Annual Review of each Programme of Study.

Deans or their nominees are responsible for scrutinising all external examiner reports and for reporting any significant issues that require an urgent response to the Academic Office. A report is prepared centrally for the Academic Standards Committee summarising the findings of all the external examiners' reports and identifying themes and issues that require an institutional

response. The report, together with the Academic Standards Committee's recommendations for actions at an institutional level, in response to issues raised, is then presented to the Senate for approval of the recommendations. In addition, the Head of Collaborative Partnerships (Operations) prepares a summary of matters raised in the external examiner reports for collaborative provision, for consideration by the International Affairs and Collaborative Partnerships Committee and the Academic Standards Committee.

5. POST GRADUATE RESEARCH DEGREES

The University may offer postgraduate research degrees in collaboration with a partner institution. The process for approving partnerships which include research degrees is that set out in Chapter 9 of the AQH, <http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>.

5.1 Student Progress and Research Degrees Committee

The progress of individual students studying for research degrees in partner institutions is monitored in accordance with the University's standard arrangements for research degrees provision, which includes the submission of annual reports on each student for consideration by the Research Degrees Committee (RDC). Collaborative partnership institutions will normally have their own research degrees committees that report to the University's RDC. Collaborative partnership institutions are represented on the University's RDC through the University Institute that they are linked with. Students associated with collaborative partnership institutions are represented on their local research degrees committees and any feedback or issues raised by students that need to be considered by the University RDC will be reported by the Institute that the collaborative partnership is linked to.

The University's RDC, will draw IACPC's attention to any matters of concern or requiring further consideration. IACPC may similarly draw RDC's attention to matters requiring further consideration or action.

5.2 Code of Practice for Research Degrees

There is Code of Practice for Research Degrees, which sets out the policies and procedures of the University related to all research degrees offered by the University. These include all MRes programmes of study, MPhil and PhD degrees by Research, all Professional Doctorates, and the PhD by Published Works. The Code of Practice also applies to collaborative partnership institutions with research degrees provision. Together with the regulations contained the Academic Quality Handbook (see chapters 7, 8, 9 and 10), it forms the framework for the management of research degrees.

The Code of Practice for Research Degrees is accessed via <http://www.uwtsd.ac.uk/academic-office/other-forms-and-policies/>.

5.3 Research Degrees currently offered collaboratively

The types of Research Degrees currently offered collaboratively are:

- Doctor of Philosophy by Research, including practice-based PhDs (PhD)
- Master of Philosophy by Research (MPhil)
- Professional Doctorates

5.3.1 Doctor of Philosophy by Research (PhD)

The Degree of Doctor of Philosophy by Research may be awarded by the University in recognition of the successful completion of a programme of advanced study and research.

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.

Appointment of Supervisors

Every PhD by Research student must have a supervisory team of no fewer than two supervisors approved by the Research Degrees Committee. One of the supervisors will be identified as the Lead Supervisor. One of the supervisors, normally the Lead Supervisor, will act as the Director of Studies with primary responsibility for supporting the student on a pastoral level and for the administrative oversight of the supervision and the supervisory team. Further details in relation to supervisors are described in the Code of Practice for Research Degrees.

Monitoring and progress

A student's progress will be monitored at least annually to determine whether the student is:

- Still actively engaged on the research project and making satisfactory progress
- Maintaining regular and frequent contact with the supervisory team
- Likely to complete successfully by the end of the minimum period of study.

The process for monitoring of progress is set out in the Code of Practice for Research Degrees. .

Probationary Period of Study

Students enrolling on the degree of PhD by Research will be registered in the first instance on a probationary period of study. 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.

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 be required to withdraw from the degree or transfer to another degree where appropriate. Students have the right to appeal all decisions relating to the probationary period as set out in Chapter 8 of the AQH, <http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>.

Examination process

The examination process for students of the degree of PhD by Research consists of two stages:

- 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 (see Code of Practice for Research Degrees for further details)
- An oral examination conducted by an Examining Board (see Section 8.2.13 of Chapter 8 of the AQH).

A student of the degree of PhD 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.

A student's research for the PhD 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. The thesis is to be written in Welsh or English. The use of brief quotations in other languages is permitted.

The format and word length of the thesis must comply with the requirements set out in the Code of Practice for Research Degrees.

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 (see Section 8.2.1 of Chapter 8 of the AQH).

5.3.2 Master of Philosophy (MPhil) by Research

The Degree of Master of Philosophy by Research may be awarded by the University in recognition of the successful completion of a programme of advanced study and research.

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.

Appointment of Supervisors

Every MPhil by Research student must have a supervisory team of no fewer than two supervisors approved by the Research Degrees Committee (see Code of Practice for Research Degrees for further details).

One of the supervisors will be identified as the Lead Supervisor. One of the supervisors, normally the Lead Supervisor, will act as the Director of Studies with primary responsibility for supporting the student on a pastoral level and for the administrative oversight of the supervision and the supervisory team.

Monitoring and Progress

A student's progress will be monitored at least annually to determine whether the student is:

- Still actively engaged on the research project and making satisfactory progress
- Maintaining regular and frequent contact with the supervisory team
- Likely to complete successfully by the end of the minimum period of study.

The process for monitoring of progress is set out in the Code of Practice for Research Degrees. For students who have completed the minimum period of study as set out the Code of Practice for Research Degrees, an action plan for completion is expected as part of the annual monitoring process.

Examination process

The examination process for students of the degree of MPhil by Research consists of two stages:

- 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 (see the Code of Practice for Research Degrees)
- An oral examination conducted by an Examining Board (see Section 8.3.13 of Chapter 8 of the AQH, <http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>).

A student of the degree of MPhil 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.

A student's research for the MPhil 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. The thesis is to be written in Welsh or English. The use of brief quotations in other languages is permitted.

The format and word length of the thesis must comply with the requirements set out in the Code of Practice for Research Degrees.

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 (see Section 8.3.1 of Chapter 8 of the AQH, <http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>).

5.3.3 Degree of Professional Doctorate

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).

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.

The Professional Doctorate consists of two parts. Part One will comprise of 180 credits of taught modules at Level 7; 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.

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 following the University's Recognition of Prior Learning Procedure as set out in Section 10.4 of Chapter 10 of the AQH. 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 programme validation.

Supervision

From the start of Part Two of a Professional Doctorate every student must have a supervisory team of no fewer than two supervisors approved by the Research Degrees Committee (see the Code of Practice for Research Degrees for further details).

One of the supervisors will be identified as the Lead Supervisor. One of the supervisors, normally the Lead Supervisor, will act as the Director of Studies with primary responsibility for supporting the student on a pastoral level and for the administrative oversight of the supervision and the supervisory team.

Monitoring and progress

A student's progress will be monitored at least annually to determine whether the student is:

- Still actively engaged on the research project and making satisfactory progress
- Maintaining regular and frequent contact with the supervisory team
- Likely to complete successfully by the end of the minimum period of study.

For students in Part One of the Professional Doctorate monitoring will be carried out by the relevant Examining Boards (see Section 7.15 of Chapter 7 of the AQH).

The process for monitoring of progress for students in Part Two of the Professional Doctorate is set out in the Code of Practice for Research Degrees. For students in Part Two of the Professional Doctorate who have completed the minimum period of study as set out in the Code of Practice for Research Degrees, an action plan for completion is expected as part of the annual monitoring process.

Examination process

Examination of Part One - Part One shall comprise of 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 Sections 6.8 and 6.8.5 of Chapter 6 of the AQH, 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. The process for setting of tasks for re-assessment follow the same principles as those outlined in Section 7.9 of Chapter 7 of the AQH.

Module external examiners will be appointed for all modules which form part of Part One in accordance with Section 7.14 of Chapter 7 of the AQH. The performance of students on Part One will be considered by Examining Boards in accordance with Section 7.15 of Chapter 7 of the AQH.

Examination of Part Two - A student must have successfully completed Part One before being permitted to present the thesis and any portfolio for examination under Part Two. The examination process for students of Part Two of the degree of Professional Doctorate consists of two stages:

- 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 (see Section the Code of Practice for Research Degrees)
- An oral examination conducted by an Examining Board (see Section 8.5.13 of Chapter 8 of the AQH).

A student of the degree of Professional Doctorate must be examined 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.

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. A student should submit an intention to submit form at least 3 months prior to the expected date of submission. The thesis is to be written in Welsh or English. The use of brief quotations in other languages is permitted.

The format and word length of the thesis must comply with the requirements set out in the Code of Practice for Research Degrees.

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 (see Section 8.5.1 of Chapter 8 of the AQH).

5.4 Change of mode and withdrawal

5.4.1 Change of mode of study

Change of mode of study (full-time to part-time or part-time to full-time) is only permitted for students who have not completed the minimum period of study as set out in the Code of Practice for Research Degrees. A change of mode of study will normally only be actioned on the student's enrolment anniversary. Changes from part-time to full-time will normally only be permitted at the end of even years of part-time study (after 2 or 4 years). Exceptional circumstances may be considered as a special case by the Research Degrees Committee on a case by case basis.

