University of Wales
Prifysgol Cymru

Exit Phase:
Taught Degrees Handbook

Academic Year 2026-27

University of Wales
Prifysgol Cymru

Taught Degrees Handbook 2026-27

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UW
September 2026
University of Wales

University of Wales
Prifysgol Cymru

Introduction

Approved by the Vice-Chancellor, on behalf of Academic Board for implementation in respect of all candidates following all years of programmes of study at collaborative centres leading to awards of the University of Wales, with effect from 1 October 2026.

TAUGHT DEGREES HANDBOOK

Introduction

This Handbook contains regulations, codes of practice and procedures which govern the delivery of undergraduate and taught postgraduate programmes by collaborative centres.

The codes of practice and procedures contained in this Handbook have been designed to reflect the Exit Strategy which is in place to cover the University's phased withdrawal from all collaborative provision based upon the former validated services model for such activity.

This Exit Strategy is governed by a set of key principles, which have, in turn, informed a Collaborative Provision Exit Memorandum, which was circulated to collaborative centres in 2012.

The University also publishes handbooks for particular functions e.g. Moderators and External Examiners, copies of which may be obtained from the University's Registry at registryhelpdesk@wales.ac.uk.

University of Wales Registry
King Edward VII Avenue
Cathays Park
CARDIFF
CF10 3NS

University of Wales
Prifysgol Cymru

Collaborative Provision Exit Arrangements

Principles

Introduction

In October 2011, the Vice-Chancellor of the University of Wales announced publicly his intention to bring to an end the University's current model of validated provision. This intention was given effect by the University's Academic Board and Council toward the end of that same month. All collaborative centres received a letter in January 2012, serving notice that the validation arrangements would be terminated at a date consistent with the contract governing these arrangements.

This document seeks to capture the key principles to be adopted by the University as it implements the withdrawal from its current validation arrangements.

Over-riding objective of the exit arrangements

The primary objective of the exit arrangements is to achieve an orderly withdrawal from all validated provision in a timescale that is consistent with contractual arrangements and in a manner that protects the reputation of the University of Wales.

Key principles

During the process of withdrawal, the University will adopt the following key principles:

i. It will take whatever additional steps necessary to assure the quality of provision and ensure the academic standards of its awards.

ii. It will take all practicable and reasonable steps to enable students to complete their studies leading to an award in a way that is consistent with the relevant University regulations.

University of Wales
Prifysgol Cymru

Collaborative Provision Exit Memorandum

12 July 2012

name

Confirmation of Responsibilities

Following the termination of the agreement between the University of Wales and *[name of centre]*, this memorandum confirms the respective responsibilities of the University and *[name of centre]* during the remaining period of the contract, i.e. until all University of Wales students have completed, or otherwise terminated, their programme of studies.

These responsibilities are detailed in the enclosed documents, and further documents to be issued by the University, and are summarised in the table at point 11 below.

The proposed timetable for the implementation of the responsibilities set out in this memorandum is as follows:

i. The restructuring within the University will be completed by 1st August 2012, when the new Registry Directorate will be in place.

ii. The changes proposed within this memorandum and the enclosed documents will take effect from 1st September 2012, save for the centralised admissions process, which will be in place from 1st January 2013.

Contractual issues

1. Both parties remain bound by the terms of the current contract.

2. Both parties will work together to produce an agreed exit schedule of actions which will be designed to ensure an orderly and timely termination of the relationship between the two parties.

3 The final date on which the [name of centre] may enrol candidates with the University for the Course under the current contract is [insert date].

Quality assurance arrangements

4. In accordance with clause 7.2 of the current contract, the University proposes to implement the quality assurance procedures contained in the enclosed documents. Both parties will comply with the academic regulations, procedures and protocols as set out in the Collaborative Provision Exit Arrangements, namely the *Academic Regulations* and the *Taught Degrees Handbook* / *Common Academic Framework for Research Degrees* (copies of which are enclosed).

5. In addition, the University will operate in accordance with the procedures and practices as set out in the *Handbook for Moderators* and the *Handbook for External Examiners* (copies of which are enclosed).

Safeguarding the interests of students

6. The University will continue to honour its existing commitments to all registered students and to alumni of *[name of centre].*

Finding new validating partners

7. The University will provide all reasonable support to [*name of centre]* in the task of finding a new validating partner.

8. The University will provide an accurate and timely response to any due diligence enquiries by a potential validating partner, including the provision of a reference.

9. The University will commit itself to co-operating fully with potential validating partners, including the provision of accurate and timely information to those partners on request.

Financial arrangements

10. The University will maintain a schedule of fees.

11. The University will take all practicable and reasonable steps to reduce travel costs associated with visits to *[name of centre]* but without compromising the University's quality management arrangements.

Confirmation of Responsibilities

12. The table below confirms the responsibilities of the University and *[name of centre]* during the remaining period of the contract.

Responsibilities for:		UW	CC
Regulations			
1	Setting regulations and academic protocols for programmes delivered through collaborative provision	✓	
Documentation Relating to Programmes of Study			
2	Maintaining up to date course documents for programmes delivered through collaborative provision		✓
3	Proposal of modifications to programmes delivered through collaborative provision (in exceptional circumstances only)		✓
4	Approval of modifications to programmes delivered through collaborative provision (in exceptional circumstances only)	✓	
5	Approval of marketing materials for programmes delivered through collaborative provision	✓	
6	Marketing and promotion of programmes delivered through collaborative provision		✓
Recruitment and Admissions			
7	Recruitment (for collaborative centres where approval to recruit remains in place only)		✓
8	Setting the criteria for admission to programmes delivered through collaborative provision (for collaborative centres where approval to recruit remains in place only)	✓	
9	Selection of candidates for admission (for collaborative centres where approval to recruit remains in place only)		✓
10	Approval of candidates for admission in advance of presentation for registration (for collaborative centres where approval to recruit remains in place only)	✓	
11	Consideration of claims for APL/advanced standing (within the specified overall termination date for the collaborative centre)	✓	
12	Enrolment of students admission (for collaborative centres where approval to recruit remains in place only)	✓	✓
13	Induction of new students admitted (for collaborative centres where approval to recruit remains in place only)		✓
Student Engagement			
14	Student support and engagement		✓
15	Monitoring of student support and engagement	✓	

Delivery of Programmes of Study			
16	Programme delivery		✓
17	Monitoring of programme delivery	✓	
18	Location of teaching		✓
19	Monitoring of teaching and teaching resources (via External Examiner, Moderator and Annual Monitoring Reports)	✓	
20	Providing the University with information should the location of teaching change		✓
21	Undertaking necessary due diligence of collaborative centre should location of teaching change	✓	
22	Production of student information (including handbooks)	✓	✓
Assessment			
23	Setting of assessments		✓
24	Approval of assessments	✓	
25	Marking of assessments (1st and 2nd marking)		✓
26	External examining of assessments	✓	
27	Moderation of assessments		✓
28	Provision of detailed feedback to students		✓
29	Provision of suitable venues for the sitting of examinations/assessments		✓
30	Sending of dissertations to External Examiners	✓	
31	The administration of assessment		✓
32	Monitoring of administration of assessment (via External Examiner and Moderator reports)	✓	
33	Location of assessment boards	✓	
34	Chairing of assessment boards	✓	
35	Servicing of assessment boards		✓
Derogations from the Regulations			
36	Preparation of special cases and derogations from the University's regulations		✓
37	Approval of special cases and derogations from the University's regulations	✓	
Awards			
38	Approval of final and exit awards, via the University's Overarching Examining Board	✓	
39	Certification for programmes delivered through collaborative provision (including Diploma Supplements and academic statements)	✓	
40	Provision of annual graduation celebrations	✓	
External Examiners and Moderators			
41	Nomination of External Examiners and Moderators	✓	
42	Appointment of External Examiners and Moderators	✓	
43	Induction of External Examiners and Moderators	✓	
Appeals, Complaints and Unfair Practice			
44	Consideration of Stage 1 student appeals		✓
45	Consideration of Stage 2 student appeals	✓	
46	Consideration of unfair practice cases in line with University procedures and reporting of such cases to the University		✓
47	Report of substantiated unfair cases to Academic Board	✓	
48	Initial consideration and attempt for early resolution of student complaints		✓
49	Consideration of Stage 1 student complaints	✓	
Teaching Staff			
50	Employment and management of teaching staff		✓
51	Approval of appointment of teaching staff (via UW Moderator)	✓	
52	Staff induction		✓
53	Staff development	✓	✓
54	Performance review, appraisal of staff, and peer review of teaching		✓
Resources and Facilities			
55	Library provision at the collaborative centre		✓
56	Online library provision (provided as a supplementary resource)	✓	
57	ICT provision		✓
58	Provision of student residential accommodation		✓
Quality Assurance			
59	Quality assurance arrangements in line with UK expectations	✓	✓
60	Oversight of quality and standards of the University's awards	✓	

61	Engagement with external agencies on issues of quality management for programmes delivered through collaborative provision	✓	✓
62	Participation in the preparation of annual monitoring for programmes delivered through collaborative provision where appropriate		✓
63	Approval of annual monitoring for programmes delivered through collaborative provision	✓	
64	Periodic review of programmes delivered through collaborative provision	✓	
65	Joint Board of Studies	✓	✓
66	Complying with legislation at the location of programme delivery		✓
67	Translation of materials where programmes are delivered in a language other than English or Welsh		✓
68	Arrangements for the approval of translations	✓	

Please sign the slip below to confirm receipt of this memorandum. Under the current contract the University can impose the above arrangements. However, we appreciate your input and if you do have any observations or queries about the contents of this memorandum or the enclosed documents, please send them to: registryhelpdesk@wales.ac.uk

Yours sincerely

Professor Medwin Hughes, DL
Vice-Chancellor

On behalf of *[name of centre]*, I confirm receipt of the memorandum from the University of Wales dated 12 July 2012 and the documents setting out the quality assurance arrangements that will apply with effect from 1st September 2012.

Signed: .....

Print Name: .....

Position: .....

On behalf of: .....

University of Wales
Prifysgol Cymru

PART A: ACADEMIC REGULATIONS AND PROTOCOLS

for programmes of study approved by the University of Wales for Delivery at Collaborative Centres

Approved by the Vice-Chancellor, on behalf of Academic Board for implementation in respect of all candidates following all years of programmes of study at collaborative centres leading to awards of the University of Wales, with effect from 1 October 2026.

Academic Year 2026-27

Notes:

The Academic Board and Council of the University of Wales agreed, in October 2011, to exit from activities based upon the former validated services model for collaborative provision.

In the context of the exit process, which is now underway, these Academic Regulations will apply to all taught programmes of study for degrees and awards of the University.

Academic Regulations for research degrees and awards of the University are also published and are available upon request from the University Registry and from the Academic Registry of the centre at which study will take place.

In addition, the University maintains academic protocols and associated guidelines, procedures for the hearing of complaints and appeals and for the investigating allegations of unfair practice. They are also available upon request from the University Registry and from the Academic Registry at the centre.

In any conflict between these Academic Regulations of the University of Wales and any other regulations, protocols or procedures which may be associated with a programme of study these Academic Regulations, approved for the purpose by the Academic Board, shall prevail. The University Registry will advise on all such matters.

Definitions:

The University	*-shall mean the University of Wales;*
The Centre	*-shall mean the collaborative centre at which one or more approved programme/s of study leading to awards of the University is delivered;*
University Registry	*-shall mean the University Registry of the University of Wales;*
Academic Registry	*-shall mean the Academic Registry or other administrative department of a centre (however designated) which has responsibility for providing central academic administrative oversight of studies;*
Candidates	*-shall mean students approved for entry by the University who are following programmes of study leading to awards of the University;*
Programmes of study	*-shall mean all such approved programmes (sometimes also known as courses or schemes) of study of the University;*
Awards	*-shall mean the Degrees and other academic awards of the University of Wales (principally, Certificates and Diplomas);*
CQFW	*-shall mean the Welsh Assembly Government's Credit and Qualifications Framework for Wales.*

A1- ACADEMIC REGULATIONS FOR TAUGHT PROGRAMMES OF STUDY DELIVERED ON A MODULAR BASIS

Regulations for Foundation Certificates

These Academic Regulations of the University of Wales govern the award of Foundation Certificates (FCs). Candidates following programmes of study delivered at centres in pursuit of this award are advised to contact the Registrar of the centre concerned for details of any additional regulations which may have been approved for the programme in question.

Foundation Certificates are not considered to be part of the framework for Higher Education qualifications in themselves and, for this reason, some requirements of HE programmes are not expected of programmes offered under these Academic Regulations.

Entry

1. To be eligible for admittance to study for a Foundation Certificate of the University of Wales, a candidate shall have fulfilled any entry conditions which may be required by the University in respect of the programme of study in question. Centres may have additional entry requirements for individual programmes which may be more, but not less, stringent than those specified by the University.

Programme Structure

2. Modular units of study are available at various levels as defined by the University. Programmes of study approved by the University comprise various modules and/or units of study, each of which carries a credit-rating. The University's preferred model for programme structures is for credit to be arranged in blocks or multiples of 5. Regardless of the structure adopted, the University expects that 1 credit is deemed equivalent to 10 notional hours of learning, such that the total credit-rating will reflect the estimated time that learners will need to achieve specified learning outcomes. (It is expected that within this time all appropriate learning activities relating to assessed learning, including assessment, will be undertaken).

3. Foundation Certificate programmes shall be offered on the basis of one year of full-time study (or part-time equivalent).

4. Candidates shall be required to pursue at least 120 credits of study, at CQFW Level 3.

Time Limits for Completion of Study

5. Every candidate for a Foundation Certificate shall complete all of the required units of assessments within the following overall time-limits:

   (i) full-time mode: not more than two years from the start of the programme;

   (ii) part-time mode: not less than two years and not more than four years from the start of the programme.

   Within these overall time-limits, a centre may specify lower time-limits for individual programmes of study.

Assessment

6. Progression of a candidate will normally be assessed in the period immediately following completion of a unit of study.

7. The pass-mark for units of assessment, modules, and awards shall be 40%.

8. Foundation Certificates may be awarded with *Merit* and/or with *Distinction.* Boards of Examiners may recommend the award with *Merit* where a candidate has achieved an overall mark of 60% or above, or the award with *Distinction* where there is an overall mark of 70% or above.

9. Centres shall agree with the University through the programme approval process the proportion of coursework and formal assessment to be expected of candidates for individual programmes of study. Centres shall, in conjunction with the University, establish procedures to govern the processes of designing, approving and reviewing assessment strategies for programmes.

10. Centres shall make available to candidates an approved policy for the use of anonymous marking and of other established marking practices which shall conform to the University's expectations and guidance for such.

11. Centres shall make available to candidates an approved policy for the return and retention of scripts which shall conform to the University's expectations and guidance for such.

12. A candidate who is absent from the whole or some of the units constituting a written examination, or who fail to submit set projects or coursework by the required date(s), will be deemed to have failed the module(s) in question. In the case of illness or other exceptional circumstances the University may grant an extension to submission dates or permit a supplementary examination to be held.

Failure

13. At the discretion of the Examining Board, a candidate who has been unsuccessful in any units of study which contribute to the overall award may be permitted three further attempts to redeem the failure in each such unit for the bare pass-mark (40%) only, irrespective of the actual level of performance.

    A candidate may not re-sit any module or unit of assessment for which a pass-mark has been attained previously.

Award

14. To be eligible for consideration for the award of a Foundation Certificate, a candidate shall have:

    (i) been admitted to study by the University;

    (ii) pursued an approved scheme of study for the period prescribed above;

    (ii) pursued a minimum of 120 credits at CQFW Level 3;[1]

    (iii) fulfilled any further condition(s) which may be required by the University or centre.

[1] A standard equivalent to NVQ Level 3, or the former HE Level 0.

15. A candidate may fail no more than 10 credits at CQFW Level 3.

16. In determining whether to recommend to the University that the award of a Foundation Certificate be made to a candidate, Examining Boards shall follow conventions approved by the University. These conventions will include procedures or mechanisms for the exercise of discretion by the Examining Board, and such guidelines for the classification of awards, as may be specified by the University.

17. Recommendations for award shall be transmitted to the University Registry by the Examining Board using the official form and coding prepared by the University Registry for the purpose in advance of the meeting of the Board. Recommendations shall then be ratified by the University's Examining Board and awards conferred by Academic Board.

Regulations for Foundation Degrees

These Academic Regulations of the University of Wales govern the award of Foundation Degrees (FDs). Candidates following programmes of study delivered at centres in pursuit of this award are advised to contact the Registrar of the centre concerned for details of any additional regulations which may have been approved for the programme in question.

Entry

1. To be eligible for admittance to study for a Foundation Degree of the University of Wales, a candidate shall have fulfilled any entry conditions which may be required by the University in respect of the programme in question. Centres may have additional entry requirements for individual programmes of study which may be more, but not less, stringent than those specified by the University.

Credit Transfer

2. A centre may request that, within the overall limits shown below, the University might deem the performance of a student in either: (i) study pursued previously and/or, (ii) prior experiential learning, to count towards the requirements for the award of a Foundation Degree. Such prior study or experiential learning shall be relevant to the programme to be pursued and shall be credit-rated at the discretion of the University. The prior study shall have been completed at a University or other institution recognised by the University of Wales for the purpose.

   The maximum number of credits which may be accepted to count towards a Foundation Degree of the University of Wales shall be not more than 120. Where the maximum transferable credit allowed has been accepted, the remaining credits to be pursued will normally be at Level 5[2] (former HE Level 2).

Programme Structure

3. Modular units of study are available at various levels as defined by the University. Programmes of study approved by the University comprise various modules and/or units of study, each of which carries a credit-rating. The University's preferred model for programme structures is for credit to be arranged in blocks or multiples of 5. Regardless of the structure adopted, the University expects that 1 credit is deemed equivalent to 10 notional hours of learning, such that the total credit-rating will reflect the estimated time that learners will need to achieve specified learning outcomes. (It is expected that within this time all appropriate learning activities relating to assessed learning, including assessment, will be undertaken).

4. Foundation Degree programmes shall comprise 240 credits of study, of which at least 120 shall be at CQFW Level 5 (former HE level 2 (or above) and a maximum of 30 of which shall be at CQFW Level 3 (former HE Level 0), offered on the basis of a two-year full-time period of study (or part-time equivalent).

5. Full-time candidates shall be required to pursue the equivalent of at least 120 credits during each academic year.

[2] Such cases must be presented to the University for consideration for approval, on their merits.

6. Depending upon the requirements of the approved programme of study, a candidate shall pursue credit in respect of assessed workplace based learning which shall number not fewer than 20 credits.

Time Limits for Completion of Study

7. Every candidate for a Foundation Degree shall complete all of the required units of assessments within the following overall time-limits:

   (i) full-time mode: not more than four years from the start of the programme;

   (ii) part-time mode: normally not less than two years, and not more than six years, from the start of the programme.

   Within these overall time-limits, a centre may specify lower time-limits for individual programmes of study.

   Where credit transfer has been approved, as above, a *pro-rata* reduction to the overall time-limit for the individual candidate may be approved by the University. Once approval has been received for the new time-limit, the centre shall communicate details of it to the candidate at the outset of study. If further clarification of this process is required, please contact registryhelpdesk@wales.ac.uk.