The student must discuss the proposed change of mode with their Director of Studies and/or other relevant members of staff in their Institute or collaborative partner institution. The student should seek approval from their sponsor (if appropriate) before requesting a change. If all parties agree to the change in principle, then the student should complete all relevant sections of the relevant

form. The Director of Studies should provide a statement indicating whether or not the change is supported. The student will also need to provide written consent from their sponsor (if appropriate).

The completed form must be sent to the University and will then be considered by the next meeting of the Research Degrees Committee. Applications which are not fully completed or which are not supported by the Director of Studies or collaborative partner institution or the student's sponsor (if appropriate) will not be able to be considered by the Research Degrees Committee. Requests to retrospectively change mode of study will not normally be considered.

The procedures for requesting a change of mode of study ensure that all requests are scrutinised at Institute/Partner and University level. Requests are judged against clearly defined criteria and the process is clear and transparent. In exceptional cases, such as the existence of compelling new evidence, the student may request a review of the decision of the Research Degrees Committee in accordance with the procedures set out in the Code of Practice for Research Degrees.

Required to change mode of study

Under exceptional circumstances a student may be required to change mode of study due to academic, disciplinary, or financial reasons. In such cases the student will be informed that their mode of study has been changed and will be notified of the reasons for the change. All such cases are approved by the Research Degrees Committee.

In all cases where a student has been required to change mode of study, the student will have the right to request that a review of the decision of the Research Degrees Committee in accordance with the procedures set out in the Code of Practice for Research Degrees.

5.4.2 Withdrawal

Before a student considers withdrawing from the University it is important that they discuss this with their Director of Studies and/or other relevant members of staff in their Institute or collaborative partner institution, so that possible alternatives are considered before a final decision is made. International students are strongly encouraged to consult the University and/or partner institution before making a final decision, as this may have implications with regards to immigration status. The student should also consult with Student Services, or equivalent, and their sponsor (if applicable).

Formal notification of withdrawal has to be on the appropriate form. The form must be signed by the student and by the student's Director of Studies and Head of School or nominee to confirm that the Institute/collaborative partners institution is aware of the student's decision. The University must be notified of the reasons why the student has decided to withdraw, and have confirmation of the last date of attendance.

5.5 Interruption of studies, suspension and extension

Under exceptional circumstances, and in accordance with the Code of Practice for Research Degrees, a student who has not completed the minimum period of study may apply to the Research Degrees Committee for an interruption of studies.

Under exceptional circumstances, and in accordance with the Code of Practice for Research Degrees, a student may be required to undertake a suspension of studies by the Research Degrees Committee.

Under exceptional circumstances, and in accordance with the Code of Practice for Research Degrees, a student who has completed the minimum period of study may apply for an extension to the maximum submission date.

The above will be applied in accordance with the University's policy, as outlined in the Mitigating Circumstances Policy, <http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>.

5.6 Academic Misconduct

An Examiner, who, either in the course of the examining process or subsequently, considers that a student has engaged in unfair practice, shall immediately report the circumstances in writing to the Chair of the Examining Board concerned.

If concerns of academic misconduct are identified by either the external or the internal examiner or both, the Chair of the Examining Board and the Postgraduate Research Office must be notified immediately and the entire examination process will be put on hold while unfair practice procedures are instigated.

In the event that academic misconduct issues only arise during the actual examining of the thesis by the external and internal examiners in the viva, the examination process will be put on hold and unfair practice processes will be instigated.

Details of the regulations and procedures for unfair practice are set out in the Academic Misconduct Policy, available at <https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>

5.7 Appeals

Students have the right to appeal against decisions concerning termination of study or against an outcome of the examination process, in accordance with the procedures set out in the Academic Appeals Policy, <https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>

5.8 Complaints

Students have the right to make a complaint about any specific concern about the provision of their programme of study or academic services, in accordance with the procedures set out in [the Student Complaint Policy](https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/), available at <https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>.

6. QUALITY ASSURANCE

The quality of the delivery of the University's programmes through collaborative partnerships is underpinned at University level by formal procedures. Relevant sections of these procedures, relating to delivery and assessment, are supplied to partner institutions at the time of partner approval and validation, and adherence to them forms a condition documented in the Memorandum of Agreement. These procedures are designed to provide a framework within which all programmes are delivered and assessed, and to install documented practices which are monitored to ensure that consistently high standards are maintained throughout the University and all its programmes in all their places of delivery. The procedures take account of the UK Quality Code's Expectations and Practices and the advice and guidance published by the Quality Assurance Agency. The code can be accessed at <https://www.qaa.ac.uk/quality-code/the-revised-uk-quality-code>.

The University also monitors new developments and initiatives by the Quality Assurance Agency the Higher Education Funding Council for Wales (HEFCW), the Office of the Independent Adjudicator for students in Higher Education (OIA) and the Office for Students in England, to ensure that its operations are in keeping with national good practice.

Partner institutions will be informed of relevant external reviews/accreditations for the University, such as QAA Quality Enhancement Reviews, the Review Method for Higher Education Providers in Wales.

Partner institutions should also inform the University of any relevant reviews/accreditation in which they are participating.

6.1 Day-To-Day Quality Assurance

To ensure that the ongoing student experience at partner institutions is comparable to that at the University's campuses, programme directors and tutors at the institutions are required to follow agreed arrangements for delivery and assessment, as set out in the approved validation documents and the Memorandum of Agreement. These, including any amendments or additions specified as conditions of validation, form part of the agreement to deliver the programme and partner institutions are expected to adhere to them throughout the duration of the partnership.

Adherence to administrative procedures also forms part of the ongoing quality of provision. These include, for example, the timely registering of students on the University's system, presenting results at Examining Boards and making appropriate University procedures and regulations available to staff.

6.1.1 Partner institution staff delivering UWTSD programmes

The University needs to satisfy itself that staff engaged in delivering or supporting the Programmes are appropriately qualified for their role and that the partner institution has established appropriate measures to ensure this and to monitor and assure the proficiency of such staff. To support the University in fulfilling its obligations, the partner institution needs to:

- Ensure that all necessary staff hold suitable qualifications to teach the programmes to the standard required to attain the qualifications and submit for the University's approval such details of the qualifications and experience of the staff concerned as the University shall reasonably require.
- Supervise and monitor the performance of its staff, both teaching and non-teaching, including arranging such staff development activity in consultation and association with the University

as shall be necessary or desirable in relation to the provision of the programmes and the obtaining of qualifications by students.

- Not without the previous written consent of the University permit the ratio of teaching staff to students to fall below the level established at the date of commencement of the programmes.

If staff have not been approved via the validation process, a professional CV (in the format required for validation) should be sent to the relevant PTL to consider, in consultation with appropriate members of University staff (including subject specialists). If the qualifications and experience are appropriate for the delivery of the programme, this is confirmed to the Collaborative Partnerships Office, and the details for the new staff member is added to the Partnership Lecturer Scheme data (see below).

Partnership Lecturer Scheme

The University has a Partnership Lecturer scheme for staff that are involved in the delivery of its academic programmes at a partner institution.

The Partnership Lecturer Scheme enables the University to ensure approved partner staff are given access to University e-resources (where permissible under licensing agreements) and also assists the University in ensuring that staff delivering on its programmes are appropriately qualified to teach at a specific level and understand the context of higher education in the UK.

The scheme is open to partner staff involved in:

- Leading, developing and delivering UWTSD programmes
- Teaching and assessing programmes of study leading to UWTSD awards
- Supporting students in the use of learning resources
- Participating in UWTSD's research and development activities
- Undertaking and contributing to staff development activities within the University

Partnership Lecturer status is granted to individuals in recognition of their expertise to deliver services to the University. They are **not employed** by the University but are required to work in close partnership with the University as part of their role within the partner institution⁵.

Partnership Lecturers will need to understand, and agree to work within, the University's regulations, policies and procedures for the work they undertake. They will be attached for academic purposes to one of the University's Faculties or to Library and Learning Resources.

The University will confer Partnership Lecturer status on those teachers or librarians who meet the following criteria:

- The Teacher or Librarian has the appropriate educational and professional qualifications for the level of contract and has been approved by the University for the teaching or supporting of programmes to its award through the processes of quality assurance.
- The Teacher is teaching or supporting at least part of a module of a programme validated by UWTSD.
- The Teacher or Librarian has a contract with the Partnership Institution of 0.5 or above.

The principles for the Partnership Lecturer status are as follows:

⁵ For the avoidance of doubt, the partner institution carries liability cover (Employers Liability, Public Liability, Professional Indemnity) for the staff they engage to deliver services on behalf of the University.

- The Partnership Lecturer must be familiar with and adhere to the policies and procedures of the University. These are as set out in the University's AQH and in other and publications, as amended from time to time, copies of which are available via the University's website.
- The Partnership Lecturer is not indemnified by the University in relation to any duties and/or responsibilities undertaken on behalf of the partner institution.
- The Partnership Lecturer must not disclose any confidential or personal information they are made aware of as a Partnership Lecturer, except where this is required in the performance of their role.
- The Partnership Lecturer must be familiar with the responsibilities of employees under the Health and Safety of Work Act (1974) and to take reasonable care for the health and safety of themselves and others whilst working on behalf of the University. In addition, the Partnership Lecturer must be familiar with the University's Health and Safety policies, procedures and arrangements, which may be particularly relevant to their area of work.
- The University reserves the right to remove Partnership Lecturer status with immediate effect in the event that the Partnership Lecturer is deemed to be guilty of gross misconduct or for other good cause.

Principals, or equivalent, of collaborative partner institutions are contacted annually to confirm the details of the staff the University believes are eligible for Partnership Lecturer status. Individuals are written to, to confirm their status as UWTSD Partnership Lecturers and to inform them of where they can access the University's regulations, policies and procedures.

6.2 The Student Experience

In accordance with the UK Quality Code, the University is committed to the principle that all students are provided with opportunities to engage individually and collectively in the assurance and enhancement of their educational experience, specifically through:

- Their representation on committees responsible for the design, validation and monitoring of programmes of study
- Being given opportunities to contribute to annual reviews of programmes of study
- Being given opportunities to provide formal feedback on the quality of their learning experiences
- Being encouraged to discuss matters directly with all staff and particularly with their personal or year tutor, or with other designated members of staff.

The University's minimum expectation is that the principle and arrangements described above will apply across its campuses and collaborative partner institutions. The arrangements may be supplemented as appropriate to reflect the requirements of specific locations.

It is essential to obtain feedback from students as part of the formal monitoring process. There are various mechanisms that are used to receive feedback.

6.2.1 Student Representatives

Student bodies should be encouraged to nominate student representatives to take part in programme meetings. Their comments should be recorded in notes taken at the meetings, and any issues raised by students should be recorded in the annual programme review report.

UWTSD's Student's Union has provided some generic material for partner institutions to use in relation to Course Representatives, which can be found at <https://www.uwtسد.ac.uk/collaborative-partnerships/>

6.2.2 Staff Student Committees

Staff Student Committees (SSCs) should normally meet termly. They are formally constituted bodies with the purpose of considering **academic** matters in order to promote the quality of the student learning experience. Staff Student Committees are an important component of the principle of student partnership and the development of a learning community. *Terms of Reference*

1. To monitor, review and action matters arising from the annual review process
2. To monitor, review and action matters arising from student feedback and especially **student surveys**
3. To consider matters linked to resources that affect learning and teaching within the School
4. To consider **ideas and issues raised by** elected student representatives
5. To provide feedback on School issues and progress
6. To consider any other relevant matters linked to the academic work of the programme/department

Membership

- Head of Department (or nominee) (Chair*)
- Programme Directors*
- Representatives of the School staff
- Student representatives
- Secretary
- Other professional staff as required by relevant agenda items (e.g. Library. IT etc.)

Monitoring, Evaluating and Reviewing Staff Student Committees

- The SSC minutes should be kept on file and provided to the University when requested.
- Action points and matters arising to be discussed and, where relevant, passed to other relevant committees or senior staff at the collaborative partner, and/or the University, for consideration and comment.
- Students should be informed of responses to the issues raised by student representatives.

Further information and guidance on Student Staff Committees can be found at which can be found at <https://www.uwtsd.ac.uk/collaborative-partnerships/>

6.3 Review

6.3.1 Programme Monitoring and Annual Review

The University considers programme monitoring to be a continuous process – an integral part of teaching, learning and assessment activities, through which student feedback is gathered, issues are addressed, and good practice is promoted. This process culminates in the annual review process.

The purpose of programme monitoring and annual review 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 support 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.

The annual review process within Institutes and collaborative partnership institutions comprises of:

- A report at Programme Cluster level
- A report at Institute/Partner level
- The formal monitoring of progress made against any action plans by ASC during the academic year

Institutes will also produce a report at Academic Discipline Cluster level.

Programme Monitoring and Annual Review at Partner Institutions

The teaching team at the partner institution will be required to produce an APR report in accordance with the template provided in Appendix PV11a. The initial APR reports for programmes offered at partner institutions must be considered by a Staff Student Committee or equivalent within the partner institution

In addition, the senior management of the partner institution shall prepare an overview report of the institution commenting on the operation of the partnership as a whole (Appendix PV12a). The overview report should be submitted to the University's Collaborative Partnerships Office. The Collaborative Partnerships Office will distribute the report to relevant Faculties of the University for information. As outlined in Chapter 9 of the AQH, the Head of Collaborative Partnerships (Operations) will prepare a summary of matters raised in partner overview reports for collaborative programmes for consideration by ASC alongside the overview reports prepared by the partner institutions. The summary report will also be considered by the International Affairs and Collaborative Partnerships Committee (IACPC).

Where delivery of a programme has been formally withdrawn, an annual review is required until such time as any remaining students have completed their studies.

6.3.2 Partnership review

The overall arrangements for each collaborative partnership are reviewed by the University at least every five years.

For new partners, delivering a programme with the University for the first time, there will first be an interim review, 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; the partnership review will then take place after three/four years and then every five years after that. The process for an interim review is to be found in appendix CP9c, found at <http://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>.

The partnership review will focus on the partnership, rather than on an individual programme, (each programme is individually reviewed in the fifth year of delivery or sooner, see 6.3.3 below). The purpose is to review the general operation of the partnership, including the operation of regulations and procedures, the monitoring and development of the programmes, the assessment of students and the enhancement of quality and standards.

A Panel will be established to undertake each partnership review. The Panel will scrutinise documentation, undertake meetings with staff and students at the partner institution and make recommendations to the Senate in relation to the partnership.

Review Panels will be required to:

- Report on the ways in which the requirements of the Memoranda of Agreement are being met by both the University and the Partner
- Review the academic health and development of the programme(s) of study delivered collaboratively
- Ascertain the strategic views of the Partner's senior management in terms of the continuation/further development, or otherwise, of the partnership with the University
- Consider appropriate review documentation from the following:
 - The Partner
 - The relevant Institute(s) at the University, normally via the Partnership Team Leader
 - Academic Office
 - Registry
 - Library and Learning Resources
 - Finance Department
 - Student Services (for UK Partnerships only), as appropriate.
- Consider appropriate matters arising from the review.
- Present formal recommendations to the Senate, via the IACPC.

An initial meeting may be held at the University prior to meeting the staff and students at the partner. Prior to the meeting the documentation to support the review will be sent to all Panel members. Following the consideration of the documentation, the Panel will meet with representatives of the Partner's staff and students. This will normally take place during a visit to the Partner.

The Panel may arrive at one of the following outcomes at the end of the review. To recommend to Senate:

- To approve the continuation of the partnership between the University and the Partner.
- To approve the partnership between the University and the Partner but noting concerns regarding the partnership and the need for urgent action.
- Not to approve the continuation of the partnership between the University and the Partner and, as a result of this, to consider how the completion of existing or agreed commitments to existing or accepted students can be met in all respects, following the University's procedure for terminating partnerships.

The Panel may suggest **recommendations** to the University and/or the Partner, for confirmation by Senate. The Panel may also make **commendations**, relating to areas of good practice identified during the review process. Recommendations and commendations may relate to any aspect of the partnership raised during the review process.

The review is expected to lead to identification by the University of a Prioritised Action Plan for appropriate staff at the University or Partner institution, to maintain and enhance the academic health and development of the partnership. Unless the outcome of the review is to discontinue a partnership, in which the University's procedure for terminating partnerships will commence.

Further details of the review process are to be found in appendix CP9 The review process for off-campus partnerships varies slightly and can be found in appendix CP9a. The appendices can be found at <http://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>.

6.3.3 Revalidation

Every programme is subject to formal revalidation at least once every 5 years. Within this overall timeframe, the Institute may propose that a programme is revalidated earlier (including where

changes proposed through the annual review process would result in material changes to the programme).

Revalidation will be conducted following the same procedures as for Programme Validation, as set out in Chapter 4 of the AQH, and will reflect on the delivery of the programme since validation or the previous revalidation (drawing on all APR reports in that time period).

<http://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>,

The revalidation processes described in Chapter 4 apply to proposals for collaborative programmes.

6.3.4 Modifications to existing programmes

In the period between revalidations, it is likely that Institutes, Schools and Programme Teams will wish to modify aspects of their approved programmes, such as mode of delivery or assessment arrangements, or to add further modules to those already approved. They will also wish to make more minor 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.