Assessment

8. Progression of a candidate will be assessed normally in the period immediately following completion of the unit of study.

9. The pass-mark for units of assessment, modules and awards shall be 40%.

10. Foundation Degrees may be awarded with *Merit* and/or with *Distinction.* Boards of Examiners may recommend the award with *Merit* where a candidate has achieved an overall mark of 60% or above, or the award with *Distinction* where there is an overall mark of 70% or above.

11. Centres shall agree with the University through the programme approval process the proportion of coursework and formal assessment to be expected of candidates for individual programmes of study. Centres shall, in conjunction with the University, establish procedures to govern the processes of designing, approving and reviewing assessment strategies for individual programmes of study.

12. Centres shall make available to candidates an approved policy for the use of anonymous marking and of other established marking practices which shall conform to the University's expectations and guidance for such.

13. Centres shall make available to candidates an approved policy for the return and retention of scripts which shall conform to the University's expectations and guidance for such.

14. A candidate who is absent from the whole or some of the units constituting a written examination, or who fail to submit set projects or coursework by the required date(s), will be deemed to have failed the module(s) in question. In the case of illness or other exceptional circumstances the University may grant an extension to submission dates or permit a supplementary examination to be held.

Failure

15. At the discretion of the Examining Board, a candidate who has been unsuccessful in any units of study which contribute to the overall award may be permitted three further attempts to redeem the failure in each such unit, for the bare pass-mark (40%) only, irrespective of the actual level of performance.

A candidate may not re-sit any module or unit of assessment for which a pass-mark has been attained previously.

Award

16. To be eligible for consideration for the award of a Foundation Degree, a candidate shall have:

(i) been admitted to study by the University;

(ii) pursued an approved programme of study for the period prescribed above (except as provided by paragraph 2 above);

(iii) pursued a minimum of 240 credits, at the Levels required;

(iv) fulfilled any further condition(s) which may be required by the University or centre.

17. An exit qualification (a Certificate of Higher Education) may be awarded to a candidate who has pursued a minimum 120 credits but is unable (or is not permitted) to complete the programme subsequently; such an award may be made with *Merit* or *Distinction* if appropriate.

18. A candidate may fail no more than 20 credits at CQFW Level 3 or 4 (former HE Level 0 or 1) and no more than 20 credits at CQFW Level 5 or above (former HE Level 2 or above) of those credits which contribute to the award of the Foundation Degree. Compensation/condonement should not normally be operated in a module awarded a mark of below 30%. Subject to this minimum requirement, a centre shall have discretion to specify particular units of study for which marks may not be condoned.

19. In determining whether to recommend to the University that the award of a Foundation Degree might be made to a candidate, Examining Boards shall follow conventions approved by the University. These conventions will include procedures or mechanisms for the exercise of discretion by the Examining Board, and such guidelines for the classification of awards, as may be specified by the University.

20. Recommendations for award shall be transmitted to the University Registry by the Examining Board using the official form and coding prepared by the University Registry for the purpose in advance of the meeting of the Board. Recommendations shall then be ratified by the University's Examining Board and award conferred by Academic Board.

Regulations for Undergraduate Certificate and Diploma Programmes

These Academic Regulations of the University of Wales govern the award of Undergraduate Certificate and Diplomas. Candidates following programmes of study delivered at centres in pursuit of these awards are advised to contact the Registrar of the centre concerned for details of any additional regulations which may have been approved for the programme in question.

Entry

1. To be eligible for admittance to study for a University Undergraduate Certificate or Diploma of the University of Wales, a candidate shall have fulfilled any entry conditions which may be required by the University in respect of the programme in question. Centres may have additional entry requirements for individual programmes of study which may be more, but not less, stringent than those specified by the University.

Credit Transfer

2. A centre may request that, within the overall limits, the University might deem the performance of a student in either study previously pursued and/or any prior experiential learning to count towards the requirements for the award of an Undergraduate Certificate or Diploma. Such prior study or experiential learning shall be relevant to the programme to be pursued and shall be credit-rated at the discretion of the University. The prior study shall have been completed at a University or other institution recognised by the University of Wales for the purpose.

   The maximum number of credits which may be accepted to count towards an Undergraduate Certificate or Diploma award of the University of Wales shall be:

Undergraduate Certificate:	60 credits
Undergraduate Diploma:	120 credits.

   With respect to Undergraduate Diploma programmes, where the maximum transferable credit allowed has been accepted, the remaining credits to be pursued through the admitting centre will normally be at CQFW Level 5 (former HE Level 2), or above.

Programme Structure

3. Modular units of study are available at various levels as defined by the University. Programmes of study approved by the University comprise various modules and/or units of study, each of which carries a credit-rating. The University's preferred model for programme structures is for credit to be arranged in blocks or multiples of 5. Regardless of the structure adopted, the University expects that 1 credit is deemed equivalent to 10 notional hours of learning, such that the total credit-rating will reflect the estimated time that learners will need to achieve specified learning outcomes. (It is expected that within this time all appropriate learning activities relating to assessed learning, including assessment, will be undertaken).

4. Undergraduate Certificate programmes shall comprise 120 credits at CQFW Level 4 (former HE Level 1) or above, and a maximum of 30 of which shall be at CQFW Level 3 (former HE Level 0), offered on the basis of a one-year full-time period of study (or part-time equivalent).

   Undergraduate Diploma programmes shall comprise 240 credits, including a minimum of 120 at CQFW Level 5 (former HE Level 2) or above, and a maximum of 30 of which shall be at CQFW Level 3 (former HE Level 0), offered on the basis of a two-year full-time period of study (or part-time equivalent).

5. Full-time candidates shall be required to pursue the equivalent of at least 120 credits during each academic year.

Time Limits for Completion of Study

6. Every candidate shall complete all units of assessments within the following periods:

Undergraduate Certificate:

(i) full-time mode: not more than two years from the start of the programme;
(ii) part-time mode: not less than three years and not more than six years from the start of the programme.

Undergraduate Diploma:

(i) full-time mode: not more than three years from the start of the programme;

(ii) part-time mode: not less than four years and not more than eight years from the start of the programme.

Within these overall time-limits, a centre may specify lower time-limits for individual programmes of study.

Where credit transfer has been approved, under paragraph 2 above, a *pro-rata* reduction to the overall time-limit for the individual candidate may be approved by the University. Once approval has been received for the new time-limit, the centre shall communicate details of it to the candidate at the outset of study. If further clarification of this process is required, please contact registryhelpdesk@wales.ac.uk.

Assessment

7. Progression of a candidate will normally be assessed in the period immediately following completion of the unit of study.

8. The pass-mark for units of assessment, modules, and awards shall be 40%.

9. Undergraduate Certificates and Diplomas may be awarded with *Merit* and/or with *Distinction.* Boards of Examiners may recommend the award with *Merit* where a candidate has achieved an overall mark of 60% or above, or the award with *Distinction* where there is an overall mark of 70% or above.

10. Centres shall agree with the University through the programme approval process the proportion of coursework and formal assessment to be expected of candidates for individual programmes of study. Centres shall, in conjunction with the University, establish procedures to govern the processes of designing, approving and reviewing assessment strategies for individual programmes of study.

11. Centres shall make available to candidates an approved policy for the use of anonymous marking and of other established marking practices which shall conform to the University's expectations and guidance for such.

12. Centres shall make available to candidates an approved policy for the return and retention of scripts which shall conform to the University's expectations and guidance for such.

13. A candidate who is absent from the whole or some of the units constituting a written examination, or who fail to submit set projects or coursework by the required date(s), will be deemed to have failed the module(s) in question. In the case of illness or other exceptional circumstances the University may grant an extension to submission dates or permit a supplementary examination to be held.

Failure

14. At the discretion of the Examining Board, a candidate who has been unsuccessful in any units of study which contribute to the award may be permitted up to three further attempts to redeem the failure in each such unit, for the bare pass-mark (40%) only, irrespective of the actual level of performance.

A candidate may not re-sit any module or unit of assessment for which a pass-mark has been attained previously.

Award

15. To be eligible for consideration for the award of an Undergraduate Certificate, a candidate shall have:

(i) been admitted to study by the University;

(ii) pursued an approved programme of study for the period prescribed by the University, except as provided by paragraph 2 above;

(iii) pursued a minimum number of 120 credits at the required Levels;

(iv) fulfilled any further condition(s) required by the University or centre concerned.

16. To be eligible for consideration for the award of an Undergraduate Diploma, a candidate shall have:

(i) been admitted to study by the University;

(ii) pursued an approved programme of study for the period prescribed by the University, except as provided by paragraph 2 above;

(iii) pursued a minimum number of 240 credits at the required Levels;

(iv) fulfilled any further condition(s) required by the University or centre.

17. A candidate may fail no more than 20 credits at CQFW Level 3 or 4 (former HE Level 0 or 1) and no more than 20 credits at CQFW Level 5 or above (former HE Level 2 or above) of those credits which contribute to the award sought. Compensation/condonement should not normally be operated in a module awarded a mark of below 30%. Subject to this minimum requirement, centres shall have discretion to specify particular units of study for which marks may not be condoned.

18. In determining whether to recommend to the University that the award of an Undergraduate Certificate or Diploma might be made to a candidate, Examining Boards shall follow conventions approved by the University. These conventions will include procedures or mechanisms for the exercise of discretion by the Examining Board, and such guidelines for the classification of awards, as may be specified by the University.

19. A candidate who has pursued a minimum of 120 credits of an Undergraduate Diploma programme but is unable (or is not permitted) to complete the programme subsequently may be awarded an exit qualification (a Certificate of Higher Education); such an award may be made with *Merit* or *Distinction* if appropriate.

20. Recommendations for award shall be transmitted to the University Registry by the Examining Board using the official form and coding prepared by the University Registry for the purpose in advance of the meeting of the Board. Recommendations shall then be ratified by the University's Examining Board and awards conferred by Academic Board.

Regulations for Initial Degrees

These Academic Regulations of the University of Wales govern the award of initial degrees of the University, such as BA, BSc, LLB, BEng, BMus, BD, etc. Candidates following programmes of study delivered at centres in pursuit of these awards are advised to contact the Registrar of the centre concerned for details of any additional regulations which may have been approved for the programme in question.

1. Initial degrees of the University may be awarded to a candidate following successful completion of a modular programme of study as follows:

   (a) Honours Degree (see 6, below)
   (b) General Degree (see 6, below)
   (c) Ordinary Degree (see 7, below).

Entry

2. To be eligible for consideration for the award of a degree under these Regulations, a candidate shall have:

   (a) been admitted to study by the University;

   (b) pursued an approved programme of study for the period prescribed by the University, except as provided by paragraph 4 below centre;

   (c) have attained such minimum levels of credit as required by the University;

   (d) have fulfilled any further condition(s) required by the University or centre.

3. Graduates in possession of an Ordinary Degree of the University may seek permission to return to study for Honours through credit transfer arrangements, for which special arrangements will be agreed by the University prior to commencement of any such study.

Credit Transfer

4. A centre may request that, within the overall limits, the University might deem the performance of a student in either study previously pursued and/or any prior experiential learning to count towards the requirements for the award of an initial degree. Such prior study or experiential learning shall be relevant to the programme to be pursued and shall be credit-rated at the discretion of the University. The prior study shall have been completed at a University or other institution recognised by the University of Wales for the purpose.

   The maximum number of credits which may be accepted to count towards an initial degree of the University of Wales shall be 240[3]. Where the maximum transferable credit allowed has been accepted, the remaining credits to be pursued through the admitting centre must be at CQFW Level 6 (former HE Level 3), or above.

Programme Structure

[3] Notwithstanding this requirement, and in accordance with paragraph 3, the University may permit a gradaute to return for Honours at a centre. Where such entry is approved, the candidate shall pursue no fewer than 60 credits at CQFW Level 6 (former HE Level 3), although the University may specify that more credits shall be pursued if it deems it necessary to do so to ensure that the required learning outcomes for the Honours programme are satisfied.

5. Modular units of study are available at various levels as defined by the University. Programmes of study approved by the University comprise various modules and/or units of study, each of which carries a credit-rating. The University's preferred model for programme structures is for credit to be arranged in blocks of multiples of 5. Regardless of the structure adopted, the University expects centres to design modules and/or units of study on the basis that 1 credit is deemed equivalent to 10 notional hours of learning such that the total credit-rating will reflect the estimated time that learners will need to achieve specified learning outcomes. (It is expected that within this time all appropriate learning activities relating to assessed learning, including assessment, will be undertaken).

6. Full-time Honours and General degree candidates are normally required to pursue the equivalent of at least 120 credits during each academic year. Honours and General degree candidates studying other than full-time are required to pursue annually such minimum credit requirements as may be required by the centre concerned, subject to adherence overall to the established time-limits for the completion of the programme (see paragraph 8). With the exception of candidates admitted under the provisions of paragraph 4, a candidate must have pursued the equivalent of at least 360 credits, 120 of which are normally at CQFW Level 6 (former HE Level 3) or above, in order to be considered for the award of an Honours or General degree.

7. Full-time Ordinary degree candidates are normally required to pursue the equivalent of at least 100 credits during each academic year. Ordinary degree candidates studying other than full-time are required to pursue annually such minimum credit requirements as may be required by the centre concerned, subject to adherence overall to the established time-limits for the completion of the programme (see paragraph 8). With the exception of candidates admitted under the provisions of paragraph 4, a candidate must have pursued the equivalent of at least 300 credits, 60 of which are normally at CQFW Level 6 (former HE Level 3) or above, in order to be considered for the award of an Ordinary degree. An ordinary degree can only be awarded to candidates who register for the award. It should not be used as a fallback award for Honours degree candidates.

Time-limits for Completion of Study

8. Every candidate shall complete all units of assessments within the following periods:

(a) *Full-time mode*

three-year programme:	not more than five years from the start of the programme
four-year programme:	not more than six years from the start of the programme.

(b) *Other modes of study*

not less than four and not more than ten years from the start of the programme.

Within these overall time-limits, a centre may specify lower time-limits for individual programmes of study.

Where credit transfer has been approved, under paragraph 3 and/or 4 above, a *pro-rata* reduction to the overall time-limit for the individual candidate may be approved by the University. Once approval has been received for the new time-limit, the centre shall communicate details of it to the candidate at the outset of study. If further clarification of this process is required, please contact registryhelpdesk@wales.ac.uk.

Calculation of pro rata time limits for Initial Degrees students moving between modes of study

9. The following formulas should be used for the calculation of amended time limits for those students who change between modes of study (i.e. full-time to part-time, or part-time to full-time). The calculation is for students studying for initial degrees only.

Both of the calculations below allow students the equal proportion of time remaining in their new mode of study as was remaining in their original mode of study.

Full Time > Part Time

Step 1

$$\frac{\text{Amount of time already completed (months)}}{\text{Maximum time limit for full-time (months)}}$$

Step 2

Step 1 answer X 120 (i.e. maximum time limit for part-time in months)
= pro rata time already completed (months)

Step 3

120 (maximum time limit for part-time in months) - pro rata time already completed (in months)
= pro rata time remaining (in months)

For example, if a student registered on a full-time 3-year programme (i.e. a maximum time limit of 5 years/ 60 months) and had already completed 2 years/ 24 months full-time before requesting to change to part-time:

Step 1

$$\frac{24}{60} = 0.4$$

Step 2

0.4 X 120 = 40 months already completed

Step 3

120 – 40 = 80 months remaining at part-time

Part Time > Full Time

Step 1

$$\frac{\text{Maximum time limit for part-time (months)}}{\text{Number of months completed}} = X$$

Step 2

$$\frac{\text{Maximum time limit for full-time (months)}}{X} = Y$$

Step 3

Maximum time limit for full-time (months) – *Y* = pro rata time limit remaining (months)

For example, if a student registered on a part-time 360 credit programme (i.e. a maximum time limit of 10 years/ 120 months) and had already completed 24 months part-time before requesting to change to the full-time mode (of a 3-year course):

Step 1

$$\frac{120}{24} = 5$$

Step 2

$$\frac{60}{5} = 12$$

Step 3

60 - 12 = 48 months remaining

Assessment

10. Progression of a student will normally be assessed in the period immediately following completion of the teaching of the unit of study.

11. The pass-mark for units of assessment, modules and awards shall be 40%.

12. Centres shall agree with the University through the programme approval process the proportion of coursework and formal assessment to be expected of candidates for individual programmes of study. Centres shall, in conjunction with the University, establish procedures to govern the processes of designing, approving and reviewing assessment strategies for individual programmes of study.

13. Centres shall make available to candidates an approved policy for the use of anonymous marking and of other established marking practices which shall conform to the University's expectations and guidance for such.

14. Centres shall make available to candidates an approved policy for the return and retention of scripts which shall conform to the University's expectations and guidance for such.

15. A candidate who is absent from the whole or some of the units constituting a written examination, or who fail to submit set projects or coursework by the required date(s), will be deemed to have failed the module(s) in question. In the case of illness or other exceptional circumstances the University may grant an extension to submission dates or permit a supplementary examination to be held.

Failure

16. At the discretion of the Examining Board, a candidate who has been unsuccessful in any units of study which contribute to the final award may be permitted up to three further attempts to redeem the failure in each such unit for the bare pass-mark (40%) in each such unit, irrespective of the actual level of performance.

17. A candidate may not re-sit any module or unit of assessment for which a pass-mark has been attained previously.

18. Notwithstanding, a candidate who, with the agreement of the Examining Board, is to re-sit a full year of study *other than the Final Year* may do so for the actual marks attained provided that at the outset he/she agrees formally to relinquish his/her previous marks in full. In such circumstances, the centre should strive to ensure he/she should not attempt again assessments either identical or similar to those for which a mark had been allocated previously, and on no occasion should work submitted previously be re-submitted for assessment.

Award

19. A candidate may fail no more than 20 credits at CQFW Level 4 (former HE Level 1) and no more than 40 credits across CQFW Levels 5 and 6 (former HE Levels 2 and 3). Compensation/condonement should not normally be operated in a module for which a mark of below 30% has been awarded. Subject to these minimum requirements, centres shall have discretion to specify particular units of study which must be completed to the satisfaction of the Examining Board.

20. In determining whether to recommend to the University that the award of an initial degree might be made to a candidate, Examining Boards shall follow conventions approved by the University. These conventions will include procedures or mechanisms for the exercise of discretion by the Examining Board, and such guidelines for the classification of awards as may be specified by the University.

21. The names of Honours and General degree candidates who have fulfilled the requirements of the programme shall be published in the following Honours classes:

Honours

First
Second Class Division One
Second Class Division Two
Third Class

General

First
Second Class Division One }
} or Second Class undivided
Second Class Division Two }

22. An Examining Board shall have discretion to determine those Honours and General degree candidates who, having failed to satisfy the Board for the award of Honours, may be recommended to the University for the award of a degree at Pass level.

[Candidates in an Honours or General degree programme who fail to reach the standard required for the award of a degree, but who subsequently redeem their failure in units of study to the satisfaction of the Examining Board, shall also be considered for recommendation for the award of a degree at the Pass or Honours level, if appropriate.]