The following principles apply in all cases:

- Changes will not normally be applied retrospectively.
- The changes should not conflict with any conditions and/or recommendations made at validation, revalidation or last annual review of the programme without strong justification.
- 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. In the event that Programme Teams are unable to reach agreement on changes, it may be necessary to propose the creation of a new module.
- Where the programme is delivered by one or more collaborative partner institutions in addition to the University, the partner institution(s) are consulted about the proposed modifications and have the opportunity to contribute to discussions.

The modification processes apply in their entirety to collaborative programmes where the partner institution has entered into a structural partnership with the University and/or where the collaborative programme is also delivered direct by the University. In all other circumstances, proposals for modifications must be discussed with the relevant Institute and the Collaborative Partnerships Office in the first instance. Following consultation with the Chair of ASC where required, the Collaborative Partnerships Office will advise the partner institution on the process to be followed.

Detail on the processes for modification to existing programmes are described in Chapter 4 of the AQH, <http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>.

6.3.5 Withdrawal of modules and/or Programmes of Study

In the period between revalidation and annual the need to permanently withdraw one or more modules, a named pathway or a programme of study may occasionally arise. The reasons may include the following:

- The module, pathway or programme has become obsolete or irrelevant, either academically or professionally
- There is insufficient student demand to justify continuation

- A change in staffing expertise
- Major concerns relating to quality which have not been, or cannot be, adequately addressed in a timely manner
- Financial viability.

Module withdrawals may be made by following the process of modifications described in section 6.3.4 above.

Programme withdrawals (and the withdrawal of named pathways) require the approval of SMT and the Senate. Where a Programme Team or Institute wishes to withdraw a pathway or programme, a proposal must be submitted to the Institute Board, setting out the reasons and indicating any arrangements necessary to protect the status and choice of existing and potential students. Where the pathway or programme is offered in collaboration with a partner institution, the proposal must include information about how the partner institution has been consulted. In the event that the Institute Board approves the proposal, it makes a recommendation to SMT. The Institute and partner institution is responsible for the implementation of any decision by SMT to withdraw existing academic provision with oversight by the Senate.

The 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. In dealing with legacy issues, Senate must ensure that appropriate actions are taken to assure academic standards and quality, the equivalence of the student experience and the need to manage any reputational or financial risks that might arise as a result of the decision.

7. QUALITY ENHANCEMENT

The University is committed to forwarding and to supporting Quality Enhancement throughout the full range of its activities. In accordance with the UK Quality Code, it promotes continuous and systematic enhancement of the student educational experience. The also University uses a range of student feedback and quality enhancement processes to inform and improve the student educational experience strategically for both current and future cohorts.

There is a culture of enhancement within UWTSD, with all staff across academic and professional units engaged with and responsible for the enhancement of the student experience. A variety of formal mechanisms is 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. Further details on the formal mechanisms employed at the University can be found in Chapter 12 of the AQH, <http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>.

It is recognised that quality enhancement may take a different format for collaborative partner institutions. Processes and committee structures may, for example, be different. However, all collaborative partner institutions are expected to:

- Meet the expectations of the UK Quality Code
- Have in place a culture of enhancement;
- Value students as key partners to enhance their educational experience
- Have a strategic approach to enhancement
- Systematically embed enhancement within quality assurance processes as outlined in the Academic Quality Handbook
- Systematically embed enhancement within learning and teaching processes, using the principles that all key quality assurance processes (e.g. curriculum development, programme validation, programme review) embed quality enhancement. The evidence gathered at these stages then provides the foundation for a focused and strategic approach to enhancement, and examples of this include:
 - consistent reflection at programme and discipline level of pedagogy, performance, student outcomes and students' overall educational experience
 - 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.

8. ADMINISTRATIVE PROCEDURES

8.1 University and partner institution responsibilities

In exercising its responsibilities for the quality and standards of education offered to the University's students taught by partner institutions, the University requires partner institutions to implement the University's procedures and administrative processes. The University appreciates that institutions will have in place appropriate regulations for health and safety, equal opportunities (including disability provision), copyright policies etc. Institutions will also have academic regulations relating to non UWTSD programmes that they offer. **It is a clear expectation and requirement that the University's academic regulations and procedures will apply to students on all its programmes.**

The University takes direct responsibility for Recognition of Prior Learning, Academic Misconduct, Academic Appeals and Extenuating Circumstances requests (see below). In all other instances, the partner institution is expected to ensure that the assessment regulations are implemented and all references to officers of the University should apply to the counterpart officer of the institution. Therefore, partner institutions should expect to make provision, as stated in the AQH, for the conduct of examinations, the implementation of late submission penalties, ensuring that extenuating circumstances requests are forwarded to the University and maintaining appropriate records to enable decisions around late submission penalties and extenuating circumstances to be defensible should they subsequently be contested in an appeal of an extenuating circumstances decision or Academic Appeal. The information in relation to Extenuating Circumstances requests, Academic Misconduct and Academic Appeals are available in Chapter 13 of the AQH and associated policies <http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/> and the relevant forms are available from <http://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>.

8.2 Admissions

Applications to the University's programmes at partner institutions are received and processed by the partner. Admissions procedures differ in their detail from programme to programme and any queries in relation to the entry criteria for each award should be forwarded to Collaborative Partner Office staff at the University.

Partner institutions shall adhere to the general principles of the University Admissions Policy, specifically concerning:

- Compliance with relevant legislation
- Clarity of roles and responsibilities in relation to admissions
- Transparency in the admissions arrangements
- Selecting for merit, potential and diversity
- Reliability, validity and relevance of assessment methods
- Minimising barriers to entry
- Provision for feedback to applicants and complaints from applicants
- Provision for appointing, training and supporting admissions staff.

The University's Admissions Policy can be accessed at <https://www.uwtsd.ac.uk/about/strategies-and-policies/>

Partner institutions should also refer to the University's English Language Entry Requirements Policy as part of their Admissions arrangements. There is a separate English language entry requirements policy for use by partner institutions that are based overseas, which is published at <https://www.uwtsd.ac.uk/collaborative-partnerships/>

It will be for the partner institutions to apply the general principles of the Admissions Policy, determining for themselves the operational details in the context of their own structures and systems.

Feedback to unsuccessful applicants should be on request to the partner institution and normally provided by the partner.

It is expected that partner institutions' admissions policies take full and proper account of prevailing legislation, including in respect of criminal convictions, contact with children or vulnerable adults (Disclosure and Barring Service (DBS) checks or equivalent), visa requirements and ensuring only appropriate information is collected from applicants.

Partner institutions should also ensure that information is kept updated following entry onto the programme, such as any change to criminal conviction status.

Applications for PhD and MPhil research programmes must be submitted to, and approved by, the RDC Admissions Sub-Committee of the University before an offer of a place can be made by the partner. This will enable the University to consider whether there is sufficient academic knowledge and supervisory capacity in the relevant area of discipline before a commitment is made to the applicant.

8.3 Enrolment

Students on UWTSD validated programmes at partner institutions must be enrolled on the University's student record system. Partner institutions are required to extract data from their own student database in the format described in a data transfer specification document. The data will then be transferred securely via a portal and imported electronically into the University's student record system. Details of how to transfer the data and the specification can be found on the SharePoint site.

Due to HEFCW requirements, the attendance of students studying at Welsh Further Education partner institutions must be confirmed centrally by the University. This cannot be done until enrolment information has been received and transferred onto the University's student record system.

It is the Partner's responsibility to ensure that students agree to be bound by UWTSD regulations upon enrolment.

It is important that the University is made aware of any changes in circumstances, such as a student's change of address, change of programme or modules, so that its student records remain up-to-date.

All correspondence regarding students must include their full name and UWTSD student number once enrolled. Students are sent their UWTSD student number via email once their details have been entered into the UWTSD student record system.

8.4 Recognition of Prior Learning (RPL)

The facility for accrediting prior learning or experience is available to all students enrolling onto the University's credit-rated programmes, whether on campus or at partner institutions. Where the learning or experience is found to be relevant and of an appropriate standard, credit may be awarded against specified modules of the intended programme and the student will be exempt from studying those modules. Partner institutions are requested to notify the University **as early as possible** of any RPL claims. The term RPL is used as a generic acronym to cover the recognition of certificated and experiential learning.

Credit for which an academic award has already been made cannot normally be used as credit towards a new qualification, unless the previous award is forfeited. There is no requirement to forfeit professional or vocational qualifications.

The amount of credit awarded will depend upon the value of the credit already acquired relative to the programme on which the student is currently enrolling. In the event that a student, who has used a previously gained award as credit transfer, subsequently withdraws from the programme into which the award was subsumed, then the original award will still stand. For example, if a student who has used the RPL process to transfer a Foundation Degree into a BA Honours programme, then withdraws from that programme, then the student's award of Foundation Degree will be maintained.

Student transcripts will clearly identify credit that has been awarded on the basis of prior learning.