23. A candidate who is admitted to study for an initial degree but is subsequently unable, or is not permitted, to progress to completion may, depending upon the number of credits attained at the appropriate levels at the time of exit, qualify for one of the following awards:

Credits Pursued	*Candidate may exit the programme with eligibility for:*
not fewer than 120	Undergraduate Certificate of Higher Education
not fewer than 240	Undergraduate Diploma of Higher Education

In the case of a candidate exiting an initial degree programme with an Undergraduate Certificate or Diploma of Higher Education under these circumstances, the Board of

Examiners may recommend the award with *Merit* where a an overall mark of 60% or above has been achieved, or the award with *Distinction* where there is an overall mark of 70% or above.

24. An Examining Board may recommend to the University that, on the basis of a candidate's performance in the pursuit of those credits contributing to the award (including any credits accepted on the basis of study completed elsewhere and/or prior experiential learning (see paragraph 2 above)), he/she be deemed either to have passed or to have failed the programme.

25. Recommendations for award shall be transmitted to the University Registry by the Examining Board using the official form and coding prepared by the University Registry for the purpose in advance of the meeting of the Board. Recommendation shall then be ratified by the University's Examining Board and awards conferred by Academic Board.

Regulations for Graduate Certificate and Diploma Programmes

These Academic Regulations of the University of Wales govern the award of Graduate Certificate and Diplomas. Candidates following programmes of study delivered at centres in pursuit of these awards are advised to contact the Registrar of the centre concerned for details of any additional regulations which may have been approved for the programme in question.

Entry

1. To be eligible for admittance to study for a Graduate Certificate or Diploma programme of the University of Wales, a candidate shall:

   (i) have qualified for an initial degree of the University, or of another University approved for the purpose, or hold another qualification which is recognised by the University as being of graduate equivalence;

   (ii) have fulfilled any further entry conditions which may be required by the University and the centre in respect of the programme in question.

Credit Transfer

2. Centres may request that, within the overall limits, the University might deem the performance of a student in either study pursued previously and/or any prior experiential learning to count towards the requirements for the award of a University of Wales Graduate Certificate or Diploma. Such prior study or experiential learning shall be relevant to the programme to be pursued and shall be credit-rated at the discretion of the University. The prior study shall have been completed at a University or other institution recognised by the University of Wales for the purpose.

   The maximum number of credits which may be accepted to count towards a Graduate Certificate or Diploma award of the University of Wales shall be:

Graduate Certificate:	30 credits
Graduate Diploma:	60 credits.

Programme Structure

3. Modular units of study are available at various levels as defined by the University. Programmes of study approved by the University comprise various modules and/or units of study, each of which carries a credit-rating. The University's preferred model for programme structures is for credit to be arranged in blocks or multiples of 5. Regardless of the structure adopted, the University expects that 1 credit is deemed equivalent to 10 notional hours of learning, such that the total credit-rating will reflect the estimated time that learners will need to achieve specified learning outcomes. (It is expected that within this time all appropriate learning activities relating to assessed learning, including assessment, will be undertaken).

4. Graduate Certificate programmes shall comprise a minimum of 60 credits at CQFW Level 6 (former HE Level 3) or above, offered on the basis of a 6 months full-time period of study (or part-time equivalent).

5. Graduate Diploma programmes shall comprise a minimum of 120 credits at CQFW Level 6 (former HE Level 3) or above, offered on the basis of a one-year full-time period of study (or part-time equivalent).

Time Limits for Completion of Study

6. Every candidate for a Graduate Certificate shall complete all units of assessments within the following periods:

(i) full-time mode: not more than two years from the start of the programme;

(ii) part-time mode: not more than four years from the start of the programme.

Every candidate for a Graduate Diploma shall complete all units of assessments within the following periods:

(i) full-time mode: not more than two years from the start of the programme;

(ii) part-time mode: not more than four years from the start of the programme.

Within these overall time-limits, centres may specify lower time-limits for individual programmes of study.

Where credit transfer has been approved, under paragraph 2 above, a *pro-rata* reduction to the overall time-limit for the individual candidate may be approved by the University. Once approval has been received for the new time-limit, the centres shall communicate details of it to the candidate at the outset of study. If further clarification of this process is required, please contact registryhelpdesk@wales.ac.uk.

Assessment

7. Progress of a candidate will normally be assessed in the period immediately following completion of the unit of study.

8. The pass-mark for units of assessment, modules and awards shall be 40%.

9. Graduate Certificates and Diplomas may be awarded with *Merit* and/or with *Distinction.* Boards of Examiners may recommend the award with *Merit* where a candidate has achieved an overall mark of 60% or above, or the award with *Distinction* where there is an overall mark of 70% or above.

10. Centres shall agree with the University through the programme approval process the proportion of coursework and formal assessment to be expected of candidates for individual programmes of study. Centres shall, in conjunction with the University, establish procedures to govern the processes of designing, approving and reviewing assessment strategies for individual programmes of study.

11. Centres shall make available to candidates an approved policy for the use of anonymous marking and of other established marking practices which shall conform to the University's expectations and guidance for such.

12. Centres shall make available to candidates an approved policy for the return and retention of scripts which shall conform to the University's expectations and guidance for such.

13. A candidate who is absent from the whole or some of the units constituting a written examination, or who fail to submit set projects or coursework by the required date(s), will be deemed to have failed the module(s) in question. In the case of illness or other exceptional circumstances the University may grant an extension to submission dates or permit a supplementary examination to be held.

Failure

14. At the discretion of the Examining Board, a candidate who has been unsuccessful in any units of study which contribute to the award may be permitted up to three further attempts to redeem the failure in each such unit, for the bare pass-mark (40%) only.

A candidate may not re-sit any module or unit of assessment for which a pass-mark has been attained previously.

Award

15. To be eligible for consideration for the award of a Graduate Certificate, a candidate shall have:

(i) been admitted to study by the University;

(ii) pursued an approved programme of study for the period prescribed by the University, except as provided by paragraph 2 above;

(iii) pursued a minimum number of 60 credits at CQFW Level 6 (former HE Level 3) or above;

(iv) fulfilled any further condition(s) required by the University or centre.

16. To be eligible for consideration for the award of a Graduate Diploma, a candidate shall have:

(i) been admitted to study by the University;

(ii) pursued an approved programme of study for the period prescribed by the University, except as provided by paragraph 2 above;

(iii) pursued a minimum number of 120 credits at CQFW Level 6 (former HE Level 3) or above;

(iv) fulfilled any further condition(s) required by the University or centre.

17. A candidate for a Graduate Certificate may fail no more 10 credits at CQFW Level 6 or above (former HE Level 3 or above), and a candidate for a Graduate Diploma may fail no more than 20 credits at CQFW Level 6 or above (former HE Level 3 or above). Compensation/condonement should not normally be operated in a module awarded a mark of below 30%. Subject to this minimum requirement, centres shall have discretion to specify particular units of study which must be completed to the satisfaction of the Examining Board.

18. In determining whether to recommend to the University that the award of a Graduate Certificate or Diploma might be made to a candidate, Examining Boards shall follow conventions approved by the University. These conventions will include procedures or mechanisms for the exercise of discretion by the Examining Board, and such guidelines for the classification of awards, as may be specified by the University.

19. A candidate who has pursued a minimum of 120 credits of a Graduate Diploma programme but is unable (or is not permitted) to complete the programme subsequently may be awarded an exit qualification (a Graduate Certificate); such an award may be made with *Merit* or *Distinction* if appropriate.

20. An Examining Board may recommend to the University that, on the basis of a candidate's performance in the pursuit of those credits contributing to the award (including any credits accepted on the basis of study completed elsewhere and/or prior experiential learning (see paragraph 2 above)), he/she be deemed either to have passed or to have failed the programme.

21. Recommendations for award shall be transmitted to the University Registry by the Examining Board using the official form and coding prepared by the University Registry for the purpose in advance of the meeting of the Board. Recommendations shall then be ratified by the University's Examining Board and awards conferred by Academic Board.

Regulations for Postgraduate Diplomas and Certificates

These Academic Regulations of the University of Wales govern the award of Postgraduate Certificate and Diplomas. Candidates following programmes of study delivered at centres in pursuit of these awards are advised to contact the Registrar of the centre concerned for details of any additional regulations which may have been approved for the programme in question.

Entry

1. To be eligible for admittance to study for a Postgraduate Certificate or Diploma programme of the University of Wales, a candidate shall:

   (i) have qualified for an initial degree of the University, or of another University approved for the purpose, or hold another qualification which is recognised by the University as being of graduate equivalence;

   (ii) have fulfilled any further entry conditions which may be required by the University and the centre in respect of the programme in question.

Credit Transfer

2. A centre may request that, within the overall limits, the University might deem the performance of a student in either study pursued previously and/or any prior experiential learning to count towards the requirements for the award of a University of Wales Postgraduate Certificate or Diploma. Such prior study or experiential learning shall be relevant to the programme to be pursued and shall be credit-rated at the discretion of the University. The prior study shall have been completed at a University or other institution recognised by the University of Wales for the purpose.

   The maximum number of credits which may be accepted to count towards an Postgraduate Certificate or Diploma award of the University of Wales shall be:

Postgraduate Certificate:	30 credits
Postgraduate Diploma:	60 credits.

Programme Structure

3. Modular units of study are available at various levels as defined by the University. Programmes of study approved by the University comprise various modules and/or units of study, each of which carries a credit-rating. The University's preferred model for programme structures is for credit to be arranged in blocks of multiples of 5. Regardless of the structure adopted, the University expects that 1 credit is deemed equivalent to 10 notional hours of learning, such that the total credit-rating will reflect the estimated time that learners will need to achieve specified learning outcomes. (It is expected that within this time all appropriate learning activities relating to assessed learning, including assessment, will be undertaken).

4. Postgraduate Certificate programmes shall comprise a minimum of 60 credits, with at least 50 being at CQFW Level 7 (former HE Level M) or above, offered on the basis of a 6 months full-time period of study (or part-time equivalent).

5. Postgraduate Diploma programmes shall comprise a minimum of 120 credits, with at least 100 being at CQFW Level 7 (former HE Level M) or above, offered on the basis of a one-year full-time period of study (or part-time equivalent).

Time Limits for Completion of Study

6. Every candidate for a Postgraduate Certificate shall complete all units of assessments within the following periods:

(i) full-time mode: not more than two years from the start of the programme;

(ii) part-time mode: not more than four years from the start of the programme.

Every candidate for a Postgraduate Diploma shall complete all units of assessments within the following periods:

(i) full-time mode: not more than two years from the start of the programme;

(ii) part-time mode: not more than four years from the start of the programme.

Within these overall time-limits, centres may specify lower time-limits for individual programmes of study.

Where credit transfer has been approved, under paragraph 2 above, a *pro-rata* reduction to the overall time-limit for the individual candidate may be approved by the University. Once approval has been received for the new time-limit, the centres shall communicate details of it to the candidate at the outset of study. If further clarification of this process is required, please contact registryhelpdesk@wales.ac.uk.

Assessment

7. Progress of a candidate will normally be assessed in the period immediately following completion of the unit of study.

8. The pass-mark for units of assessment, modules and awards shall be 40%.

9. Postgraduate Certificates and Diplomas may be awarded with *Merit* and/or with *Distinction.* Boards of Examiners may recommend the award with *Merit* where a candidate has achieved an overall mark of 60% or above, or the award with *Distinction* where there is an overall mark of 70% or above.

10. Centres shall agree with the University through the programme approval process the proportion of coursework and formal assessment to be expected of candidates for individual programmes of study. Centres shall, in conjunction with the University, establish procedures to govern the processes of designing, approving and reviewing assessment strategies for individual programmes of study.

11. Centres shall make available to candidates an approved policy for the use of anonymous marking and of other established marking practices which shall conform to the University's expectations and guidance for such.

12. Centres shall make available to candidates an approved policy for the return and retention of scripts which shall conform to the University's expectations and guidance for such.

13. A candidate who is absent from the whole or some of the units constituting a written examination, or who fail to submit set projects or coursework by the required date(s), will be deemed to have failed the module(s) in question. In the case of illness or other exceptional circumstances the University may grant an extension to submission dates or permit a supplementary examination to be held.

Failure

14. At the discretion of the Examining Board, a candidate who has been unsuccessful in any units of study which contribute to the award may be permitted up to three further attempts to redeem the failure in each such unit, for the bare pass-mark (40%) only.

A candidate may not re-sit any module or unit of assessment for which a pass-mark has been attained previously.

Award

15. To be eligible for consideration for the award of a Postgraduate Certificate, a candidate shall have:

(i) been admitted to study by the University;

(ii) pursued an approved programme of study for the period prescribed by the University, except as provided by paragraph 2 above;

(iii) pursued a minimum number of 60 credits at the required levels;

(iv) fulfilled any further condition(s) required by the University or centre.

16. To be eligible for consideration for the award of a Postgraduate Diploma, a candidate shall have:

(i) been admitted to study by the University;

(ii) pursued an approved programme of study for the period prescribed by the University, except as provided by paragraph 2 above;

(iii) pursued a minimum number of 120 credits at the required levels;

(iv) fulfilled any further condition(s) required by the University or centre.

17. A candidate for a Postgraduate Certificate may fail no more 10 credits, and a candidate for a Graduate Diploma may fail no more than 20. Compensation/ condonement should not normally be operated in a module awarded a mark of below 30%. Subject to this minimum requirement, centres shall have discretion to specify particular units of study which must be completed to the satisfaction of the Examining Board.

18. In determining whether to recommend to the University that the award of an Postgraduate Certificate or Diploma might be made to a candidate, Examining Boards shall follow conventions approved by the University. These conventions will include procedures or mechanisms for the exercise of discretion by the Examining Board, and such guidelines for the classification of awards, as may be specified by the University.

19. A candidate who has pursued a minimum of 120 credits of a Postgraduate Diploma programme but is unable (or is not permitted) to complete the programme subsequently may be awarded an exit qualification (a Postgraduate Certificate); such an award may be made with *Merit* or *Distinction* if appropriate.

20. An Examining Board may recommend to the University that, on the basis of a candidate's performance in the pursuit of those credits contributing to the award (including any credits accepted on the basis of study completed elsewhere and/or prior experiential learning (see paragraph 2 above)), he/she be deemed either to have passed or to have failed the programme .

21. Recommendations for award shall be transmitted to the University Registry by the Examining Board using the official form and coding prepared by the University Registry for the purpose in advance of the meeting of the Board. Recommendations shall then be ratified by the University's Examining Board and awards conferred by Academic Board.

Regulations for University of Wales Pre-Master's Certificate and Diploma Programmes

These Academic Regulations of the University of Wales govern the award of University Pre-Master's Certificates and Diplomas. Candidates following programmes of study delivered at centres in pursuit of these awards are advised to contact the Registrar of the centre concerned for details of any additional regulations which may have been approved for the programme in question.

Entry

1. To be eligible for admittance to study for a Pre-Master's Certificate or Diploma programme of the University of Wales, a candidate shall have

   (i) been awarded a qualification recognised by the University as being equivalent to at least 240 credits, with at least 120 credits at CQFW Level 5 (former HE Level 2),

   (ii) fulfilled any further entry conditions which may be required by the University and the centre in respect of the programme in question.

Credit Transfer

2. A centre may request that, within the overall limits, the University might deem the performance of a student in either study pursued previously and/or any prior experiential learning to count towards the requirements for the award of a University of Wales Pre-Master's Certificate or Diploma. Such prior study or experiential learning shall be relevant to the programme to be pursued and shall be credit-rated at the discretion of the University. The prior study shall have been completed at a University or other institution recognised by the University of Wales for the purpose.

   The maximum number of credits which may be accepted to count towards a Pre-Master's Certificate or Diploma award of the University of Wales shall be:

Pre-Master's Certificate:	30 credits
Pre-Master's Diploma:	60 credits

Programme Structure

3. Modular units of study are available at various levels as defined by the University. Programmes of study approved by the University comprise various modules and/or units of study, each of which carries a credit-rating. The University's preferred model for programme structures is for credit to be arranged in blocks of multiples of 5. Regardless of the structure adopted, the University expects that 1 credit is deemed equivalent to 10 notional hours of learning, such that the total credit-rating will reflect the estimated time that learners will need to achieve specified learning outcomes. (It is expected that within this time all appropriate learning activities relating to assessed learning, including assessment, will be undertaken).

4. Pre-Master's Certificate programmes shall comprise a minimum of 60 credits at CQFW Level 6 (former HE Level 3) or above, offered on the basis of a 6 months full-time period of study (or part-time equivalent).

5. Pre-Master's Diploma programmes shall comprise a minimum of 120 credits at CQFW Level 6 (former HE Level 3) or above, offered on the basis of a one-year full-time period of study (or part-time equivalent.

Time Limits for Completion of Study

6. Every candidate for a Pre-Master's Certificate shall complete all units of assessments within the following periods:

(i) full-time mode: not more than one year from the start of the programme;

(ii) part-time mode: not more than two years from the start of the programme.

Every candidate for a Pre-Master's Diploma shall complete all units of assessments within the following periods:

(i) full-time mode: not more than two years from the start of the programme;

(ii) part-time mode: not more than four years from the start of the programme.

Within these overall time-limits, centres may specify lower time-limits for individual programmes of study.

Where credit transfer has been approved, under paragraph 2 above, a *pro-rata* reduction to the overall time-limit for the individual candidate may be approved by the University. Once approval has been received for the new time-limit, the centres shall communicate details of it to the candidate at the outset of study. If further clarification of this process is required, please contact registryhelpdesk@wales.ac.uk.

Assessment

7. Progress of a candidate will normally be assessed in the period immediately following completion of the unit of study.

8. The pass-mark for units of assessment, modules and awards shall be 40%.

9. Pre-Master's Certificates and Diplomas may be awarded with *Merit* and/or with *Distinction.* Boards of Examiners may recommend the award with *Merit* where a candidate has achieved an overall mark of 60% or above, or the award with *Distinction* where there is an overall mark of 70% or above.

10. Centres shall agree with the University through the programme approval process the proportion of coursework and formal assessment to be expected of candidates for individual programmes of study. Centres shall, in conjunction with the University, establish procedures to govern the processes of designing, approving and reviewing assessment strategies for individual programmes of study.

11. Centres shall make available to candidates an approved policy for the use of anonymous marking and of other established marking practices which shall conform to the University's expectations and guidance for such.

12. Centres shall make available to candidates an approved policy for the return and retention of scripts which shall conform to the University's expectations and guidance for such.

13. A candidate who is absent from the whole or some of the units constituting a written examination, or who fail to submit set projects or coursework by the required date(s), will be deemed to have failed the module(s) in question. In the case of illness or other exceptional circumstances the University may grant an extension to submission dates or permit a supplementary examination to be held.

Failure

14. At the discretion of the Examining Board, candidates who have been unsuccessful in any units of study which contribute to the award may be permitted up to three further attempts to redeem the failure in each such unit, for the bare pass-mark (40%) only.

A candidate may not re-sit any module or unit of assessment for which a pass-mark has been attained previously.

Award

15. To be eligible for consideration for the award of a Pre-Master's Certificate, a candidate shall have:

(i) been admitted to study by the University;

(ii) pursued an approved programme of study for the period prescribed by the University, except as provided by paragraph 2 above;

(iii) pursued a minimum number of 60 credits at CQFW Level 6 (former HE Level 3) or above;

(iv) fulfilled any further condition(s) required by the University or centre.

16. To be eligible for consideration for the award of a Pre-Master's Diploma, a candidate shall have:

(i) been admitted to study by the University;

(ii) pursued an approved programme of study for the period prescribed by the University, except as provided by paragraph 2 above;

(iii) pursued a minimum number of 120 credits at CQFW Level 6 (former HE Level 3) or above;

(iv) fulfilled any further condition(s) required by the University or centre.

17. A candidate for a Pre-Master's Certificate may fail no more 10 credits, and a candidate for a Pre-Master's Diploma may fail no more than 20. Compensation/ condonement should not normally be operated in a module awarded a mark of below 30%. Subject to this minimum requirement, centres shall have discretion to specify particular units of study which must be completed to the satisfaction of the Examining Board.

18. In determining whether to recommend to the University that the award of a Pre-Master's Certificate or Diploma might be made to a candidate, Examining Boards shall follow conventions approved by the University. These conventions will include procedures or mechanisms for the exercise of discretion by the Examining Board, and such guidelines for the classification of awards, as may be specified by the University.

19. A candidate who has pursued a minimum of 120 credits of a Pre-Master's Diploma programme but is unable (or is not permitted) to complete the programme subsequently may be awarded an exit qualification (a Pre-Master's Certificate); such an award may be made with *Merit* or *Distinction* if appropriate.

20. An Examining Board may recommend to the University that, on the basis of a candidate's performance in the pursuit of those credits contributing to the award (including any credits

accepted on the basis of study completed elsewhere and/or prior experiential learning (see paragraph 2 above)), he/she be deemed either to have passed or to have failed the programme.

21. Recommendations for award shall be transmitted to the University Registry by the Examining Board using the official form and coding prepared by the University Registry for the purpose in advance of the meeting of the Board. Recommendations shall then be ratified by the University's Examining Board and awards conferred by Academic Board.

Regulations for Integrated Master's Degree Programmes

These Academic Regulations of the University of Wales govern the award of modular Integrated (i.e.: Undergraduate) Master's Degrees of the University. Candidates following programmes of study delivered at centres in pursuit of these awards are advised to contact the Registrar of the centre concerned for details of any additional regulations which may have been approved for the programme in question.

Entry

1. To be eligible for consideration for the award of a degree under these Regulations, a candidate shall have:

   (i) been admitted to study by the University;

   (ii) pursued an approved programme of study for the period prescribed by the University, except as provided by paragraph 4 below;

   (iii) attained such minimum levels of credit as required by the University;

   (iv) fulfilled any further condition(s) required by the University or centre.

Credit Transfer

2. Within overall limits stipulated by the University for Credit Accumulation and Transfer, a centre may, at its discretion, deem the performance of a student in study previously pursued and/or any prior experiential learning to count towards the requirements for the award of a degree.

   Such prior study or experiential learning shall be relevant to the programme to be pursued and shall be credit-rated by the University. The prior study shall have been completed at a University or other institution whose programmes have been recognised by the University of Wales for the purpose of satisfying its policy on Credit Accumulation and Transfer.

   The maximum number of credits which may be accepted to count towards an Integrated Master's Degree of the University of Wales shall be not more than 240 at CQFW Level 4 (former HE Level 1) or 5 (former HE Level 2). Where the maximum transferable credit allowed has been accepted, the remaining credits to be pursued at the admitting centre must be at CQFW Level 6 (former HE Level 3) and CQFW Level 7 (former HE Level M).

Programme Structure

3. Modular units of study are available at various levels as defined by the University. Programmes of study approved by the University comprise various modules and/or units of study, each of which carries a credit-rating. The University's preferred model for programme structures is for credit to be arranged in blocks or multiples of 5. Regardless of the structure adopted, the University expects centres to design modules and/or units of study on the basis that 1 credit is deemed equivalent to 10 notional hours of learning such that the total credit-rating will reflect the estimated time that learners will need to achieve specified learning outcomes. (It is expected that within this time all appropriate learning activities relating to assessed learning, including assessment, will be undertaken).

4. In order to be eligible for the award of an Integrated Master's Degree a candidate must have successfully completed a substantial research project, or equivalent, equivalent to at least 60 credits at CQFW Level 7 (former HE Level M).

5. Full-time degree candidates are normally required to pursue the equivalent of at least 120 credits during each academic year. Candidates studying other than full-time are required to pursue annually such minimum credit requirements as may be required by the centre concerned, subject to adherence overall to the established time-limits for the completion of the programme (see paragraph 17 below). With the exception of candidates admitted under the provisions of paragraph 20 below, a candidate must have pursued the equivalent of at least 480 credits, 120 of which are normally at CQFW Level 7 (former HE Level M), in order to be considered for the award of an Integrated Master's degree.

Time Limits for Completion of Study

6. Every candidate for an Integrated Master's degree shall complete all University examinations within the following periods, excluding any preliminary/ foundation year:

(a) *Full-time mode*

four-year programme: not more than six years from the start of the programme
five-year programme: not more than seven years from the start of the scheme.

(b) *Other modes of study*

not less than five and not more than ten years from the start of the programme. (Shorter time-limits for individual programmes of study may be specified by the institution.)

Within these overall time-limits, centres may specify lower time-limits for individual programmes of study.

Where credit transfer has been approved, under paragraph 5 above, a *pro-rata* reduction to the overall time-limit for the individual candidate may be approved by the University. Once approval has been received for the new time-limit, the centre shall communicate details of it to the candidate at the outset of study. If further clarification of this process is required, please contact registryhelpdesk@wales.ac.uk.

Assessment

7. Progress of a candidate will normally be assessed in the period immediately following completion of the unit of study.

8. The pass-mark for units of assessment, modules and awards shall be 40%.

9. Centres shall agree with the University through the programme approval process the proportion of coursework and formal assessment to be expected of candidates for individual programmes of study. Centres shall, in conjunction with the University, establish procedures to govern the processes of designing, approving and reviewing assessment strategies for individual programmes of study.

10. Centres shall make available to candidates an approved policy for the use of anonymous marking and of other established marking practices which shall conform to the University's expectations and guidance for such.

11. Centres shall make available to candidates an approved policy for the return and retention of scripts which shall conform to the University's expectations and guidance for such.

12. A candidate may not re-sit any module or unit of assessment for which a pass-mark has been attained previously.

13. A candidate who is absent from the whole or some of the units constituting a written examination, or who fail to submit set projects or coursework by the required date(s), will be deemed to have failed the module(s) in question. In the case of illness or other exceptional circumstances the University may grant an extension to submission dates or permit a supplementary examination to be held.

Failure

14. At the discretion of the Examining Board, a candidate who has been unsuccessful in any taught units of study may be permitted up to three further attempts to redeem the failure in each such unit, for the bare pass-mark (40%) only.

    Notwithstanding, a candidate who, with the agreement of the Examining Board, is to re-sit a full year of study at CQFW Level 4, 5 or 6 (former HE Levels 1, 2 and 3) may do so for the actual marks attained provided that at the outset he/she agrees formally to relinquish his/her previous marks in full. In such circumstances, the centre should strive to ensure he/she should not attempt again assessments either identical or similar to those for which a mark had been allocated previously, and on no occasion should work submitted previously be re-submitted for assessment.

    This provision may not be applied to credits achieved at CQFW Level 7(former HE Level M).

Award

15. To be eligible for consideration for the award of an initial degree of the University, a candidate shall have:

    (i) been admitted to study by the University;

    (ii) pursued an approved programme of study for the period prescribed by the University, except as provided by paragraph 2 above;

    (iii) pursued the minimum number of credits at the required Levels;

    (iv) fulfilled any further condition(s) required by the University or by the centre concerned.

16. A candidate is eligible for an award of the University of Wales provided that no more than 20 credits at CQFW Level 4 (former HE Level 1), and no more than 60 credits across CQFW Levels 5, 6 and 7 (former HE Levels 2, 3 and 4) – of which only 20 credits may be at CQFW Levels 6 and 20 credits at CQFW 7 – have been failed. Compensation / condonement should not normally be in a module for which a mark of below 30% has been awarded. Subject to these minimum requirements, centres shall have discretion to specify particular units of study which must be completed to the satisfaction of the Examining Board.

17. In determining whether to recommend to the University that the award of an Integrated Master's degree might be made to a candidate, Examining Boards shall follow conventions approved by the University. These conventions will include procedures or mechanisms for the exercise of discretion by the Examining Board, and such guidelines for the classification of awards as may be specified by the University.

18. Qualification for and, where appropriate, classification of a degree shall be determined by the Examining Board on the basis of a candidate's performance in the pursuit of those credits designated as contributing to the final award, any credits accepted on the

basis of study completed elsewhere and/or prior experiential learning (see paragraph 2). The Examining Board may also take account of the distribution of grades at any levels as specified by the centre and the candidate's academic development throughout the modular programme.

19. A candidate exiting a degree programme with an Undergraduate Certificate or Diploma of Higher Education under the circumstances detailed in the preceding paragraph shall be eligible for the award of Merit where he/she has attained an overall mark of 60% or above or Distinction where he/she has attained an overall mark of 70% or above for the award in question. A candidate who completes with an Integrated Master's Degree or who exits with an Honours degree shall be published in the following Honours classes:

Honours

First	70 per cent and over
Second Class Division One	60-69
Second Class Division Two	50-59
Third Class	40-49.

20. An Examining Board shall have discretion to recommend in respect of those Honours Degree candidates who, having exited with a Bachelor's Degree but having failed to satisfy the Board for the award of classified Honours, may be eligible for the award of a degree at Pass level.

21. A candidate who is admitted to study for an Integrated Master's degree but is subsequently unable, or is not permitted, to progress to completion may, depending upon the number of credits attained at the appropriate levels at the time of exit, qualify for one of the following awards:

Credits Pursued	*Candidate may exit the programme with eligibility for:*
Not fewer than 120	Undergraduate Certificate of Higher Education
Not fewer than 240	Undergraduate Diploma of Higher Education
Not fewer than 360	Undergraduate Degree.

In the case of a candidate exiting an Integrated Master's degree programme with an Undergraduate Certificate or Diploma of Higher Education under these circumstances, the Board of Examiners may recommend the award with *Merit* where a an overall mark of 60% or above has been achieved, or the award with *Distinction* where there is an overall mark of 70% or above.

22. An Examining Board may recommend to the University that, on the basis of a candidate's performance in the pursuit of those credits contributing to the award (including any credits accepted on the basis of study completed elsewhere and/or prior experiential learning (see paragraph 2 above)), he/she be deemed either to have passed or to have failed the programme.

23. Recommendations for award shall be transmitted to the University by the Examining Board using the official form and coding prepared by the University Registry for the purpose in

advance of the meeting of the Board. Recommendations shall then be ratified by the University's Examining Board and awards conferred by Academic Board.

Regulations for Taught Master's Degrees

These Academic Regulations of the University of Wales govern the award of modular taught Master's Degrees of the University such as the MA, MSc, MBA, etc. Candidates following programmes of study delivered at centres in pursuit of these awards are advised to contact the Registrar of the centre concerned for details of any additional regulations which may have been approved for the programme in question.

Entry

1. To be eligible for consideration for the award of a degree under these Regulations, a candidate shall have:

   (i) been admitted to study by the University (see 2 below);

   (ii) pursued an approved programme of study for the period prescribed by the University, except as provided by paragraph 5 below;

   (iii) attained such minimum levels of credit as required by the University;

   (iv) fulfilled any further condition(s) required by the University or centre.

2. A candidate must be admitted to study by the University prior to commencement of the programme. To be admitted to study, a candidate shall possess one or more of the following:

   (i) an initial degree of the University;

   (ii) an initial degree awarded by another approved degree awarding body;

   (iii) a non-graduate qualification which the University has deemed to be of a satisfactory standard for the purpose of postgraduate admission.

. Exceptionally, the University may approve an application from a centre that a non-graduate also be admitted to candidature provided that he/she has held a responsible position which the University deems cognate in terms of experience and preparation for study for the programme to be pursued.

3. A prospective candidate who already holds a doctoral degree shall be required to show that the Master's Degree programme to be pursued is in a different field of study from that for which the doctoral degree was awarded.

4. Irrespective of a candidate's entry qualifications, the University must be satisfied that he/she is of the required academic standard to complete the programme of study proposed.

Credit Transfer

5. A centre may request that, within the overall limits, the University might deem the performance of a student in either study previously pursued and/or any prior experiential learning to count towards the requirements for the award of a taught Master's degree. Such prior study or experiential learning shall be relevant to the programme to be pursued and shall be credit-rated at the discretion of the University. The prior study shall have been completed at a University or other institution recognised by the University of Wales for the purpose.

   The maximum number of credits which may be accepted to count towards study for a taught Master's degree of the University of Wales shall be 120 (the equivalent of part One, the

taught element of the programme). Where the maximum transferable credit allowed has been accepted, the remaining credits to be pursued through the admitting centre must be at CQFW Level 7 (former HE Level M), or above.

Within these limits the University may, at its discretion, deem the performance of a student in any relevant prior experiential learning to count towards the requirements for the award of a Modular Master's Degree.

Programme Structure

6. Modular units of study are available at various levels as defined by the University. Programmes of study approved by the University comprise various modules and/or units of study, each of which carries a credit-rating. The University's preferred model for programme structures is for credit to be arranged in blocks or multiples of 5. Regardless of the structure adopted, the University expects centres to design modules and/or units of study on the basis that 1 credit is deemed equivalent to 10 notional hours of learning such that the total credit-rating will reflect the estimated time that learners will need to achieve specified learning outcomes. (It is expected that within this time all appropriate learning activities relating to assessed learning, including assessment, will be undertaken).

Taught Master's programmes shall comprise two distinct elements, Part One (the assessed taught element) and Part Two (the dissertation, or approved equivalent element).

With the exception of candidates admitted under the provisions of paragraph 5, a candidate must pursue the equivalent of at least 180 credits, 120 of which are for Part One of the programme (the assessed taught element) which shall consist of a number of modules totalling 120, of which at least 100 shall be at Level 7(former HE Level M) or above, approved by the University.

Part Two shall consist of at least 60 credits at Level 7 (former HE Level M).

Time-limits for Completion of Study

7. Taught modules shall be completed as prescribed by the University. The full degree programme, including submission of the dissertation in the prescribed form, shall be completed within the following periods from the date of the initial registration:

Full-time candidates	not more than 2 years
Part-time candidates	not more than 5 years.

[Note: Dissertations which are being re-submitted following initial examination are subject to separate arrangements, as detailed below.]

Within these overall time-limits, centres may specify lower time-limits for individual programmes of study.

Where credit transfer has been approved, under paragraph 5 above, a *pro-rata* reduction to the overall time-limit for the individual candidate may be approved by the University. Once approval has been received for the new time-limit, the centre shall communicate details of it to the candidate at the outset of study. If further clarification of this process is required, please contact registryhelpdesk@wales.ac.uk.

Assessment (Part One)

8. Progression of a candidate will normally be assessed in the period immediately following completion of the unit of study.

9. The pass-mark for units of assessment, modules and awards shall be 40%.

10. Centres shall agree with the University through the programme approval process the proportion of coursework and formal assessment to be expected of candidates for individual programmes of study. Centres shall, in conjunction with the University, establish procedures to govern the processes of designing, approving and reviewing assessment strategies for individual programmes of study.

11. Centres shall make available to candidates an approved policy for the use of anonymous marking and of other established marking practices which shall conform to the University's expectations and guidance for such.

12. Centres shall make available to candidates an approved policy for the return and retention of scripts which shall conform to the University's expectations and guidance for such.

Failure (Part One)

13. At the discretion of the Examining Board, candidates who have been unsuccessful in any units of study which contribute toward Part One may be permitted up to three further attempts to redeem the failure in each such unit, for the bare pass-mark (40%) only.

14. A candidate may not re-sit any module or unit of assessment for which a pass-mark has been attained previously.

15. A candidate who obtains less than 40% in a module may be re-examined in that module on one subsequent occasion within the overall time-limit prescribed for the programme. Candidates who are re-examined in a module shall be eligible for the bare pass-mark only (40%).

16. A candidate who has passed Part One of the examination at the second attempt, shall retain eligibility for the award of the mark of Distinction.

17. A candidate who is absent from the whole or part of a written examination, or who fails to submit set projects or coursework by the required date(s), will be deemed to have failed the module(s) in question. In the case of illness or other exceptional circumstances the University may grant an extension to submission dates or permit a supplementary examination to be held.

18. A candidate must pass Part One of the programme of study successfully before being permitted to proceed to Part Two. The dissertation, or approved alternative (see paragraph 25 below) shall embody the methods and results of a research project. Its length shall not exceed 20,000 words, or 40,000 words for candidatures for the degree of MRes.

Assessment (Part Two)

19. The dissertation pass-mark shall be 40%.

20. Special provisions have been approved in respect of the following:

Degree Programmes in the Creative and Performing Arts

In the case of candidates following approved taught Master's or research degree programmes of study which fall within the subject area of Creative and Performing Arts,

as defined by the University, the dissertation or thesis may take one or more of the following forms: artefact, score, portfolio of original works, performance or exhibition. The submission shall be accompanied by a written commentary (normally of 5,000-6,000 words) placing it in its academic context together with any other items which may be required (e.g. a catalogue or audio or visual recording).

In all cases the submission and written commentary shall be bound, and other required items (e.g. tape or other media) shall be enclosed in a container suitable for storage on a library shelf and shall carry the same information on the spine as is required for dissertations/theses. This information shall be so placed as to be readily readable from the container in its stored position.

References in the following paragraphs to 'a dissertation' should be taken to include any approved non-standard forms of submission/assessment.

21. A candidate is at liberty to publish the whole or part of the work produced during the period of registration at the centre prior to its submission as a whole, or as part of a dissertation, provided that in the published work it is nowhere stated that it is in consideration for a higher degree. Such published work may later be incorporated in the dissertation submitted for examination.

22. Except as provided below, a candidate may not amend, add to or delete from the dissertation after it has been submitted for examination.

23. Normally, no designated supervisor or equivalent member of staff who has been involved in the preparation of the dissertation shall act subsequently as internal examiner for it.

24. Two copies of the dissertation shall be submitted by the candidate in accordance with format stipulated by the centre.

25. Each copy of the dissertation shall include:

    (a) a summary of the dissertation not exceeding 300 words in length;
    (b) the required statement signed by the candidate (see below);
    (c) the required declaration signed by the candidate (see below).

26. A candidate in submitting a dissertation shall state to what extent it is the result of his/her independent work or investigation, and shall indicate any portions for which he/she is indebted to other sources. Explicit references should be given, and a full bibliography shall be appended to the work.

27. A candidate in submitting a dissertation shall certify that it has not already been accepted in substance for any academic award and is not being concurrently submitted in candidature for any such award.

28. A dissertation submitted for a higher degree of the University may be openly available and subject to no security classification or restriction of access. The University may, on the special recommendation of a centre, place a bar on photocopying of and/or access to a dissertation for a specified period of up to five years. It shall be the responsibility of the candidate's project supervisor to initiate an application as soon as is reasonably practicable. Normally the centre will forward a recommendation to the University in the early stages of the candidate's project work.