Recognition of Prior Certificated Learning

The Recognition of Prior Certificated Learning (RPCL) is defined as the evaluation of acquired learning that has been previously assessed and certificated. This could be at a different institution, or on a different Programme of Study to the programme on which the student currently wishes to register. All applications will be initially considered although only those that are in respect of programmes of study that are relevant to or compatible with the proposed programme of study will be progressed.

While there is no standard expiry date after which certificated learning cannot be recognised, a judgement will be made as to how appropriate it would be to recognise credit within the context of the particular subject area and, if it is deemed that the certificated learning is out of date, it may be necessary to provide evidence that the learning has been kept up to date (for example if the student has been working professionally, and building on the learning in the interim period) before allowing the credit to be recognised.

The marks awarded for credit that is transferred via the RPL process for study at another institution will not be used to calculate the final overall average mark which is used to determine the degree classification except for credits that a student has transferred following study on a previous programme at the University, or any of the founding institutions. Regulations for calculating the final overall average mark where credit has been transferred are set out in the relevant sections of Chapter 6 of the AQH.

The student must provide information on their certificated learning on the RPCL application form (Appendix PL3D), available from <https://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>. In all cases documentary proof that the qualification, or part thereof, has been obtained must be provided. It is the student's responsibility to provide this documentation.

All RPL applications for a student on a particular award must be presented on the same form, and further recognition is not normally allowed in the case of credit for which an award has already been made. **Retrospective applications for the RPL will not normally be allowed.**

Recognition of Prior Experiential Learning

The Recognition of Prior Experiential Learning (RPEL) is defined as the process by which appropriate experiential learning is evaluated and awarded credit. Experiential learning can be described as the knowledge and skills acquired through life experience, work experience and study which are not formally attested through any educational or professional certification. It may also include learning resulting from staff development provided by any organisation, which has not been examined in any of the public examination systems. It is the achievement of learning, or the outcomes of that learning, and not just the experience of the activities alone, that can be considered for recognition.

Credit for experiential learning may be gained from a variety of sources, for example, within the workplace, from training courses that the individual has completed but which are not certificated, through experience in voluntary work, or by individual study. Credit, once awarded, is not distinguished by its source.

Claims for credit in respect of modules worth no more than 40 credits in total, or no more than one-third of the award sought, may be made directly to the Recognition of Prior Experiential Learning Board using the claim form, available from <https://www.uwtsd.ac.uk/collaborative-partnerships/>.

In order to gain credit for experiential learning in respect of modules worth more than 40 credits in total, students, students must provide verifiable evidence to support their claim and are required to register on a Recognition and Accreditation of Learning (RAL) module. The RAL module assessment includes a portfolio of evidence and a reflective essay evaluating the learning that has been achieved. Students will be allocated a RAL Adviser, and provided with a detailed handbook and access to a wide range of online resources to guide them through the process of producing a claim for credit. Upon successful completion of the RAL module and confirmation at an exam board, claims may be submitted to the Recognition of Prior Experiential Learning Board for evaluation, specifying the number and level of credits claimed. The RPEL Board decisions are reported to Admissions Tutors, to inform admission decisions, and to Registry for the recording of recognised credit.

The RAL module is assessed by means of a portfolio of evidence and reflective essay in which students will reflect upon, analyse and evaluate their own learning experience during the RAL process. The student will be required to demonstrate precisely where the Areas of Learning have taken place. Regardless of the level and volume of the credit claim, no credits or marks are awarded for the portfolio components. However, a mark is awarded to the reflective essay in a RAL module (worth 20 credits).

Staff at partner institutions may request further guidance from the Collaborative Partnerships Office.

8.5 Extenuating Circumstances

A student who believes that their performance in, or ability to complete, an assessment has been adversely affected by extenuating circumstances may request that those circumstances are recognised by the University.

Extenuating circumstances as refer to immobilising ill health during the assessment period, bereavement of a close relative or friend during the assessment period, or other similarly profound experience or difficulty that is outside the control of the student. In respect of full-time students in employment, where study is subsidiary to the employment (that is, where the study is related to and dependent on the employment and the employer normally allows the student time-off from work to study and/or directly contributes to the costs of study), pressure from employment may also be considered as extenuating circumstances. In all other cases, full-time students cannot claim extenuating circumstances for pressure from employment. For part-time students, pressure from employment may be considered as extenuating circumstances only where the student's primary role is in work and the student's study is directly secondary to the student's work.

The following are not normally recognised to be extenuating circumstances:

- Minor, non-immobilising health problems with a duration of less than one week including but not limited to: colds, sore throat, sprains (other than in the writing hand/arm).
- Loss of work including, but not limited to: as a result of theft, the breakdown of a computer or other electronic equipment, mislaying an electronic storage device or hard copy.
- Difficulties in submitting for assessment due to technical problems (not caused by a failure in the partner institutions systems).
- Difficulty in gaining access to available materials such as books or videos.

Students should guard against such difficulties by keeping electronic back-ups of work, together with hard copies; keeping drafts of work in progress; and managing the time allocated for completing the assessment.

- Non-serious domestic or personal disruptions including, but not limited to: moving house, change of job, holidays, weddings, oversleeping, cultural and/or educational adjustment, normal stress and anxiety experienced in relation to assessment.

Students are expected to be able to take reasonable steps to ensure that non-serious domestic or personal disruptions do not affect assessments.

- The normal financial difficulties which may be experienced by students, unless there has been a sudden and unforeseen change in financial circumstances.

Students experiencing short-term financial difficulties should seek advice and support from Student Services.

- Long standing impairments or medical conditions, unless it can be demonstrated through evidence that there has been an increase in severity at the time of the assessment, such that the student's academic performance may have been adversely affected.

Students should report long standing impairments and conditions to Student Services to ensure that, where appropriate, adjustments are made to the assessment regime and support arrangements are put in place well before assessment commences.

The University's approach to considering requests for extenuating circumstances is based on two principles:

- The object of an assessment is to measure achievement, not potential; what a student has done, not what he/she might have the potential to do.
- Each student is responsible for submitting assessed coursework on time, for presenting him/herself for written examinations at the appropriate time and place, and for submitting information on extenuating circumstances.

As a result:

- Members of staff may not grant extensions. In the event that work is submitted late, the work is marked in the normal way and then penalised in accordance with the regulations i.e. the mark is capped at the minimum pass mark (40% for Levels 4, 5 and 6 and 50% for Level 7) if the work is up to 1 week late for first attempts or a mark of 0% is recorded if the work is for re-assessment. Both the initial mark and the penalised mark are recorded in the first instance. Any decision to lift the late submission penalty is made in accordance with the regulations for extenuating circumstances.
- Work will not be accepted more than 1 week after the original date for submission. In such cases, where extenuating circumstances are approved, the relevant Programme Team will inform the student that the work is to be submitted at the next appropriate assessment point.
- Extenuating circumstances must not be taken into account in the marking of a student's work.
- Academic staff and Examining Boards are not permitted to modify or adjust marks to compensate for extenuating circumstances.

It is a student's responsibility to ensure that they have read and understood the University's procedures for Extenuating Circumstances. A student's misinterpretation or lack of awareness of the procedures will not be considered a valid reason for non-compliance.

All claims for extenuating circumstances should be submitted to the University by the student as soon as possible and must be received by the University no more than 15 clear working days after the original date for submission of an assessment or the scheduled date of an examination. Claims submitted outside of this timeframe will not be considered unless there is independent evidence to show compelling reasons as to why the claim was not received in a timely manner.

All claims must be made using the Extenuating Circumstances Form available from <https://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>. Claims made by staff, or other students, on behalf of a student who is not aware of the claim him/herself cannot be accepted.

Further information on Extenuating Circumstances, including the procedure, and details of appeals against decisions can be found in Chapter 13 of the AQH and the Mitigating Circumstances Policy, <http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>.

8.6 Compensatory Measures

Long-term impairments shall not constitute extenuating circumstances, other than in the event of an especially severe episode of symptoms at the time of assessment. Students who have a long-term impairment that has a bearing on the way in which they need to complete assessments may request that compensatory measures are put in place for them. Depending on the circumstances of each individual candidate and where facilities allow, a pattern of compensatory measures, as part of the normal assessment of the student, will be devised. Further details of how this is applied

at the University can be found in the Mitigating Circumstances Policy, <http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>.

Guidance on how the policy might be applied at partner institutions, is available from the Collaborative Partnerships Office.

8.7 Academic Misconduct

The University's general principles in relation to academic misconduct are:

- The University will investigate all allegations of academic misconduct, in each case implementing a consistent academic misconduct, procedure.
- It is unfair practice to commit as any act, intentional or otherwise, whereby a person may obtain for themselves or for another, an unpermitted advantage, which may or may not lead to a higher mark or grade than their abilities would otherwise secure.
- A claim that academic misconduct, is related to the re-use of one's own material which has previously been submitted to the University in any form is no defence, except where such re-use has been explicitly authorised under the regulations.
- A claim that academic misconduct, has been committed unintentionally or accidentally is no defence.
- A claim that academic misconduct, has been committed due to mitigating circumstances or a long-term impairment (irrespective of whether or not these circumstances or long-term impairment have been acknowledged by the University) is no defence.