29. On submission, a candidate shall be required to incorporate a signed statement within the work to indicate either:

(a) that the dissertation, if successful, may be made available for inter-library loan or photocopying (subject to the law of copyright), and that the title and summary may be made available to outside organisations; or

(b) that the dissertation, if successful, may be made so available after expiry of a bar.

30. The title and summary of the dissertation shall normally be freely available.

31. A centre may, with the approval of the University and within the time-limits stipulated for each scheme of study, prescribe its own earlier deadline for the submission of dissertations.

32. A dissertation which is not submitted within the centre's earlier deadline for a particular degree will be regarded as having failed by non-submission and candidates will be permitted to submit a dissertation (in the prescribed form and manner) on one occasion only, not more than twelve months from the original deadline stipulated for the programme of study by the centre. A fee shall be payable for the examination of such a dissertation. A candidate who has failed by non-submission shall be eligible for the award of the bare pass-mark only and may not be considered eligible for the award of a Distinction overall.

33. The University time limit (see above) may be extended by the University in exceptional cases only and in accordance with criteria laid down in the Academic Protocols for taught Master's Awards. A reasoned application, supported by appropriate independent evidence, must be submitted to the University for consideration.

34. If a dissertation is failed by the examiners the candidate may re-present it once only, not more than twelve months from the date of the official communication to the candidate of the result by the University Registry. Dissertations must be resubmitted within the maximum time limit specified for the programme of study. A fee shall be payable for the examination of such a re-presented dissertation.

35. Both copies of every dissertation approved by the examiners shall become the property of the University.

36. If a dissertation is deemed by the examiners to be of particular value, one copy shall be deposited by the centre in the National Library of Wales, Aberystwyth. A dissertation shall be deemed to be of particular value in the following cases:

(a) where it has been judged by the Examining Board to be of Distinction standard (whether or not the candidate has qualified for the degree with Distinction by virtue of having also achieved the necessary level of performance in Part One of the programme);

(b) where it is of particular relevance to Wales or is in one of the following academic disciplines:

- Welsh
- Celtic Studies
- Welsh History.

37. A centre shall adhere to the University's procedures governing the retention and disposal of dissertations.

38. An Examining Board may require a candidate to make typographical or minor corrections to a dissertation which has been passed before it is deposited in the libraries.

Award

39. To be eligible for consideration for the award of a taught Master's degree, a candidate shall have:

(i) been admitted to study by the University;

(ii) pursued an approved programme of study for the period prescribed by the University, except as provided by paragraph 5 above;

(iii) pursued a minimum number of 180 credits, as required;

(iv) fulfilled any further condition(s) required by the University or centre.

40. In respect of Parts One and Two, Examining Boards may award <u>overall</u> marks according to the following scales established by the University:

Part One (the taught element)

70% and over	:	Distinction Level
60-69%	:	Merit Level
40-59%	:	Candidate eligible to proceed to Part Two
0-39%	:	Fail

Part Two (the Master's dissertation)

70% and over	:	Distinction Level
60-69%	:	Merit Level
40-59%	:	Pass
39%	:	Fail

41. In order to gain a Master's Degree with Distinction, a candidate shall achieve an overall mark of not less than 70%, having achieved not less than 65% in Part One and not less than 70% in Part Two; in order to gain a Master's Degree with Merit, a candidate shall achieve an overall mark of not les than 60%; having achieved not less than 55% in Part One and not less than 60% in Part Two.

42. A candidate who has re-presented his/her dissertation for examination (see above) shall be eligible for the bare pass mark only (40%).

43. A candidate for a taught Master's degree may fail no more than 20 credits in Part One. Compensation should not normally be operated in a module awarded a mark of below 30%. Subject to this minimum requirement, centres shall have discretion to specify particular units of study which must be completed to the satisfaction of the Examining Board.

44. In determining whether to recommend to the University that the award of a taught Master's degree might be made to a candidate, Examining Boards shall follow conventions approved by the University. These conventions will include procedures or mechanisms for the exercise of discretion by the Examining Board, and such guidelines for the classification of awards, as may be specified by the University.

45. A candidate who has pursued a minimum of 120 credits of Part One of a programme taught Master's programme but is unable (or is not permitted) to complete the programme subsequently may be awarded an exit qualification (a Postgraduate Diploma or Certificate); such an award may be made with *Merit* or *Distinction*, where appropriate.

46. An Examining Board may recommend to the University that, on the basis of a candidate's performance in the pursuit of those credits contributing to the award (including any credits accepted on the basis of study completed elsewhere and/or prior experiential learning (see paragraph 5 above)), he/she be deemed either to have passed or to have failed the programme.

47. Recommendations for award shall be transmitted to the University Registry by the Examining Board using the official form and coding prepared by the University Registry for the purpose in advance of the meeting of the Board. Recommendations shall then be ratified by the University's Examining Board and awards conferred by Academic Board.

Bar on Access for Taught Master's dissertations

48. A dissertation submitted as part of a taught Master's degree award shall normally be openly available and subject to no security or restriction of access. The University of Wales Awards Board, however, may approve recommendations from the Registrar or equivalent at an institution or Collaborative Centre that a bar on photocopying and/or access to a dissertation may be put in place for a specified period of up to five years, in the first instance. Requests from undergraduate students for a bar on access to their dissertation might be considered in the same way by the University, exceptionally.

49. Wherever applicable, the student should make an application regarding photocopying and/or access to the thesis to the Registrar or equivalent at the institution or Collaborative Centre before or at the time of the student's dissertation proposal.

50. On submission of the dissertation, a student is required to sign a statement indicating:

i. that the dissertation, if successful, may be made available for inter-library loan or photocopying (subject to the law of copyright), and that the title and summary may be available to outside organisations;

ii. that the University may store electronically, copy or translate the dissertation to any approved medium or format for the purpose of future preservation and accessibility.

That if the dissertation should be deposited in a digital repository, it will be accessible to a wide variety of people and institutions, including automated agents and search engines via the World Wide Web.

That if the dissertation should be deposited, the item and its metadata may be incorporated into public access catalogues or services, such as national databases of electronic theses.

or

iii. that the dissertation, if successful, may be made so available after the expiry of a bar on photocopying and/or access.

The title and summary of the dissertation are normally freely available.

Regulations for the Award of Posthumous Degrees, Diplomas and Certificates

Initial Degree Programmes and Undergraduate Certificates and Diploma

.1 *Modular Initial Degree Programmes*

An Examining Board may recommend to the University, *via* the centre's Registry, that a posthumous degree be awarded where the candidate has achieved no fewer than two thirds of the credits required, at the appropriate levels, prior to death.

Note: In the case of candidates following full-time Honours and General programmes, not fewer than 60 credits at CQFW Level 6, former HE Level 3, taken in the final year, must be completed, whereas in the case of candidates following full-time Ordinary degrees, not fewer than 20 credits at CQFW Level 6, former HE Level 3, taken in the final year, must be completed.

.2 *The Award of Posthumous Undergraduate Certificates and Diplomas*

An Examining Board may recommend to the University, via the centre's Registry, that the award of a posthumous Undergraduate Certificate or Diploma be made where a candidate has died prior to completion of an approved programme, as follows:

(a) after completion of the taught element of the programme, where the candidate has taken some of the required examinations, but has died before completion of all of the required examinations.

(In such a case, the Examining Board shall consider the candidate's performance in the completed examinations and in the coursework submitted.)

(b) after completion of the taught element of the programme of study, but prior to taking any of the required examinations.

(In such a case, the Examining Board shall consider the evidence available.)

(c) prior to completion of the taught element of the programme.

(In such a case, provided that the candidate has completed two terms of a one-year programme (or the equivalent proportion of a longer programme), the Examining Board shall consider the evidence available to it.)

Taught Master's Degree Programmes

.3 *Part I (Taught Component)*

An Examining Board may recommend to the University that the award of a posthumous Postgraduate Diploma to a candidate for a Master's degree may be made where a candidate has died:

(a) after completion of the taught element of the programme, where the candidate has passed all of the required examinations, but has died before commencing the Master's dissertation;

(b) after completion of the taught element of the programme, where the candidate has taken some of the required examinations, but has died before completion of all of the required examinations.

(In such a case, the Examining Board shall consider the candidate's performance in the completed examinations and in the coursework submitted.)

(c) after completion of the taught element of the programme of study, but prior to taking any of the required examinations.

(In such a case, the Examining Board shall consider the evidence available.)

(d) prior to completion of the taught element of the programme.

(In such a case, provided that the candidate has completed two terms of a one-year programme (or the equivalent proportion of a longer programme), the Examining Board shall consider the evidence available to it.)

.4 *Part II (Project and Dissertation)*

An Examining Board may recommend to the University that the award of a posthumous degree be made where a candidate has died before the submission of a dissertation, provided that the Board is able to consider available evidence of the research work completed by the candidate. Normally, such evidence shall be supplied by the candidate's supervisor/advisor, who shall also submit a report for consideration by the examiners. The Head of the Department concerned shall also submit a recommendation regarding the award of the degree. The following criteria must be satisfied before the examiners may agree to recommend to the University, via the centre's Registry that the award of a posthumous Master's degree be made:

(a) enough of the research project must have been completed to allow a proper assessment to be made of the scope of the dissertation;

(b) the standard of the research work completed must be of that normally required for the award of the degree in question, and must demonstrate the candidate's grasp of the subject;

(c) the written material available (draft chapters, published work, work prepared for publication, presentations to conferences/ seminars, progress reports by the candidate for his/her department/institution/ sponsor) must demonstrate the candidate's ability to write a dissertation of the required standard.

.5 *The Award of Posthumous Postgraduate Certificates and Diplomas*

An Examining Board may recommend to the University, via the centre's Registry, that the award of a posthumous Postgraduate Certificate or Diploma be made where a candidate has died prior to completion of an approved programme, as follows:

(a) after completion of the taught element of the programme, where the candidate has taken some of the required examinations, but has died before completion of all of the required examinations.

(In such a case, the Examining Board shall consider the candidate's performance in the completed examinations and in the coursework submitted.)

(b) *after completion of the taught element of the programme of study, but prior to taking any of the required examinations.*

(In such a case, the Examining Board shall consider the evidence available.)

(c) *prior to completion of the taught element of the programme.*

(In such a case, provided that the candidate has completed two terms of a one-year programme (or the equivalent proportion of a longer programme), the Examining Board shall consider the evidence available to it.)

APPENDIX

Procedural Guidance for Centres on the Award of Posthumous Degrees, Diplomas and Certificates

The following guidance is intended to apply in circumstances in which a recommendation is to be made to the University that a posthumous award be made.

The making of a posthumous award should not be confused with the making of an–award posthumously (i.e.: to a candidate who has died having qualified for the award and having satisfied the usual requirements, including completing the necessary study prior to death). In the latter case, the award made will not be distinguished in any way from that given to other candidates usually.

MODULAR TAUGHT PROGRAMMES

1 The Examining Board will need to satisfy itself that the requirements of the appropriate section of the Regulations for the making of posthumous awards have been met. If so, the Board will *either:*

(i) complete an existing form to recommend the relevant award for a candidate in the final year of study who had previously been presented to the University via a data transfer;

or:

(ii) request a form from the University for a candidate who died before they were formally presented to the University via a data transfer.;

2 Should a case fail to satisfy the requirements of the Regulations, it is open to the Examining Board (in consultation with the External Examiner) to refer it to the University for consideration for special approval of it, on its merits.

THE MAKING OF THE AWARD

In cases in which families or friends wish to attend a ceremony:

The centre concerned may wish to consider the following options, in consultation with family and friends of the student:

(i) holding a special ceremony in memory of the student in the department concerned at which a presentation of the certificate could be made to appropriate persons;

or

(ii) the inclusion of the student's name in the formal degree congregation, together with the extension of an invitation to friends and family to attend.

(By University of Wales convention, it is traditional in such cases for the name of the deceased to appear in congregation booklets surrounded by a black border.)

In cases in which families or friends do not wish to take part in a ceremony:

2 The centre concerned may wish to prepare a personal letter of condolence for dispatch to the family at the same time as the certificate is dispatched to them by the University.

(Alternatively the certificate could be dispatched to the department/institution concerned for onward transmission to the family.)

or

The centre may request that the University send a letter of condolence to the family at the same time as the certificate is dispatched. [Where the centre requests that the University sends the certificate, a contact name and address should be supplied.]

WORDING OF THE CERTIFICATE

Certificates issued to candidates under the Regulations for the making of posthumous awards will include the words "has been admitted to the posthumous degree of…."

(No distinguishing wording is included on certificates issued to graduands who, having completed the usual requirements die before admission to their award.)

Regulations for the Making of Aegrotat Awards

Collaborative centres

1. Should a candidate be prevented by illness from completing final examined/assessed elements of a taught programme of study, the Examining Board, having considered the relevant evidence (which should include satisfactory medical certification in the case of illness, or appropriate documentation in other cases), may recommend to the Vice-Chancellor of the University of Wales that an *aegrotat* award be made.

2. In doing so, the Examining Board should be satisfied that the candidate's prior performance shows beyond reasonable doubt that he/she would have passed but for the illness/event which occurred. The Vice-Chancellor should be satisfied that there is little doubt that the candidate is unable to return to complete his/her study at a later date.

3. The candidate shall be asked to confirm that he/she is willing to accept an *aegrotat* award; where he/she is unwilling to do so, the Examining Board shall permit him/her to complete the examinations/assessments in question by an approved subsequent date.

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

5. It follows, therefore, that *aegrotat* taught Master's degrees may be awarded only where the work done for the dissertation can be examined.

6. Where a candidate for a taught Master's degree has not submitted a dissertation but has completed a substantial proportion of it, a special case may be made to the Vice-Chancellor for the award of *aegrotat* taught Masters where:

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

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

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

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

On 1st January, 2018, the University of Wales ceased to matriculate and register new students to any programme of study leading to an award of the University, and placed into abeyance its powers to award taught and research degrees to any candidate not already registered on a UW programme of study. The following section is presented as a historical reference.

Regulations for Matriculation

1. Matriculation is open to students at centres of the University which have been recognised as providing programmes of study leading to a degree or other academic award of the University for which possession of a degree is a necessary prior qualification. Matriculation comprises part of the requirements for admissions to study, and for registration with the University, but should not be confused with those processes.

Undergraduate Students:

2. An undergraduate student is deemed to have matriculated once a recommendation to this effect by the institution concerned has been agreed by the University.

Postgraduate Students:

3. A postgraduate student following a programme of study at a centre is deemed to have matriculated once the University, on the recommendation of the institution concerned, has satisfied itself that the student possesses a qualification which is recognised for the purpose of entry to postgraduate programme s of study, as specified by the University of Wales.

4. Alternatively, where a student possesses a qualification which is not recognised, a special case put before the appropriate University Committee may be approved and the student be deemed consequently to have matriculated. In either case, the University shall write to the student to confirm that the matriculation process has been completed satisfactorily.

   Note: Applicants for matriculation who need detailed advice on their eligibility for entry are advised to contact the Registrar of the institution concerned.

A2 - ASSESSMENT PROTOCOLS FOR TAUGHT INITIAL DEGREES AND AWARDS

University of Wales Assessment Regulations for Taught Initial Degrees and Awards

These Assessment Regulations apply in respect of programmes of study delivered at centres during the exit phase leading to the following taught awards: Foundation Certificates and Degrees; University Certificates and Diplomas; Initial Degrees; Graduate Certificates and Diplomas; Postgraduate Diplomas and Certificates (including PGCE awards).

These Regulations should be read in conjunction with the Academic Regulations approved for the programme of study in question; however, in the case of a dispute, the University's Academic Regulations shall prevail.

Information to be Supplied to Candidates

1. All candidates shall be informed in writing by the centre at the beginning of the each academic year of the following:
   i. methods of assessment to be used in programmes of study, including the weighting given to the assessment components of each unit;
   ii. the Academic Regulations for the programme being followed;
   iii. these University Assessment Regulations;
   iv. the University's Appeals Procedure;
   v. the University's 'Unfair Practice Procedure';
   vi. notice of the requirement that any exceptional personal circumstances which may adversely affect academic performance must be reported to the appropriate Examining Board(s) prior to the meetings of Examining Boards.

The Superintendent of Examinations

2. Each centre shall nominate a Superintendent of Examinations who shall be responsible to the Vice-Chancellor of the University for the conduct, probity and security of examinations/assessments at his/her institution. The responsibilities of the Superintendent shall include:
   i. nomination of invigilators and the making of arrangements for invigilation of examinations (so that normally one invigilator acts for each group of fifty candidates or fewer); and
   ii. the making of appropriate arrangements for dealing with absentees from examinations/assessments in accordance with the provisions of this document, including notification of cases to Examining Boards and the recording and reporting of such cases;

3. Each candidate shall be examined at the centre at which he or she has pursued the programme of study save that, in exceptional circumstances, a candidate may, with the prior written approval of the University sit a written examination, under approved conditions, at another comparable institution or place. Approval may be given by the University to such requests provided that satisfactory arrangements can be made for the examination by the centre so that, where the same paper is to be taken by other candidates too, the examination is taken at the same time as the paper in the centre. Any expense incurred must be borne by the candidate.

4. Candidates shall inform the centre *within the first month of the academic session* if they are unable, on religious grounds, to take examinations on certain days. The Superintendent of Examinations of the institution shall, as far as possible, take account of this request during the compilation of the examinations time-table.

5. Any candidate who is following a programme of study of the University of Wales may choose – regardless of whether the main language of assessment of the programme in question is Welsh or English – to submit examination scripts or assessed work in either Welsh or English. A candidate who wishes to be assessed in either Welsh or English whichever is not the main language of tuition/assessment for the programme concerned, is required to notify the centre's Registrar of this by the time-limit laid down by the centre.

6. The Superintendent (or nominee/equivalent) shall liaise appropriately regarding:

   i. the provision of question papers through the medium of Welsh or English;

   ii. the necessary arrangements, which must be approved by the external examiner(s), for the translation and/or marking of scripts in time for the inclusion of candidates' results at the examining board on the official Outcome Recommendation form;

   iii. the engagement of a suitable person or persons to act as advisory examiners or (at an approved fee) as translators;

   iv. Preparation of examination papers.

7. Examination papers shall be prepared by institutions following their approval by the external examiner(s) concerned.

Special Examination Arrangements

8. Centres shall make reasonable adjustments for candidates with specific learning disability, in compliance with the requirements of prevailing legislation. Good practice guidelines on such provision are attached in 'Appendix B' to this document.

Conduct of Examinations

9. An invigilator shall not admit any candidate to the examination room without the authority of the Superintendent of Examinations.

10. During the whole examination, the invigilators shall maintain a constant supervision over the candidates and shall see that candidates are provided with the necessary materials. They shall inspect all materials brought into the examination room by candidates and shall see that every candidate complies with the "Directions to Candidates".

11. No candidates may enter the examination room thirty minutes or more after the commencement of an examination.

12. Candidates are not permitted to leave the examination room until forty five minutes have elapsed, nor may they leave in the last fifteen minutes of the examination. Any candidate who has left the room without the invigilators' authority shall not be allowed to re-enter it during the examination. Under special circumstances, the invigilator may act according to his/her discretion and the circumstances shall be reported to the Superintendent of Examinations.

13. During each examination the invigilator shall have power to exclude from the examination room all persons save officers of the University or staff of the centre, and candidates sitting the examination. The invigilator shall prevent any unauthorised communication, on the part of the candidates amongst themselves, or with any other person.

14. An invigilator who considers or suspects that a candidate is engaging in an unfair examination practice shall inform that candidate, preferably in the presence of a witness, that the circumstances will be reported and that s/he may continue that and any subsequent examinations without prejudice to any decision which may be taken, but failure to warn shall not prejudice subsequent proceedings. Where appropriate, the invigilator shall confiscate and retain evidence relating to any alleged unfair examination practice, so that it is available to any subsequent investigation. The invigilator shall as soon as possible report the circumstances in writing to the Chair of the relevant Examining Board.

15. The invigilator shall collect the scripts and arrange for their transmission to the Superintendent of Examinations or his/her nominee(s) who shall then arrange for their transmission to the examiners, together with the surplus copies of the examination paper or papers and a form giving the names of candidates who did not submit scripts.

    The invigilators shall make a report to the Superintendent of Examinations on the conduct of the examinations, drawing attention to any special circumstances. An institution form containing this information and a signed declaration that the examination has been conducted in accordance with these Regulations shall be sent by the invigilator to the Superintendent of Examinations.

    <u>Absence from Examinations and Assessments</u>

16. The Examining Board concerned shall have discretion to decide whether, on the basis of the evidence received, a candidate has been absent with good cause. A candidate may be deemed absent with good cause from an examination or assessment because of documented illness, accident, close bereavement or on closely related compassionate grounds.

17. A candidate who, without good cause, has been absent from any University examination or failed to complete other forms of assessment by the required date, shall be awarded a zero mark for the examination concerned. This zero mark shall be treated in the same way as any other mark in an Examining Board's procedure for arriving at the degree result. If the Examining Board's procedure involves an averaging exercise, the zero mark must be included as a mark. Examining Boards must not arrive at a mark for the missed examination by averaging the candidate's other marks or by arriving at a mark derived from the candidate's performance during the session. Where the missed examination is only a component of the overall assessment for a unit, the mark gained in the other assessment component shall be counted, pro-rata, in arriving at degree results.

18. If a candidate completes a module but is absent from the examination/assessment concerned for good cause, the institution may permit the candidate:

    i. to sit a supplementary examination or a special oral examination, before the meeting of the Examining Board; *or*

    ii. to sit the examination or submit the assessed work, as a first attempt on the next occasion on which the examination/assessment is scheduled to take place.

19. If an Examining Board is satisfied that a candidate is absent for good cause from a final examination/assessment, it may:

    i. recommend the award the qualification without further examination/assessment provided that at least two thirds of the modules which count towards the final award have been completed successfully;

    ii. recommend that the candidate receives an *aegrotat* award.

20. The provisions described at (i) and (ii) immediately above may be made only if (a) the external examiner agrees that the supporting evidence is satisfactory and (b) if the candidate's performance in other examinations or assessed work justifies such action.

21. Examining Boards shall have discretion to recommend that the University apply the provisions of paragraph 18, above, to candidates who attend examinations/assessments but produce evidence subsequently of illness, accident, close bereavement or of other closely associated compassionate grounds.

Retrieval of Failure

22. Where a candidate is required to repeat the assessment for one or more modules prior to the start of the following academic year, the re-assessment shall, unless the Examining Board decides that this is not practicable, be of the same structure and be based upon the same syllabus as the assessment at the time of the initial failure.

23. Where a candidate is permitted to repeat one or more failed modules as an internal candidate, the repeat assessment shall be of the same structure and be based upon the syllabus taught to all internal candidates at the time of their re-assessment.

24. Where a candidate is re-sitting the assessment as an external candidate, the reassessment will normally be the same as for candidates sitting internally unless the Examining Board decides otherwise.

25. Where a candidate is re-sitting the assessment as an external candidate and the structure of the assessment is different from that at the time of the initial failure and/or the re-assessment is to be based upon a different syllabus, the Head of Department concerned shall inform the candidate in advance of changes in the structure of the assessment and syllabus content.

26. In the event of a candidate failing to complete the required amount of assessed work by the required date, an Examining Board shall apply such penalty as is determined by Regulations or as it may consider appropriate in the circumstances. Penalties may include *inter alia* the lowering of a mark, the award of a fail grade or failing the candidate in that particular unit. However, where there are extenuating circumstances such as illness or accident which have prevented a candidate from completing assessed work by the required date, the Examining Board may allow an extension of the period for the submission of the assessed work, provided that there is sufficient time for adequate and proper assessment of the work prior to the meeting of the Examining Board. Appropriate medical or other evidence shall be submitted to the Chair or his/her nominee in support of the illness or accident. Please note that the granting of such an extension does not have an impact on the overall time limit for the programme of study. Should a student requires an extension to the overall time limit, an application must be submitted to the Special Cases Committee of the University for consideration.

Examining Boards

27. Each collaborative centre shall establish a final Examining Board or Boards to consider results and make recommendations on candidates pursuing programmes leading to awards of the University.

28. In addition to the final Examining Board(s), institutions must also establish:

    a. Joint/Composite Examining Boards;

    b. Modular Unit Examining Boards (modular programmes only).

    In both cases, recommendations for the award of marks shall be subject to ratification by the external examiner(s).

29. For each final Examining Board there shall be:

i. a Chair, who shall be a Moderator appointed by the University for the purpose. [In addition to the Chair, there may be a Convenor, who shall be a member of the staff of the centre who will be responsible for administrative arrangements associated with the work of the Examining Board which would otherwise be carried out by the Chair.];

ii. a Secretary, who shall be appointed from amongst staff at the Collaborative Centre and will have responsibility for taking accurate minutes of the meeting;

iii. an external examiner (or examiners) appointed by the Vice-Chancellor on behalf of the University's Academic Board;

iv. an internal examiner (or examiners) and/or representative(s) of relevant modules appointed by the Institution;

v. Moderator(s) appointed by the University for the programme/s in question other than that who chair the meeting;

vi. the representative of the University Registry (normally the Senior Academic Officer) who shall in addition be responsible for reporting to the University on the conduct of the meeting and for completing the recommendation of results form;

vii. such other persons as the Chair of the Examining Board may invite to attend a meeting of an Examining Board in an advisory capacity. Such persons shall possess no voting rights.

30. Each Examining Board shall normally meet when required to consider students' performance and to make decisions on termination of study, progression and recommendations on award of degrees or intermediate awards as appropriate.

31. In the unexplained absence of any examiner from a meeting, the Chair shall take such steps as he/she thinks fit for the due performance of the business of the meeting, and may adjourn it for that purpose. If the Chair is absent, the University may appoint another Chair from amongst the Moderators present at the centre or an Officer of the University of Wales. In the absence of such, the representative of the Registry shall adjourn the meeting.

Approval of Assessments

32. At the start of each semester, the external examiner(s) shall perform all the tasks normally associated with examining such as the approval of examination papers.

Final Examining Boards

33. The representative of the University Registry and/or the Moderator shall attend meetings of Examining Boards with an official Outcome Recommendation Form in respect of those candidates who have been presented for their final examinations. In accordance with instructions on the results form, the Registry representative shall indicate thereon the recommendation of the Examining Board for results of those candidates who pass the final examinations with or without classified Honours, where appropriate. The completed form shall be returned to the University Registry; a copy shall be retained by the Registrar of the collaborative centre. The University shall supply centres with a form of words to be used when communicating information on recommended awards prior to their confirmation by a meeting of the University of Wales Awards Board.

34. The Outcome Recommendation Form shall be signed by the Chair of the Examining Board and by the external examiner(s) and internal examiner(s) present. In respect of those external examiners not present, suitable arrangements shall be made for obtaining their endorsement of the results proposed. The Moderator and Registry representative shall be responsible for confirming that meetings of Boards are both quorate and carried out in accordance with the University's expectations.

35. Where a case of suspected unfair practice is the subject of investigation at the time that a result form is issued, the result of the candidate concerned shall be withheld (the result form should be marked 'subject to unfair practice investigation'). A supplementary form shall be issued for completion at a later date, if appropriate.

36. If a case of suspected unfair practice arises after the publication of a pass list, and the allegation against a candidate is established prior to his/her graduation, then the Examining Board(s) concerned shall review and re-determine the candidate's recommended result in the light of any penalty which may have been imposed. In such circumstances, the Examining Board(s) shall, if necessary, cancel a recommended result previously published and the University Registry shall issue a supplementary pass list for completion, as appropriate.

37. In the case of candidates with outstanding debts, results should be recorded and released to candidates using the form of words described above. Should a centre wish the University to withhold the award certificate until payment of the sum(s) due is made, an appropriate note should be attached to the Outcome Recommendation Form.

38. All Examining Boards shall follow conventions which must be approved by the University and current copies of which must be lodged with the University. These conventions may include procedures or mechanisms for the exercise of discretion by the Examining Board (including any arrangements established for compensation/condonement mechanisms).

39. A record of the marks attained by candidates in all assessed work contributing to the final award shall be available at the Examining Board, and a copy shall be despatched to the University Registry.

Publication of Pass Lists

40. The University Registry, upon receipt of a completed Outcome Recommendation Form, shall arrange for it to be placed before a meeting of the University of Wales Awards Board (which will meet normally every other month, and which shall be chaired by the Vice-Chancellor) for approval. Awards shall be conferred by the University's Academic Board.

41. The original copies of the signed Outcome Recommendation Form received from centres shall be retained by the University.

APPENDIX

Guidelines For Making Reasonable Adjustments to Examination/Assessment Arrangements

Introduction

1. The variation of assessment arrangements is intended to enable all students to have the same opportunity to demonstrate the achievement of specific learning outcomes:

   - without compromising academic standards or affecting prescribed standards of professional bodies;

   - and taking into account the guidance in the UK Quality Code for Higher Education for the assurance of academic quality and standards in higher education, Section 3: Students with disabilities and relevant legislation (including the Disability Discrimination Act 1995, the Special Educational Needs and Disability Act 2001, and the Equality Act 2010).

2. At the same time, institutions may choose to develop a more inclusive approach by, for example, considering the use of alternative methods of assessment.

Guidelines

3. The Superintendent of Examinations may permit reasonable adjustments to the arrangements for the conduct of examinations for candidates with specific learning disabilities.[4]

4. The Centre is responsible for taking all reasonable steps to identify the support needs of students and shall publish clear information on the procedure and time limits for requesting reasonable adjustments. It is the student's responsibility to inform the Centre if he/she expects to have additional specific needs.

5. An application for reasonable adjustment shall be supported by appropriate documentary evidence. The disability may remain constant but the type of adjustment may vary over time. Requests shall normally be disregarded if not supported by appropriate documentary evidence. In the case of students with dyslexia specific learning disability, a report must be received from a qualified educational psychologist experienced in working with adults or from someone with a qualification from a professional training course involving assessing adults with specific learning requirements.

6. The procedure and time-limit for making an application for reasonable adjustment shall be specified by the Centre concerned. The student should be made aware that it may not be possible to process an application outside the specified deadline in time for an examination which has already been scheduled. The procedure shall direct the student to the first point of

[4] The term 'Specific Learning Disability' covers, but not exclusively, a difficulty such as dyslexia, dyspraxia, dyscalculia, or attention deficit (hyperactivity) disorder.

contact. Where a student's circumstances are known to be prolonged or permanent, the identification of specific needs may be initiated prior to the start of the session.

7. A range of reasonable adjustments may be considered at the discretion of the Centre. These may be technical, for example, use of a computer, or may require a change in the location of the examination or may be facilitated by the use of an appropriate Support Worker. More than one adjustment may be required. In some cases, an appropriate reasonable adjustment may be to change the method of assessment in order to allow the students to demonstrate their ability; this will need to be agreed with the relevant academic staff to ensure comparability.

8. The adjustment shall depend on the nature of the disability and shall take into account the advice of Disability Services and relevant specialists, the student's preference and the nature of the assessment. Where there is professional body accreditation, these adjustments will need to be undertaken in consultation with that body.

9. The choice of adjustment may be limited by the available technical, physical and human resources.

10. The adjustment shall comply with the requirements for invigilation and security to ensure the effective conduct of the examination.

11. The Centre, on receipt of a recommendation for reasonable adjustments, shall decide whether or not to approve the application and the provision which shall be made available to the student. The decision of the Centre shall be final.

12. The Centre shall indicate how and by whom the student will be informed of the adjustment which has been approved. The range of adjustments can be amended subsequently, where this is required to meet the changing needs of the individual student.

13. Depending on the adjustment provided, students shall be advised to familiarise themselves with its use before the examinations take place.

14. Students shall inform the Superintendent of examinations in good time if the adjustment needs to be modified or is no longer required.

15. The School/Department shall be notified of the adjustment which has been approved. The Examining Board shall receive a list of students with approved adjustments, and no further allowance except for proven extenuating circumstances shall be made in reaching a decision on the performance of the student in the examination.

16. The student may request a review of the case if he/she feels that the agreed adjustment does not meet his/her individual needs. The procedure for requesting a review shall be specified by the Centre.

Temporary Illness or Disability

17. A student who has submitted to the Superintendent of Examinations a medical certificate that he or she is unable through illness or accident to attend at the examination room but is fit to undergo examination may be examined in a special room if the Superintendent is able to make satisfactory arrangements for the examination and with the support of the School/Department. Other adjustments may be made at the discretion of the Superintendent.

Students whose first language is not English or Welsh

18. The use of foreign language bilingual dictionaries in examinations shall be determined at the discretion of the Centre.

19. Arrangements for the use of a British Sign Language (BSL) communicator and other adjustments shall be made in consultation with Disability Services or other specialised staff.

A3 – ASSESSMENT PROTOCOLS FOR MASTERS DEGREES

University of Wales Assessment Protocols for Taught Master's Degrees

These Assessment Protocols will apply from 1 September 2012 in respect of programmes of study delivered at centres during the exit phase leading to the award of taught master's degrees and related postgraduate certificates and diplomas.

These Assessment Protocols should be read in conjunction with the Academic Regulations approved for the programme of study in question; however, in the case of a dispute, the University's Academic Regulations shall prevail.

Information to be Supplied to Candidates

All candidates shall be informed in writing by the centre at the beginning of the each academic year of the following:

i. methods of assessment to be used in programmes of study, including the weighting given to the assessment components of each unit;

ii. the Academic Regulations for the programme being followed;

iii. these University Assessment Protocols;

iv. the University's Appeals Procedure;

v. the University's 'Unfair Practice Procedure';

vi. notice of the requirement that any exceptional personal circumstances which may adversely affect academic performance must be reported to the appropriate Examining Board(s) prior to the meetings of Examining Boards.

Assessment

1. Part One of a taught Master's degree programme shall consist of a series of modules, which may be examined using various forms of assessment and in accordance with an examination timetable laid down by the relevant Examining Board. Part Two will take the form of a dissertation (or an approved equivalent).

The Superintendent of Examinations

2. Each centre shall nominate a Superintendent of Examinations who shall be responsible to the Vice-Chancellor of the University for the conduct, probity and security of examinations/assessments at his/her centre. The responsibilities of the Superintendent shall include:

    i. nomination of invigilators and the making of arrangements for invigilation of examinations (so that normally one invigilator acts for each group of fifty candidates or fewer); and

ii. the making of appropriate arrangements for dealing with absentees from examinations/assessments in accordance with the provisions of this document, including notification of cases to Examining Boards and the recording and reporting of such cases.

3. Each candidate shall be examined at the centre at which he or she has pursued the programme of study save that, in exceptional circumstances, a candidate may, with the prior written approval of the University sit a written examination, under approved conditions, at another comparable centre or place. Approval may be given by the University to such requests provided that satisfactory arrangements can be made for the examination by the centre so that, where the same paper is to be taken by other candidates too, the examination is taken at the same time as the paper in the centre. Any expense incurred must be borne by the candidate.

4. Candidates shall inform the centre within the first month of the academic session if they are unable, on religious grounds, to take examinations on certain days. The Superintendent of Examinations of the centre shall, as far as possible, take account of this request during the compilation of the examinations timetable.

5. Any candidate who is following a programme of study of the University of Wales may choose – regardless of whether the main language of assessment of the programme in question is Welsh or English – to submit examination scripts or assessed work in either Welsh or English. A candidate who wishes to be assessed in either Welsh or English whichever is not the main language of tuition/assessment for the programme concerned, is required to notify the centre's Registrar of this by the time-limit laid down by the centre.

6. The Superintendent (or nominee/equivalent) shall liaise appropriately regarding:

i. the provision of question papers through the medium of Welsh or English (or other language if it has been approved by the University for delivery of the programme of study);

ii. the necessary arrangements, which must be approved by the external examiner(s), for the translation and/or marking of scripts in time for the inclusion of candidates' results at the examining board on the official Outcome Recommendation Form;

iii. the engagement of a suitable person or persons to act as advisory examiners or (at an approved fee) as translators;

iv. preparation of examination papers.

Approval of Assessments

7. At the start of each semester, the external examiner(s) shall perform all the tasks normally associated with examining such as the approval of examination papers.

Special Examination Arrangements

8. Centres shall make reasonable adjustments for candidates with a specific learning disability, in compliance with the requirements of prevailing legislation. Good practice guidelines on such provision are attached in an Appendix to this document.

Conduct of Examinations

9. An invigilator shall not admit any candidate to the examination room without the authority of the Superintendent of Examinations.

10. During the whole examination, the invigilators shall maintain a constant supervision over the candidates and shall see that candidates are provided with the necessary materials. They shall inspect all materials brought into the examination room by candidates and shall see that every candidate complies with the "Directions to Candidates".

11. No candidates may enter the examination room thirty minutes or more after the commencement of an examination.

12. Candidates are not permitted to leave the examination room until forty five minutes have elapsed, nor may they leave in the last fifteen minutes of the examination. Any candidate who has left the room without the invigilators' authority shall not be allowed to re-enter it during the examination. Under special circumstances, the invigilator may act according to his/her discretion and the circumstances shall be reported to the Superintendent of Examinations.

13. During each examination the invigilator shall have power to exclude from the examination room all persons save officers of the University or staff of the centre, and candidates sitting the examination, unless responsible for causing disruption to proceedings. The invigilator shall prevent any unauthorised communication, on the part of the candidates amongst themselves, or with any other person.

14. An invigilator who considers or suspects that a candidate is engaging in an unfair examination practices shall inform that candidate, preferably in the presence of a witness, that the circumstances will be reported and that s/he may continue that and any subsequent examinations without prejudice to any decision which may be taken, but failure to warn shall not prejudice subsequent proceedings. Where appropriate, the invigilator shall confiscate and retain evidence relating to any alleged unfair examination practice, so that it is available to any subsequent investigation. The invigilator shall as soon as possible report the circumstances in writing to the Chair of the relevant Examining Board.

15. The invigilator shall collect the scripts and arrange for their transmission to the Superintendent of Examinations or his/her nominee(s) who shall then arrange for their transmission to the examiners, together with the surplus copies of the examination paper or papers and a form giving the names of candidates who did not submit scripts.