Plagiarism is one type of unfair practice. Plagiarism is passing off, or attempting to pass off, another's work as the student's own. It includes copying the words, ideas, images or research results of another without acknowledgement, whether those words etc. are published or unpublished. Persons who allow their work to be plagiarised are also guilty. Plagiarism is also submitting work for an assignment that has previously been submitted for one of the University's programmes in any form without acknowledging that this is the case (unless such re-use has been explicitly authorised under the regulations) – this is self-plagiarism.

It is expected that partner institutions will provide sessions on referencing and plagiarism for students, so that they understand the importance of always acknowledging sources and correct referencing. The University's Library and Learning Resources have published Referencing Handbooks providing guidance for students on using the referencing styles recognised by UWTSd, which can be accessed from <https://www.uwtsd.ac.uk/library/infoskills/referencing-handbooks/>

8.8 Academic Appeals

Grounds for Appeal

Students are entitled to submit an Academic Appeal only on one or more of the following grounds:

- There has been an arithmetical or other factual error in the results published by the University
- There were mitigating circumstances where for good reason the academic body was not made aware of the significant factor relating to the assessment of a student when it made its original decision and there is independent evidence to show compelling reasons why the University was not made aware of these in a timely manner
- There were defects or irregularities in the conduct of the assessment or in written instructions or in advice relating thereto, where there is a prima facie case that such defects, irregularities or advice could have had an adverse effect on the student's performance

The following are NOT considered valid grounds for requesting a review of an academic decision and appeals based on such reasons will be rejected:

- Disagreement with the academic judgment of the examiners on grounds other than the above ('academic judgement' includes the assessment mark or the pass / fail decision awarded by the markers of the piece of work)
- Marginal failure to attain progression or a higher class of award (especially where such classifications are non-discretionary and made according to published arithmetic formulae)
- The retrospective reporting of extenuating personal circumstances that might have been reasonably made known at the time
- Lack of awareness of the relevant University procedures or regulations

Complaints relating to the quality of teaching or supervision or other circumstances that relate to the delivery of a programme of study (such issues should be properly raised as they arise, and prior to assessment or examination, via the University's Student Complaint Policy); 4.2.6. issues related to allegations of harassment, bullying or discrimination, for which separate University procedures apply.

Submitting an Appeal

The appeal shall be sent to the Office of the Associate Pro-Vice Chancellor (Academic Experience) on the University's Academic Appeal Form, accessed from <http://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>, within 21 days after the official notification of results.

Simple notice of appeal given in writing by a student within the above deadline shall not be deemed to constitute an appeal and shall not be accepted.

Appeals received after 21 days will be deemed to be out of time and will not be considered unless students have provided independent evidence to show compelling reasons as to why the appeal was not submitted within the appropriate timeframe.

The University will not consider any appeal submitted more than 12 months after the formal notification of a decision made in relation to progression, assessment and award under any circumstances.

Further information on Academic Appeals, d can be found in the Academic Appeals Policy, which is accessed via <http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook>.

8.9 Interruption of Studies, Required to Suspend, Adjustments and Withdrawal

8.9.1 Interruption of Studies

Interruption of studies is defined as the formal pause in a student's study for an extended period of time during which a student is not required to engage with their studies. Students do not have the automatic right to interrupt their studies; a request to interrupt studies must be made to the Academic Office on the approved form, available from <https://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>

Where an application for interruption of studies is received prior to the start of a semester/term/block or no more than 20% of the duration of the semester/term/block, the interruption would, if approved, have an effective start date of the beginning of the semester/term/block

Where an application for interruption of studies is received after more than 20% of the duration of the semester/term/block, but after no more than 70% of the duration of the semester/term/block, the interruption would, if approved, have an effective start date of the date the application was received.

Where an application for interruption of studies is received after more than 70% of the duration of the semester/term/block it will be considered as an indication that the student wishes to apply for extenuating circumstances in that semester/term/block and the student will be directed to the appropriate regulations

All applications must be supported by appropriate independent evidence.

Normally an interruption of studies should be for a definite period and a date for return to studies should be agreed at the time the interruption is approved. Normally a student will be expected to resume their studies at the beginning of the next appropriate Semester or Term in order to continue his/her studies.

The student should discuss their intention to interrupt his/her studies with their Personal or Year Tutor or Programme Director and relevant members of staff in their institution. International students are strongly encouraged to consult staff at their institution before making a final decision, as this may have implications with regards to immigration status. The student should complete an Interruption of Studies Form.

A student who interrupts studies should be aware it may not be possible for the University to guarantee that the same modules or programmes will be part of the provision when the student resumes his/her studies (due to module or programme review). In such cases, the University will work with the student and seek to identify a suitable alternative (which may mean that the student has to forfeit partial credit which had previously been approved to take forward).

If a student is unable to return on the agreed date, they must seek further approval to extend the period of interruption. If a student fails to return to their studies by the date specified and approval for an extension to the interruption has not been sought, the University shall assume that the student has withdrawn from the University. The student shall be informed in writing that they have been withdrawn and the record amended. The student shall have the right to appeal against the decision in accordance with the University's regulations.

8.9.2 Required to Suspend

Under exceptional circumstances a student may be required to interrupt studies due to academic, disciplinary, or financial reasons or as a result of Fitness to Practise or Fitness to Study decisions. In such cases the period of interruption will be classified as a suspension of studies and the student will be informed that his/her studies have been suspended and will be notified of the reasons for the suspension. The student will be given a return to studies date and informed of any conditions that must be met before he/she can resume studies.

A student may also be required to suspend studies where a partner institution deems that on health grounds it is not appropriate for a student to continue with his/her studies, whether in exercising its duty of care to others or where it is deemed not to be in the interest of the particular student. In such cases, it will be made clear to the student that the requirement to suspend studies is separate from the University's Disciplinary procedures.

The University has a Fitness to Study policy, which is intended to be supportive rather than disciplinary in purpose. The policy relates to a student's capacity to participate fully and

satisfactorily as a student in relation to their academic studies and student life generally at the University. The policy is limited to students who are registered directly at the University. For students registered at collaborative partner institutions, procedures from that institution are followed in the first instance. However, such students are entitled to submit an appeal to the University with respect to the outcome of their case. The policy can be accessed at <https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>

The University also has a Fitness to Practise policy that outlines the procedures that should be followed where there is cause for concern in relation to fitness to practice. This relates to programmes where students must meet the requirements of professional bodies. The policy is limited to students who are registered directly at the University. For students registered at collaborative partner institutions, procedures from that institution are followed in the first instance. However, such students are entitled to submit an appeal to the University with respect to the outcome of their case. The policy can be accessed at <https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>

8.9.3 Student Pregnancy, Maternity, Paternity and Adoption Leave Policy

The University had developed a form which aims to guide discussions with students during pregnancy and maternity. Partner institutions are encouraged to use the form, which should be completed and agreed with the student. The form should be completed by the Programme Director (or nominee) and agreed with the student.

It is not intended that the form should be completed at a first meeting as initially a student will be unable – and should not be expected – to respond to all the issues raised. The form should be reviewed at key stages (e.g. 16 weeks pregnant, 24 weeks pregnant, and prior to return to study); or at key points of the academic year (e.g. prior to examinations and field trips). If the student's circumstances change, the plan will also need to be reviewed.

The form can be accessed at <https://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>
There is no requirement to send the form to the University.

8.9.4 Adjustments to the usual time limit for completing a taught award

Details of the time limits for the completion of each taught award are provided in Section 6.3.2 of Chapter 6 of the Academic Quality Handbook 2019/20, <https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>

The usual period of study for completing a taught award will automatically be adjusted to take into consideration time spent on an approved interruption of studies or in cases where a student is required to repeat a level of study as long as the maximum period of study is not exceeded.

Students should complete sections 1 to 6 of the Application For Adjustment To Time Limit Form, available from <https://www.uwtsd.ac.uk/academic-office/appendices-and-forms/> and the Programme Manager should complete section 7. The completed form should be sent to the Academic Office for consideration. Requests to adjust the maximum time limit will be submitted to the Special Cases Committee for consideration.

8.9.4 Withdrawal

If a student is considering withdrawing from their studies, it is extremely important that they discuss the matter with the Programme Director and/or other relevant staff at the partner institution. If a student decides that they definitely wish to withdraw from the University programme, then they

must complete the Notification of Student Withdrawal form, which can be found out <http://www.uwtsd.ac.uk/academic-office/appendices-and-forms/> . Failure to fully complete all the details on this form may have financial implications for the student in relation to tuition fees and, where applicable, student loan.