The invigilators shall make a report to the Superintendent of Examinations on the conduct of the examinations, drawing attention to any special circumstances. A centre form containing this information and a signed declaration that the examination has been

conducted in accordance with these Regulations shall be sent by the invigilator to the Superintendent of Examinations.

Absence from Examinations and Assessments

16. The Examining Board concerned shall have discretion to decide whether, on the basis of the evidence received, a candidate has been absent with good cause. A candidate may be deemed absent with good cause from an examination or assessment because of documented illness, accident, close bereavement or on closely related compassionate grounds.

17. A candidate who, without good cause, has been absent from any University examination or failed to complete other forms of assessment by the required date, shall be awarded a zero mark for the examination concerned. This zero mark shall be treated in the same way as any other mark in an Examining Board's procedure for arriving at the degree result. If the Examining Board's procedure involves an averaging exercise, the zero mark must be included as a mark. Examining Boards must not arrive at a mark for the missed examination by averaging the candidate's other marks or by arriving at a mark derived from the candidate's performance during the session. Where the missed examination is only a component of the overall assessment for a unit, the mark gained in the other assessment component shall be counted, pro-rata, in arriving at degree results.

18. If a candidate completes a module but is absent from the examination/assessment concerned for good cause, the centre may permit the candidate:

i. to sit a supplementary examination or a special oral examination, before the meeting of the Examining Board; or

ii. to sit the examination or submit the assessed work, as a first attempt on the next occasion on which the examination/assessment is scheduled to take place.

19. If an Examining Board is satisfied that a candidate is absent for good cause from an award-bearing examination/assessment, it may:

i. recommend the award of the qualification without further examination/assessment provided that at least two thirds of the modules which count towards the overall award have been completed successfully;

ii. recommend that the candidate receives an aegrotat award.

20. The provisions described at (i) and (ii) immediately above may be made only if (a) the external examiner agrees that the supporting evidence is satisfactory and (b) if the candidate's performance in other examinations or assessed work justifies such action.

21. Examining Boards shall have discretion to recommend that the University apply the provisions of paragraph 20 to candidates who attend examinations/assessments but produce evidence subsequently of illness, accident, close bereavement or of other closely associated compassionate grounds.

Retrieval of Failure

22. Where a candidate is required to repeat the assessment for one or more modules prior to the start of the following academic year, the re-assessment shall, unless the Examining Board decides that this is not practicable, be of the same structure and be based upon the same syllabus as the assessment at the time of the initial failure.

23. In the event of a candidate failing to complete the required amount of assessed work by the required date, an Examining Board shall apply such penalty as is determined by Regulations or as it may consider appropriate in the circumstances. Penalties may include inter alia the lowering of a mark, the award of a fail grade or failing the candidate in that particular unit. However, where there are extenuating circumstances such as illness or accident which have prevented a candidate from completing assessed work by the required date, the Examining Board may allow an extension of the period for the submission of the assessed work, provided that there is sufficient time for adequate and proper assessment of the work prior to the meeting of the Examining Board. Appropriate medical or other evidence shall be submitted to the Chair or his/her nominee in support of the illness or accident. Please note that the granting of such an extension does not have an impact on the overall time limit for the programme of study. Should a student require an extension to the overall time limit, an application must be submitted to the Special Cases Committee of the University for consideration.

Pass-marks/Distinctions

24. Examiners are asked to bear in mind, when awarding marks to candidates upon completion of Part One, that the modular pass-mark is 40%. The overall pass-mark for Part One is also 40%; examiners will be aware that a mark of 40% at CQFW Level 7 (former HE Level M) will indicate a standard of work necessarily in excess of that indicated by a similar mark achieved at a less advanced Level.

25. When introducing the formula which regulates eligibility for the award of a degree with Distinction, Academic Board was concerned to permit candidates who had been more successful in Part Two than in the examined component – Part One – to be eligible for a Distinction overall provided that the aggregate mark obtained is 70% or greater. Candidates achieving a mark of 70% or greater in Part One, but 69% or lower in Part Two cannot be considered eligible for a Distinction overall.

26. For consideration for the award of a Merit overall, the aggregate mark must be 60% or greater, but candidates achieving 59% or lower in Part Two cannot be considered eligible for a Merit overall.

27. The following may be of assistance when considering recommendations for the award to a candidate of a Master's degree with Distinction or Merit:

Part One mark	Candidate is eligible for the award of Distinction:
65%	where the Part Two mark is 75% or greater;
66%	where the Part Two mark is 74% or greater;
67%	where the Part Two mark is 73% or greater;
68%	where the Part Two mark is 72% or greater;

69%	where the Part Two mark is 71% or greater;
70%	where the Part Two mark is 70% or greater;

Part One mark	Candidate is eligible for the award of Merit:
55%	where the Part Two mark is 65% or greater;
56%	where the Part Two mark is 64% or greater;
57%	where the Part Two mark is 63% or greater;
58%	where the Part Two mark is 62% or greater;
59%	where the Part Two mark is 61% or greater;
60%	where the Part Two mark is 60% or greater.

28. The eligibility or otherwise of a candidate for an award with Distinction or Merit must be stipulated clearly on the examination result form for Part One of the programme and on the result/report form for Part Two. The University Registry will issue official forms for recommendations for results and coding instructions in advance of meetings of Examining Boards.

29. Where a candidate has been granted exemption from part of the programme under credit transfer arrangements, the Examining Board may, depending on the policy of the Centre concerned, obtain an assessment of the standard of the work completed by the candidate prior to his/her transfer, in order to arrive at an overall percentage mark or equivalent grade for the relevant part of the programme.

Examining Boards

30. A meeting of the examiners shall be held to determine the results of candidates in the examination component of the degree (Part One) and, in particular, to decide which candidates may proceed to Part Two. The Examining Board shall be comprised in accordance with the requirements of the Academic Regulations, as follows:

For each Part One Examining Board there shall be:

i. a Chair, who shall be a Moderator appointed by the University for the purpose. [In addition to the Chair, there may be a Convenor, who shall be a member of the staff of the centre who will be responsible for administrative arrangements associated with the work of the Examining Board which would otherwise be carried out by the Chair.];

ii. a Secretary, who shall be appointed from amongst staff at the Collaborative Centre and will have responsibility for taking accurate minutes of the meeting;

iii. an external examiner (or examiners) appointed by the Vice-Chancellor on behalf of the University's Academic Board;

iv. an internal examiner (or examiners) and/or representative(s) of relevant modules appointed by the centre;

v. Moderator(s) appointed by the University for the programme/s in question other than that who chair the meeting;

vi. the representative of the University Registry (normally the Senior Academic Officer) who shall in addition be responsible for reporting to the University on the conduct of the meeting and for completing the recommendation of results form;

vii. such other persons as the Chair of the Examining Board may invite to attend a meeting of an Examining Board in an advisory capacity. Such persons shall possess no voting rights.

31. Each Examining Board shall normally meet when required, to consider students' performance and to make decisions on termination of study, progression and recommendations on award of degrees or intermediate awards as appropriate.

32. In the unexplained absence of any examiner from a meeting, the Chair shall take such steps as he/she thinks fit for the due performance of the business of the meeting, and may adjourn it for that purpose. If the Chair is absent, the University may appoint another Chair from amongst the Moderators present at the centre or an Officer of the University of Wales. In the absence of such, the representative of the Registry shall adjourn the meeting.

33. The Outcome Recommendation Form for Part One shall be signed by the Chair of the Examining Board and by the external examiner(s) and internal examiner(s) present. In respect of those external examiners not present, suitable arrangements shall be made for obtaining their endorsement of the results proposed. The Moderator and Registry representative shall be responsible for confirming that meetings of Boards are both quorate and carried out in accordance with the University's expectations. The completed form shall be returned to the University Registry; a copy shall be retained by the Registrar of the centre.

Part Two: Assessment, Failure and Retrieval

34. Part Two of a Master's degree programme will take the form of a dissertation except where an alternative form of assessment has been approved by the University in respect of the programme in question. Candidates who have qualified to submit for Part Two should be advised to follow the Notes of Guidance for Candidates issued by the University together with the Notice of Candidature form, and are required to comply with the relevant University Regulations.

35. Except where specified to the contrary, a dissertation or approved equivalent submission should not exceed 20,000 words (excluding Appendices and genuine footnotes).

36. The University Registry shall issue to centres official result/report forms for completion by the Part Two Examining Board. See 'Appendix A' below. Appendix B provides an overview of the Part II examining board process.

37. Although it is customary for the same external examiner to examine a candidate for Part One and for Part Two, an independent examiner may be appointed to examine the dissertation (or approved alternative) where specialist knowledge or expertise is required.

Arbitrating External Examiner

38. When a dispute arises between the external examiner and internal examiner(s) the usual Report and Result Form should be marked by the Examiners and Chair so as to indicate that the Board had been unable to agree upon a recommendation.

In such a case it is within the power of the University to resort to another external examiner who shall be asked to arbitrate.

When selecting an Arbitrating External Examiner the Chair of the Academic Board may take into account any written reports submitted by the members of the Examining Board and may also take into account – but need not be bound by – any nomination made by the original Board.

Upon appointment by the Chair of the Academic Board, an Arbitrating External Examiner shall be given by the University a copy of the candidate's work together with the reports of the original examiners and the 'Report and Result Form' which the University Registry shall provide.

When considering the candidate's work, an Arbitrating External Examiner may choose whether or not to refer to the reports of the original examiners (and if so, when he/she might do so). He/she may also choose to conduct a further oral examination and, if so, whether or not the original examiners may be invited to attend.

When the Arbitrating External Examiner has concluded the consideration of the work, the outcome should be communicated to the Chair of the Examining Board, in the first instance. The Chair shall arrange for the 'Report and Result Form' to be completed, signed and returned to the University.

Awards Process

39. The University shall supply centres with a form of words to be used when communicating information on recommended awards prior to their confirmation by a meeting of the University of Wales Awards Board.

40. In the case of candidates with outstanding debts, results should be recorded and released to candidates using the form of words described above. Should a centre wish the University to withhold the award certificate until payment of the sum(s) due is made, an appropriate note should be attached to the recommendation for results form.

41. A record of the marks attained by candidates in all assessed work contributing to the overall award shall be available at the Examining Board, and a copy shall be despatched to the University Registry.

Publication of Pass Lists

42. The University Registry, upon receipt of a completed Outcome Recommendation Form or the Result and Report Form, shall arrange for it to be placed before a meeting of the University of Wales Awards Board (which will meet normally every other month, and which shall be chaired by the Vice-Chancellor or nominee) for approval. Awards shall be conferred by the University's Academic Board.

Unfair Practice

43. Where a case of suspected unfair practice is the subject of investigation at the time that a result form is issued, the result of the candidate concerned shall be withheld (the result form should be marked 'subject to unfair practice investigation'). A supplementary form shall be issued for completion at a later date, if appropriate.

44. If a case of suspected unfair practice arises after the publication of a pass list, and the allegation against a candidate is established prior to his/her graduation, then the Examining Board(s) concerned shall review and re-determine the candidate's recommended result in the light of any penalty which may have been imposed. In such circumstances, the Examining Board(s) shall, if necessary, cancel a recommended result previously published and the University Registry shall issue a supplementary pass list for completion, as appropriate.

Prifysgol Cymru University of Wales

RESULT AND REPORT FORM
For the Examination of a Taught Master's Degree Dissertation

This form is to be used both as the formal signed and dated notification to the University of Wales of the result of the examination and for brief External Examiner's and Internal Examiners reports.

CANDIDATE DETAILS

Surname: .....

Forename(s): ..... USN: .....

(13 digit University number)

Institution: .....

Degree: ..... *(MBA/MSc/MA/etc)*

Degree Specialisation: ..... *(Finance/Marketing/etc)*

EXAMINING BOARD'S RECOMMENDATION

The Board of Examiners, after consideration of the work presented by the above-named candidate recommend: (*The options below are expanded upon in the 'Notes for Guidance on the Examination of a Taught Masters Dissertation' – Appendix 2*)

☐ (a) that the candidate be approved for the degree sought (*Pass*)

☐ (b) that the candidate be approved for the degree sought and the dissertation be awarded the mark of Distinction (*Pass with Distinction – 70%*)

☐ (c) that the candidate be approved for the degree sought and the dissertation be awarded the mark of Merit (*Pass with Merit – 60%*)

☐ (d) that the candidate not be approved for the degree sought (*Fail*)

Please indicate the final mark for the dissertation

[ ] %

EXTERNAL EXAMINERS' SIGNATURES

Signed: ..... (*External Examiner*)

Printed: .....

Please refer to section 2 for the Internal Examiners' reports and recommended marks. Also note section 2.3.

Signed: ..... (*Chair*)

Printed: .....

Office Use Only

Please tick:

Ma ☐ ReSub ☐ DF ☐

P1 Ave

EXAMINERS RESULT AND REPORT FORMS

Section 1 – **External Examiner's Reports**

Name of Candidate: ..... *(In full)*

Dissertation Title: .....

1.1 **External Examiner's Report on Dissertation**

The External Examiner should include a brief report on the dissertation in the space below.

Signed: ..... (External Examiner)

Printed: .....

Date: .....

Section 2 – Internal Examiner's Reports

Please note that the final mark will be recommended by the External Examiner after they have reviewed the dissertation and Internal Examiners' comments. Once the External Examiner has completed the R&R form, there is no further requirement for Internal Examiners to sign the R&R form a second time. Internal Examiners will have the opportunity to review the final recommendation after the R&R form is returned to the centre. Centres should contact the University within 5 working days of receipt should they have any queries regarding the final mark.

Name of Candidate: ---------- *(In full)*

Degree: ---------- *(MBA/MSc/MA/etc)*

Dissertation Title: ----------

Dissertation is a Resubmission: ☐

2.1 **First Internal Examiner's Report on Dissertation**

The First Internal Examiner should include a brief report on the dissertation in the space below

Signed: _____ (First Internal Examiner)

Printed: _____

Date: _____

2.2 **Second Internal Examiner's Report on Dissertation**

The Second Internal Examiner should include a brief report on the dissertation in the space below

Signed: _____ (Second Internal Examiner)

Printed: _____

Date: _____

Section 2 – Internal Examiner's Reports (cont.d)

Name of Candidate: _____ *(In full)*

Degree: _____ *(MBA/MSc/MA/etc)*

Dissertation Title: _____

Dissertation is a Resubmission: ☐

2.3	**Joint Internal Examiners' Report on Dissertation** *Both Internal Examiners should include a brief report on the dissertation and how the agreed mark was determined in the space below. It will be especially important to complete this part of the report in cases where there has been a significant divergence between the marks allocated by the individual internal markers.*

Signed: _____ (First Internal Examiner)

Printed: _____

Signed: _____ (Second Internal Examiner)

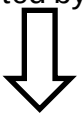
Printed: _____

1st Mark (%)	2nd Mark (%)	Agreed Mark (%)

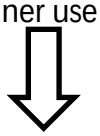
Masters' Part 2 Process (Dissertation stage)

The following schematic provides an overview of the University's administrative procedures undertaken in the processing of a Master's Part II dissertation.

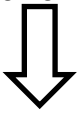
Step 1: Dissertation submitted by student to Collaborative Centre.



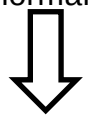
Step 2: Dissertation marked by Internal Examiners.
Please ensure that the internal examiners record their comments in Section 2; Point 1 &2 of the Result and Report form, signing in the allocated space on the page. Internal examiners must also record the mark for which they have awarded the dissertation in Section 2 at the bottom of the page. Please do not indicate result on front page – this is for external examiner use only.



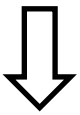
Step 3: Collaborative Centre submit a list of dissertations which require external examiner review.



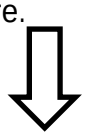
Step 4: Collaborative Centre forwards the dissertations to the University of Wales Registry, normally addressed to an Academic Officer.



Step 5: University of Wales take appropriate administrative duties and forward dissertations to the external examiner.
From the date dissertations are sent out, external examiners have up to 4 weeks to mark and return the dissertations to the University. The external examiners are required to provide comments on Section 1; Point 1.1 of the Result and Report form. External examiners are then expected to indicate the final mark for the dissertation on the front page.

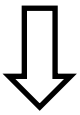


Step 6: University of Wales take appropriate administrative duties before forwarding the full Result and Report form to the Collaborative Centre.

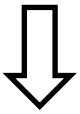


Step 7: Internal examiners have 5 working days to confirm if they are not content with external examiner mark. If no concerns are

raised, Result and Report form is forwarded onto Moderator for signing-off.



Step 8: Moderator returns Result and Report form to the University of Wales.



Step 9: Provisional results entered on to Student Record System and results letters sent out to Collaborative Centre. Completed Result and Report form submitted to the University of Wales, Overarching Examining Board for ratification of final result. Collaborative Centres are requested to produce and provide completed Diploma Supplements to the University following receipt of the results letter.
The University will produce and release certificates up to 8 weeks following confirmation of the award at the next meeting of the Overarching Examining Board.

Arbitrating Examiner

In instances where a dispute arises between the external examiner and internal examiners at Stage 7, the Result and Report form should be returned to the University with an accompanying cover letter providing an overview of the salient points which the internal examiners disagree with. The University will then undertake appropriate administrative procedures as outlined in paragraph 38 to appoint an arbitrating examiner.
The Arbitrating Examiner shall return the dissertation and completed Result and Report form directly to the University of Wales. The outcome of the arbitration is subsequently communicated to the Collaborative Centre. The result awarded by the Arbitrating Examiner is final.

APPENDIX C

Guidelines For Making Reasonable Adjustments to Examination/Assessment Arrangements

Introduction

1. The variation of assessment arrangements is intended to enable all students to have the same opportunity to demonstrate the achievement of specific learning outcomes:

   - without compromising academic standards or affecting prescribed standards of professional bodies,

   - and taking into account the guidance in the UK Quality Code for Higher Education for the assurance of academic quality and standards in higher education, Section 3: Students with disabilities and relevant legislation (including the Disability Discrimination Act 1995, the Special Educational Needs, Disability Act 2001, and the Equality Act 2010).

2. At the same time, centres may choose to develop a more inclusive approach by, for example, considering the use of alternative methods of assessment.

Guidelines

3. The Superintendent of Examinations may permit reasonable adjustments to the arrangements for the conduct of examinations for candidates with specific learning disabilities.[5]

4. The Centre is responsible for taking all reasonable steps to identify the support needs of students and shall publish clear information on the procedure and time limits for requesting reasonable adjustments. It is the student's responsibility to inform the Centre if he/she expects to have additional specific needs.

5. An application for reasonable adjustment shall be supported by appropriate documentary evidence. The disability may remain constant but the type of adjustment may vary over time. Requests shall normally be disregarded if not supported by appropriate documentary evidence. In the case of students with aspecific learning disability, a report must be received from a qualified educational psychologist experienced in working with adults or from someone with a qualification from a professional training course involving assessing adults specific learning disabilities.