The completed form should be returned to the Registry. Withdrawals will be notified to external agencies by the University, where appropriate.

Further information on Interruption of Studies, Required to Suspend, Adjustment to Time Limits and Withdrawal, can be found the Mitigating Circumstances Policy,, <http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>.

8.10 Awards Congregation

The University holds annual awards congregations at its Carmarthen, Lampeter and Swansea campuses in July and November. The University's students taught by partner institutions are normally invited to attend. Partner institutions should inform the University of any students who wish to attend the Awards Ceremony and forward attendance forms to the University by the date specified in students' invitation letters. With the University's approval, partner institutions may also make alternative arrangements for celebration events, where senior representatives from the University may attend.

8.10.1 Guidance on celebration events for collaborative partner institutions

Where celebration events at collaborative partner institutions take the form of graduation ceremonies, there are a number of UWTSD requirements, as outlined.

Academic Dress and Photography

All students are required to wear full academic dress appropriate to their award throughout the ceremony. The official supplier of UWTSD robes and photography services is Ede & Ravenscroft. Partner institutions based in the UK should contact Chris Brooks (chris.brooks@edeandravenscroft.com) to make the arrangements.

Partner institutions outside the UK will need to make arrangements with a local supplier, as Ede & Ravenscroft are unable to supply gowns due to import restrictions. However, partners based in Malaysia can make arrangements with Ede & Ravenscroft, Malaysia who supply robes for both graduands and staff. Ede & Ravenscroft, Malaysia will also supply photography services if required. Ede & Ravenscroft staff will attend the event on the day.

Recommended Order of Proceedings

UWTSD ceremonies follow the Order of Proceedings below. This is the recommended Order for celebratory events at partner institutions. Although the inclusion of all of these elements is not obligatory, please note that the inclusion of the Proclamation and Authorisation is a requirement for all events that take the form of graduation ceremonies. The Proclamation and Authorisation must be read bilingually at celebratory events held at partner institutions based in Wales. **If a partner institution wishes to include an element that is substantially different from the elements listed below, the approval of the University's Executive Head of Registry is required.**

- Procession
- Hymn (optional)

- Opening Address
- Musical Interlude
- Proclamation and Authorisation *
- Presentation of Graduates
- Presentation of Bursaries
- Student Union Address (optional)
- Address to Graduates
- Prorogation of the Congregation
- National Anthem (optional)
- Recessional

**UWTSD Proclamation and Authorisation*

Proclamation

Goreu Awen Gwirionedd. The Best Inspiration is Truth. Be it known to members of the University, and to all here present that a Congregation of the University of Wales Trinity Saint David is being held here in the town of on the ... day of [month and year] to celebrate worthy persons who have, through study at the University and through learning, ability and perseverance, been deemed worthy of such degrees in accordance with the ordinances of the University, in the hope that they may be given health and long life to serve their generation and their country under the blessing of heaven.

“Then shall thy light rise in obscurity and thy darkness be as the noon-day, and they that shall be of thee shall build the old waste places.”

Authorisation

Let it be known to members of the University, and to all who are present, that the University of Wales Trinity Saint David and University of Wales have granted authority to Professor Medwin Hughes or his designated deputy to admit to their degrees students of the University of Wales Trinity Saint David who have qualified for degrees according to the regulations of the University.

The names of those who may be admitted to their degrees in this Congregation are to be seen on the printed lists that have been distributed.

UWTSD Representation

The partner institution shall notify the Executive Head of Registry of the arrangements for each ceremony no fewer than three months prior to its taking place. The University may wish to send a representative to attend the ceremony. Where a University representative is present, the expectation is that s/he will normally be involved in the presentation of the UWTSD awards.

Graduation Programme

The partner institution shall send to the Executive Head of Registry two copies of each Graduation Programme within two weeks of the ceremony taking place.

Any queries should be sent to registry@uwtsd.ac.uk.

8.11 Certificates

Certificates for students at partner institutions will be forwarded to the partners for distribution to students. Partner institutions should ensure that students understand that they will not receive their certificates at the Awards Ceremony.

The University will issue certificates of award for successful students, with an accompanying transcript that will state the name of the partner institution and the country where it is located (i.e. where the studies were undertaken). This will be cross-referenced on the certificate. **Partner institutions are not permitted to issue certification in respect of the University's provision.**

Intermediate awards are only issued to those qualified students who leave while part way through the programme or who have completed the programme but failed to achieve the standard required for their intended qualification. Intermediate awards are not made to those students who progress to the next stage of the programme and students are able to confirm that they have passed modules associated with an intermediate stage within the programme by obtaining a transcript of results from the University.

8.12 Publicity Materials

Publicity material produced by partner institutions relating to the University's programmes of study must be approved prior to use

Prior approval is needed from the University for all updates to approved promotional materials relating to University of Wales Trinity Saint David programmes or bearing the University's logo, including prospectuses and web content, and other forms of publicity – for example, social media, posters, banners or advertisements.

Collaborative Partnership Institutions are required to provide all planned promotional materials to the Collaborative Partnerships Office (CPO).. The CPO will log the material and check for accuracy, and will consult with other University Departments and/or Institutes, where appropriate.

All new collaborative partners will be asked formally, in a letter accompanying the signed MoA, to submit all planned promotional materials relating to UWTSd programmes, or bearing the University's name or logo, to the University prior to issue.

Existing partners will be reminded annually, that prior approval is needed from the University for all updates to approved promotional materials bearing the University's logo, including prospectuses and web content, and that all forms of publicity, including social media, posters, banners or advertisements bearing the University's logo, also require approval.

The Head of Collaborative Partnerships (Operations) will arrange for regular checks of the websites of partner institutions to be made. The CPO will maintain a log of the dates that sites were visited and any material of potential concern and the action taken subsequently.

The CPO will maintain records of any correspondence with partner institutions relating to the checking of promotional materials and, in the event that difficulties arise with a particular partner, will alert the Head of Collaborative Partnerships (Operations) in the first instance.

9. OTHER POLICIES AND PROCEDURES

9.1 The University's Language Policy

In compliance with the University's Welsh Language Standards, which are a requirement under the Welsh Language (Wales) Measure 2011, partner institutions will inform students that any written work submitted as part of an assessment or examination may be submitted in Welsh, and that work submitted in Welsh will be treated no less favourably than written work submitted in English as part of that assessment or examination. The University sees its natural bilingual context as strength and will develop and extend its provision of bilingual opportunities for the community it serves. For assessment through the medium of Welsh, see Chapter 7 of the AQH.

The University also has a Policy for delivery and assessment in languages other than English or Welsh, which is published at <https://www.uwtsd.ac.uk/collaborative-partnerships/>

9.2 Intellectual Property

The University's policy on Intellectual Property Rights relates to the ownership of any copyright, design rights, invention, discovery or improvement produced by a student or students in the course of their studies. The policy aims to protect the interests of both the student and the University and is to be interpreted in a spirit of reasonableness. The regulations for issues relating to Intellectual Property Rights are described in the University's policy. The policy is published at: <http://www.uwtsd.ac.uk/ip/>.

9.3 Student Complaints Procedures

Students who are dissatisfied with an aspect of their experience as a student on the University's programme have a right to make a complaint about any specific concern about the provision of their programme of study or a related academic service. Students are encouraged, in the first instance, to resolve the matter with the person or persons directly involved. If they wish to make a formal complaint, they should in the first instance pursue it through the partner institution's complaints procedures. If they remain dissatisfied, they may request that their complaint is considered by the University, as outlined Student Complaint Policy, <http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>.

In the event that students are not satisfied with the outcome of a review of a complaint by the partner institution and/or University, they are entitled to take the issue to the Office of the Independent Adjudicator (OIA) for Higher Education, <http://www.oiahe.org.uk/>

Please note that disputes about defects or irregularities in the conduct of assessment or examinations should normally be resolved through the procedure for Academic Appeals rather than the Student Complaints procedure.

The Student Complaints procedure does not cover complaints about the behaviour of other students. Complaints of this nature should be dealt with by the designated officer at the partner institution.

9.4 Student discipline

Issues relating to student discipline of a non-academic nature will normally be dealt with directly by the partner institution. Advice on disciplinary issues relating to academic matters is available from the Academic Office.

9.5 Health and Safety

For the purposes of the UK's Health and Safety at Work etc. Act 1974, the University treats its students as if they were employees. This means that students have a duty to take reasonable care for the health and safety of themselves and for other persons who may be affected by what they do or fail to do, and to work and co-operate with the University in fulfilling its statutory duties. Partner institutions should ensure that students have access to their institution's health and safety procedures and regulations and students should be asked to observe any specific information that they have received on health and safety in laboratories, workshops or studios.

9.6 Cancelled, Rescheduled, and Postponed Class Policy

The University has a Cancelled, Rescheduled, and Postponed Class Policy, to ensure that there are clear and transparent and standard procedures in place at the University in relation to all cancelled, postponed, and rescheduled classes. The policy makes it clear that for students registered at collaborative partnership institutions procedures from that institution are followed in the first instance. However, collaborative partners may find the policy useful when considering their own procedures in this respect. The policy can be viewed at <https://www.uwtsd.ac.uk/about/strategies-and-policies/>

9.7 Resources

As outlined in the Memorandum of Agreement, the partner institution is responsible for providing the necessary physical and human resources for the operation of the programme(s), subject, where appropriate, to the approval of the University (except those agreed as part of the financial agreement and unless otherwise agreed by both parties). These include:

- Ensuring students receive information provided by the University
- Ensuring students handbooks and other information are produced in line with University guidance and distributed to students
- Ensuring learning and assessment materials for staff and students are accessed in a timely manner
- Making appropriate arrangements for the assessment of need, eligibility and provision of student support mechanisms, including but not limited to: learning support, counselling, disability, accommodation, careers guidance and finance.

Partner institutions are responsible for providing and managing the financial and human resources needed to maintain and enhance the quality of students' experience, including the appointment of suitably qualified staff, and the induction and appraisal of staff.

In terms of materials teaching materials:

- For validation programmes the University will not normally provide any materials, as the curriculum is designed by the partner
- For franchise partnerships, the University will provide the definitive programme document, although PTLs may also share other materials on request

The support to be provided in terms of teaching materials should be agreed at validation (and subject to financial agreement where applicable).

Partner institutions will also be responsible for any additional costs associated with licenses for learning and teaching materials provided by the University, such as *Turnitin* and library resources/packages.

A Service Level Agreement details the range of services the University offers for staff and students based at partner institutions.

9.7.1 Library resources

Although the core learning resources for the University's Programme of Study are to be provided by the partner institutions (as outlined in the Memorandum of Agreement), where permissible under licensing agreements, the University Library provides access to additional electronic resources via the internet. Further information can be found at <http://www.uwtsd.ac.uk/library/services/services-for-partner-students/>

Support for the University's online resources will be provided through the partner and the University's Library and Learning Resources Department communicates through the library contact at the partner institution rather than directly with partner students or academic staff.

Partner institutions are asked to note that the University's online resources are purchased to support the University's current learning and teaching requirements, and are subject to change to meet the academic and financial needs of the University. While the University seeks to ensure equitable access to Online Library resources for all partners, in some cases resource providers may restrict access to specific partnership institutions outside of the University's control; for example, where a significant percentage of the partner's total student body requires access, in which case resource providers may request the partner take out their own subscription.

10. CONTACTS

Partner institutions will have contact with many different sections of the University including Faculties, Academic Schools, the Collaborative Partnerships Office, Registry and the Academic Office.

10.1 Collaborative Partnerships Office

As part of the ongoing integration of UWTSD and the University of Wales a new Collaborative Partnerships Office has been established in Cardiff. The Collaborative Partnerships Office supports collaborative partnerships delivering University of Wales (until completion) and UWTSD programmes, overseeing approval and monitoring processes and offering advice to staff at the collaborative partnership institutions and the University in matters relating to collaborative provision.

Among other things, the Collaborative Partnership Office retains an overview of quality assurance for collaborative partnerships for the institution via, the monitoring of PTL visit reports and the management of interim reviews and partnership reviews. The office also supports partnerships through processes such as approval, programme monitoring and review, (re)validation, modifications to programmes and the scheduling of examining boards.

The Collaborative Partnership Team is led by:

Dr Stuart Robb, Head of Collaborative Partnerships (Partnership Relations)
stuart.rob主@wales.ac.uk

Elisa Tavares Llewellyn, Head of Collaborative Partnerships (Operations)
elisa.tavares.llewellyn@uwtsd.ac.uk

Partnership co-ordination activities, including travel, financial processes, receiving and monitoring PTL reports, administration of the Partnership Lecturer Scheme and some student cases are undertaken by:

Joanna Clark
joanna.clark@wales.ac.uk

Joanna Dixon
Joanna.Dixon@wales.ac.uk

PTL reports should be submitted to academic.unit@wales.ac.uk

The Collaborative Partnerships Officers provide guidance and support to UWTSD and partner staff, as well students and alumni, and each of them is a named contact for each partner institution to whom partners can send any queries in the first instance; the Officer will then liaise with the relevant University staff as appropriate. They also undertake a range of tasks associated with the partnerships, including monitoring of admissions processes, approving marketing materials, monitoring the submission of Programme of Study Handbooks and other documentation to be provided to the University, providing administrative support for examining boards, partner approvals, partner reviews, (re)validations and approval of recognition of prior certificated learning.

The Officers work in teams, with Team A working with partners in China and the Far East and Team B working with partners with Europe. UK partnerships are shared between them. Partners (and relevant University staff) are advised via email of who their named contact is.

The teams have shared email inboxes and this means any queries will always be picked up, even if the named contact for a partner is away:

Team A:
Lucy (Lan) Ye
Deemah Obaid
Andrew Warner

AOProvisionA@wales.ac.uk

Team B:
Adam Kalies
Nia Thomas

AOProvisionB@wales.ac.uk

10.2 Partnership Team Leaders (PTLs)

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 are responsible for ensuring that standards of the programme delivered by the partner are consistent with the level of award proposed and helping 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 management of collaborative provision, led by the Collaborative Partnerships Office. It is expected that PTLs will have regular contact with collaborative partners, to ensure consistency between the respective deliveries of the awards.

Where partnerships involve several programmes, an Executive PTL will be appointed to oversee all the programmes in relation to the developmental and monitoring functions. They will work with other PTLs who will undertake the assessment functions.

Responsibilities of PTLs cover a number of different functions as follows:

Developmental functions:

- providing academic advice and a point of contact to facilitate continuing development of the programme;
- encouraging and providing staff development as appropriate, to support the general staff development provided by the Collaborative Partnerships Office;
- encouraging scholarly activity and supporting the partner institution to develop in such a way that they provide a suitable learning environment for the validated programme;
- supporting the partner institution in producing appropriate documentation for the University, such as Annual Programme Reports, documentation for (re)validation and documentation for partnership reviews.

Monitoring functions:

- maintaining oversight, at programme level, of the management and delivery of the provision and providing guidance to the partner institution as required;
- working with the partner institution to ensure that the University's quality assurance requirements are met, including the requirements relating to annual review.
- monitoring the adequacy of resources – both human and physical – available to provide an appropriate level of underpinning for the programmes of study;
- approving, in consultation with appropriate members of University staff including subject specialists, the appointment of new staff by the partner institution to teach on the collaborative programme;
- where collaborative partnerships include the provision of postgraduate research degrees, monitoring all supervisory arrangements, the supervisory capacity of the partner institution, composition of supervisory teams, the research environment and the assessment of student progress and performance;
- holding meetings with students where possible and/or recording any issues related to the student experience that were raised by partner staff, external examiners etc.;
- serving in a 'facilitating' capacity at validation/review events;
- reporting to the relevant Institute Board and the Collaborative Partnerships Office using the template provided in Appendix CP7;
- Where the programme is also delivered at the University (franchise, off-campus), liaising with the relevant Programme Manager to ensure that the partner institution programme is of an appropriate quality and consistent with University requirements. The PTL and Programme Manager shall also ensure that programme information is disseminated to the parties involved at the partner institution and the University.

Assessment functions:

- where appropriate, working with the partner institution to identify and nominate external examiners and, in the case of research degree examinations, examining boards, for approval by the University;
- reviewing and providing written comments on draft assessments, including examination papers;
- checking that marking responsibilities have been assigned and that moderation (including, where appropriate, cross moderation with other partners delivering the same programme) is undertaken;
- sampling student work ensuring that student performance is assessed against established criteria to ensure fairness and consistency in the assessment process;
- attending Examining Board meetings where possible (in person or by video link) and, in the case of research degree provision, annual review meetings, and monitoring the outcomes.

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.

Each PTL will be required to submit one monitoring report per semester, using the template provided in Appendix CP7, to the Collaborative Partnerships Office. This should 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, skype, telephone calls etc.)

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.

10.3 Academic Office

The Academic Office supports partnerships through the processes of student cases, modifications to programmes, external examiner approval, dissemination of regulations and procedures, servicing and contributing to the IACPC.

10.4 Registry

The Registry provides support in the area of student enrolment/registration, examinations and examining boards, as well as UWTSD Awards Ceremony and guidance in relation to celebration events at partner institutions.

10.5 Institutes

In addition, support for partnerships is also provided by a range of other officers and departments within the University.

For contact details of staff within the Academic Office, Registry and Institutes, including those of your relevant PTL, please contact Collaborative Partnerships Office staff in the first instance.

10.6 IT

The IT department can provide general information and advice on accessing the University's IT systems.

Please contact the IT Service Desk on ITServiceDesk@uwtsd.ac.uk

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