6. The procedure and time-limit for making an application for reasonable adjustment shall be specified by the centre concerned. The student should be made aware that it may not be possible to process an application outside the specified deadline in time for an examination which has already been scheduled. The procedure shall direct the student to the first point of contact. Where a student's circumstances are known to be prolonged or permanent, the identification of specific needs may be initiated prior to the start of the session.

[5] The term 'Specific Learning Disability' covers, but not exclusively, a difficulty such as dyslexia, dyspraxia, dyscalculia, or attention deficit (hyperactivity) disorder.

7. A range of reasonable adjustments may be considered at the discretion of the centre. These may be technical, for example, use of a computer, or may require a change in the location of the examination or may be facilitated by the use of an appropriate Support Worker. More than one adjustment may be required. In some cases, an appropriate reasonable adjustment may be to change the method of assessment in order to allow the students to demonstrate their ability; this will need to be agreed with the relevant academic staff to ensure comparability.

8. The adjustment shall depend on the nature of the disability and shall take into account the advice of Disability Services and relevant specialists, the student's preference and the nature of the assessment. Where there is professional body accreditation, these adjustments will need to be undertaken in consultation with that body.

9. The choice of adjustment may be limited by the available technical, physical and human resources.

10. The adjustment shall comply with the requirements for invigilation and security to ensure the effective conduct of the examination.

11. The centre, on receipt of a recommendation for reasonable adjustments, shall decide whether or not to approve the application and the provision which shall be made available to the student. The decision of the centre shall be final.

12. The centre shall indicate how and by whom the student will be informed of the adjustment which has been approved. The range of adjustments can be amended subsequently, where this is required to meet the changing needs of the individual student.

13. Depending on the adjustment provided, students shall be advised to familiarise themselves with its use before the examinations take place.

14. Students shall inform the Superintendent of examinations in good time if the adjustment needs to be modified or is no longer required.

15. The School/Department shall be notified of the adjustment which has been approved. The Examining Board shall receive a list of students with approved adjustments, and no further allowance –except for proven extenuating circumstances shall be made in reaching a decision on the performance of the student in the examination.

16. The student may request a review of the case if he/she feels that the agreed adjustment does not meet his/her individual needs. The procedure for requesting a review shall be specified by the centre.

<u>Temporary Illness or Disability</u>

17. A student who has submitted to the Superintendent of Examinations a medical certificate that he or she is unable through illness or accident to attend at the examination room but is fit to undergo examination may be examined in a special room if the Superintendent is

able to make satisfactory arrangements for the examination and with the support of the School/Department. Other adjustments may be made at the discretion of the Superintendent.

Students whose first language is not English or Welsh

18. The use of foreign language bilingual dictionaries in examinations shall be determined at the discretion of the centre.

British Sign Language

19. Arrangements for the use of a British Sign Language (BSL) communicator and other adjustments shall be made in consultation specialised staff.

A4 - Regulations in respect of dual awards offered by the University of Wales (UW) and the International University of Malaya-Wales (IUMW)

1. The International University of Malaya-Wales (IUMW) has been created, *inter alia*, to offer a range of 'dual award' programmes through which, on successful completion of the programme, graduates receive an award from each institution.

2. Programmes are based on a model of articulation which defines, for each programme, two elements: a preliminary IUMW element; and a subsequent UW element which is the award-bearing stage of the programme. At a designated point, students can elect to enter the dual award IUMW + UW programme or to undertake the remainder of their programme as 'single-award' IUMW students.

3. The management and delivery of each dual award programme offered by IUMW are informed by:
   i. a Programme Document, approved by both the Malaysian Qualifications Authority and UW, which describes the full programme;

   ii. a UW Programme Specification document, which defines the structure and content of the UW element of the programme;

   iii. an Articulation Agreement which identifies the respective IUMW and UW elements of the programme and defines the conditions under which students can transfer from one to the other;

   iv. a Programme Plan which defines the recruitment and organisational arrangements of the dual award programme, and the conditions under which a dual award would be made.

4. A key feature of these programmes is the agreement that UW will not make an award to a dual award candidate without a corresponding IUMW award being made.

5. The following regulations therefore apply to all dual award programmes offered through this collaboration:

   i. The appropriate University of Wales' Regulations will apply to the UW-validated element of the programme;

   ii. Students will only be conferred with a dual award upon meeting all the graduating requirements of both UW and IUMW;

   iii. Either UW or IUMW may decline to make an award to a student who does not meet the criteria for an award from each institution. Each institution will inform the other, prior to the appropriate examining board, if there are any reasonable grounds for not making an award to a student;

   iv. UW will not make any award to any student to whom IUMW does not also make an award;

   v. There are no intermediate UW exit awards for these programmes.

A5 – CREDIT ACCUMULATION AND TRANSFER SCHEME

Definition of Credit

1. The University of Wales endorses the view of the Welsh Assembly Government (WAG), as put forward in its Credit and Qualifications Framework for Wales (CQFW), that credit may be defined as an award made to a learner in recognition of the achievement of designated learning outcomes at a specified credit level.

The amount of credit attributed is based upon an estimation of the learning time, which it would take the average learner to achieve the learning outcomes specified.

Credit Weighting and Notional Hours

2. One credit[6] equates to 10 notional hours of student learning which includes contact time, directed and independent study, and assessment.

On this basis, a full-time Honours student would accumulate 120 credits within a 1200-hour academic year and a full-time taught Master's Student 180 credits within an 1800-hour academic year.

General and Specific Credit

3. *General credit* is the total amount of credit a student possesses by virtue of his/her prior learning. In terms of credit transfer, all the general credits possessed by a student are eligible for consideration. *Specific credit* is that proportion of the total credit possessed by a student which is accepted by an admitting Institution as being directly relevant to the qualification for which the student is being admitted.

Level of Modular Unit of Study

4. In accordance with the CQFW, credit levels may be defined as indicators of the relative demand, complexity, depth of learning and learner autonomy derived from agreed generic level descriptors.

Levels are not intrinsically related to years of full-time study or the previous learning achieved and/or experience of the learner. Credit levels relate to modules and units of learning rather than whole awards.

As defined above, levels are indicative and are thus different from the specific learning outcomes and associated assessment criteria, which specify the threshold standards required for the award of credit for any specific module or unit.

5. The University of Wales has adopted level descriptors based upon those prepared by the Northern Ireland Credit Accumulation Transfer System (NICATS) in light of advice issued by the United Kingdom Credit Consortia (UKCC) and the Credit and Qualifications for Wales (CQFW).[7] Levels which pertain to Higher Education are as follows:

[6] A table showing the correlation between University of Wales and ECTS credits can be found in Appendix A.
[7] A table showing the correlation between the recommended credit levels of the CQFW framework and the commonly used FE and HE levels can be found in Appendix B.

Level 3 Apply knowledge and skills in a range of complex activities demonstrating comprehension of relevant theories; access and analyse information independently and make reasoned judgements, selecting from a considerable choice of procedures, in familiar and unfamiliar contexts, and direct own activities, with some responsibility for the output of others.

[Units studied in the preliminary/foundation year leading to entry to an initial degree scheme.]

Level 4 Develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialised skills; evaluate information using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; and operate in a range of varied and specified contexts, taking responsibility for the nature and quality of outputs.

[Units typically studied in the first year of a full-time degree scheme or the equivalent.]

Level 5 Generate ideas through the analysis of concepts at an abstract level, with a command of specialised skills and the formulation of responses to well-defined and abstract problems; analyse and evaluate information; exercise significant judgement across a broad range of functions; and accept responsibility for determining and achieving personal and/or group outcomes.

[Units typically studied in the second year of a full-time degree scheme or the equivalent.]

Level 6 Critically review, consolidate and extend a systematic and coherent body of knowledge, utilising specialised skills across an area of study; critically evaluate new concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations; and accept accountability for determining and achieving personal and/or group outcomes.

[Units typically studied in the third and/or final year of a standard full-time degree scheme or the equivalent.]

Level 7 Display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for related decision-making including use of supervision.

[Units typically studied in the final year of an integrated master's full-time initial degree scheme or as part of a Taught Master's scheme, including the dissertation, or the equivalent.]

Level 8 Make a significant and original contribution to a specialised field of inquiry demonstrating a command of methodological issues and engaging in critical dialogue with peers; accepting full accountability for outcomes.

[This represents research work at doctoral level.]

Credit Accumulation

Awards Framework

6. The University regulations for schemes of modular study provide for the award of the qualifications set out below by the accumulation of credit. Undergraduate, graduate and postgraduate schemes of study, with staged progression from lower to higher qualifications, may be constructed on the following basis:

(A) Entry Level

Foundation Certificate

(B) Undergraduate Level

Certificate of Higher Education
Diploma of Higher Education
Foundation Degree
Initial Degree

(C) Graduate Level

Graduate Certificate
Graduate Diploma

(D) Postgraduate Level

Postgraduate Certificate
Postgraduate Diploma
Master's Degree

(E) Doctoral Degrees by Examination and Thesis (Professional Doctorates).[8]

7. With the approval of the University, centres may adopt various approaches to the staged award structure and to the relationship between credits studied and credits passed. For example, a Master's degree scheme could lead to the Master's qualification only, the Postgraduate Diploma, the Postgraduate Certificate or all three postgraduate qualifications. The credit required for the award of these qualifications may be accumulated through the satisfactory completion of the relevant schemes of study, or part thereof as appropriate.

8. Students who leave a scheme of study with or without an exit-point qualification may, at the discretion of the centre, be permitted to re-enter the scheme at the appropriate point provided that they have not previously attempted and failed the higher qualification after exhausting all rights of retrieval and subject to the time limits for the completion of the scheme of study.[9]

9. The Certificate and Diploma, at both the undergraduate and postgraduate levels, can also be used as qualification aims in their own right.

[In accordance with University Regulations, the Postgraduate Diploma - incorporating a Postgraduate Certificate as appropriate - represents the taught element of a taught Master's degree, with the dissertation or the approved equivalent being the Master's stage.]

[8] The degrees governed by the Enabling Regulations for Doctoral Degrees by Examination and Thesis.
[9] Notwithstanding paragraph 19 of the Enabling Regulations for Modular Initial Degrees.

Scheme Structures and Credit Envelopes

10. The recommended minimum and maximum credit values of Postgraduate, Graduate and Undergraduate Qualifications are shown in the following table:

Qualification	Min overall credits studied	The range of levels No. of credits at highest level	Max credits at lowest level
POSTGRADUATE			
Professional Doctorate	540 credits	Levels (6),7,8 Min 360 credits at Level 8	Max 30 credits at Level 6
Master's Degree	180 credits	Levels (6),7 Min 150 credits at Level 7	Max 30 credits at Level 6
PG Diploma	120 credits	Levels (6),7 min 90 credits at Level 7	Max 30 credits at Level 6
PG Cert	60 credits	Levels (6),7 Min 40 credits at Level 7	Max 20 credits at Level 6
GRADUATE			
Graduate Diploma	120 credits	Levels (3,4,5),6 Min 90 credits at Level 6	Max 30 credits at Level 3
Graduate Certificate	60 credits	Levels (3,4,5,),6 Min 30 credits at Level 6	Max 20 credits at Level 3
UNDERGRADUATE			
Honours Degree	360 credits	Levels (3),4,5,6 Min 90 credits at Level 6	Max 30 credits at Level 3
Ordinary Degree	300 credits	Levels (3),4,5,6 Min 60 credits at Level 6	Max 30 credits at Level 3
Foundation Degree	240 credits	Levels (3),4,5 Min 90 credits at Level 5	Max 30 credits at Level 3
Diploma HE	240 credits	Levels (3),4,5 Min 90 credits at Level 5	Max 30 credits at Level 3
Certificate HE	120 credits	Levels (3),4 Min 90 credits at Level 4	Max 30 credits at Level 3
Foundation Certificate	120 credits	Level 3 Min 120 credits at Level 3	Max 120 credits at Level 3

Assessment

11. Assessment and award of qualifications will be in accordance with provisions in:

- the relevant University Regulations;
- Centres' own conventions; and
- regulations for the particular scheme of study.

Undergraduate

12. Students may be graded on a variety of scales. To ensure comparability in the measurement of students' relative success in achieving their credits and to facilitate accreditation of prior study both within and outside the University, the following table is suggested as a general conversion scale for undergraduate awards:

Grade	Percentage	Degree Result
A	90 - 100 80 - 89 70 - 79	First Class Honours
B	67 - 69 64 - 66 60 - 63	Upper Second Class Honours
C	57 - 59 54 - 56 50 - 53	Lower Second Class Honours
D	47 - 49 44 - 46 40 - 43	Third Class Honours
E	35 – 39	Pass Degree *(only available if this outcome was approved at the time of programme validation)*
F	31 - 34 16 - 30 0 - 15	Fail

Postgraduate

13. The term `Distinction' is used to denote excellent performance by candidates for taught Master's degrees and is set at 70% (or the equivalent grade-point) at Level 7 or above. In summary, therefore, in order to gain a Master's Degree with Distinction, candidates shall achieve an overall mark of not less than 70%, having achieved not less than 65% in Part One and not less than 70% in Part Two.

The term `Distinction' is also used to denote excellent performance by candidates for postgraduate certificates and diplomas and is set at 70% (or the equivalent grade point) at Level 7 or above.

Awards

14. Normally, the lower qualification (i.e. Certificate or Diploma) would not be awarded automatically to students who fulfil the requirements for that qualification irrespective of

whether or not they proceed directly to the next stage of the scheme, i.e. as `intermediate awards', but only to those qualified students who:

- leave while part way through the scheme (exit-point awards); or
- have completed the scheme but failed the higher qualification (intermediate awards).

15. Where more than one qualification is awarded, the final (terminal) certificate document will be endorsed to indicate that the higher level award incorporates any intermediate or exit-point qualification which might previously have been awarded. Implicit in this decision is the assumption that certificates would be issued for intermediate/exit-point qualifications.

Credit Transfer

Conditions for Accreditation

16. The following rules relate to the assessment of prior learning for credit:

- credit may be assessed on the basis of prior study, prior experiential learning and work-based learning;
- only those units of prior study which have been passed (or APEL-recognised) may be accepted for credit transfer;
- units of prior study may be accepted in part in the case of successfully completed modules of which only a proportion is deemed relevant by the University;
- the level at which credit is accepted is to be determined by the University;
- the question of whether or not the accrued credits for prior study remain valid in relation to the scheme of study to which the student is being admitted is a matter for the University to determine, subject to the overall time limits for completion of schemes of study;
- candidates in possession of a degree who return to study in a cognate subject may not 'double-count' their existing credits towards a subsequent degree for any level of study. In such cases, candidates returning to study at Level 6 will be awarded a Graduate Certificate or Graduate Diploma, as appropriate.

Transfer Limits

17. In accordance with the University's Regulations, the credit transfer limits are shown in the following table:

Qualification	Credit Transfer Limit
POSTGRADUATE	
Master's Degree	120 credits
PG Diploma	60 credits
PG Certificate	30 credits

GRADUATE	
Graduate Diploma	60 credits
Graduate Certificate	30 credits
UNDERGRADUATE	
Honours Degree	240 credits[10]
Foundation Degree	120 credits
Diploma HE	120 credits
Certificate HE	60 credits

18. Admission with academic credit should be subject to the same principles as admission to the beginning of a scheme of study and is governed by agreed entry requirements.

19. Where applicants with a particular qualification are to be admitted regularly with a standard amount of credit, such arrangements should be formalised in the regulations for the programme concerned.

Accreditation of Prior Learning/Prior Experiential Learning

20. Subject to the maximum specified in the University's regulations for credit accumulation and transfer, requests for assessment of APEL/APL may be approved by the University, in consultation with the Moderator.

[10] Where the maximum transferable credit allowed has been accepted, the remaining credits to be pursued at the centre should normally be at Level 6 or above.

Appendix A

The table below shows the correlation between University of Wales and European Credit Accumulation and Transfer System (ECTS) credits:

Qualification	UW credits	ECTS credits
POSTGRADUATE		
Professional Doctorate	540 credits	270 credits
Master's Degree	180 credits	90 credits
Integrated Master's Degree	480 credits	240 credits
PG Diploma	120 credits	60 credits
PG Certificate	60 credits	30 credits
GRADUATE		
Graduate Diploma	120 credits	60 credits
Graduate Certificate	60 credits	30 credits
UNDERGRADUATE		
Honours Degree	360 credits	180 credits
Ordinary Degree	300 credits	150 credits
Foundation Degree	240 credits	120 credits
Diploma HE	240 credits	120 credits
Certificate HE	120 credits	60 credits
Foundation Certificate	120 credits	60 credits

Appendix B

The table below shows the correlation between the recommended credit levels of the CQFW framework and the commonly used FE and HE levels:

CQFW credit levels	FE/HE levels	Qualification levels
Level 8		Doctoral level
Level 7	Level M	Master's level
Level 6	Level HE 3	Honours level
Level 5	Level HE 2	Intermediate level
Level 4	Level HE 1	Certificate level
Level 3	Level FE 3	Level 3 Advanced
Level 2	Level FE 2	Level 2 Intermediate
Level 1	Level FE 1	Level 1 Foundation
Entry	Entry	Entry

A6 - DELIVERY IN LANGUAGES OTHER THAN ENGLISH OR WELSH

For programmes taught and assessed in languages other than English or Welsh, the following requirements will apply.

1 On an annual basis, the updated course documentation should be provided in English and the programme specification and Student Handbook in both English and the language of delivery/assessment.

2 All publicity material should be submitted for approval in both English and language of publication.

3 Annual Monitoring Reports should be submitted in English but the collaborative centre should arrange for External Examiners and Moderators reports (submitted in English) to be translated and circulated to all staff.

4 The language of instruction and assessment will be recorded on the Academic Transcript/Diploma Supplement.

6 Wherever possible external examiners will be fluent in the language of delivery however as a minimum all validated programmes shall normally have in place at least one native-speaking External Examiner approved by the University.

7 Unless agreed otherwise in writing (and only for those programmes where all External Examiners and Moderators have a working knowledge of the language concerned) then the following requirements for translation shall apply:

(i) All draft examination questions (and model/example answers etc.) together (where specified) with assignment questions etc. (draft assessments in the language of assessment will be circulated to the native-speaking External Examiner for approval).

(ii) An agreed proportion of at least 10% of assessed work contributing to the final award or degree classification. Such work to be drawn from across the students' range of performance and ability (according to the requirements and specifications of the External Examiners and Moderators).

The above must include all assessed elements including examination work, assignments, coursework, projects etc.

8 All translations must be undertaken by either:

(i) A nominated person who is independent of the collaborative centre and is suitably qualified and approved (e.g. nominated by a local British Council office).

or

(ii) A suitably qualified person on an in-house basis provided such translations are submitted for verification to a qualified translator as specified in (i) above.

All translators should be supplied with information about the context of the work they are required to translate (e.g. that scripts were completed under formal examination conditions).

9 Where special arrangements are made for any particular programme or collaborative centre (e.g. due to the specialised or highly technical content of a programme) then any such arrangements must be approved in writing by the Moderator and reported to the Registry (and, where necessary, to the Quality, Audit, and Review Board (QARB)).

10 With the prior approval of the External Examiner(s) and Moderator, 'real time' oral translations may be acceptable, provided one translator is provided for each External Examiner.

11 Centres should set and publish clear timetables to facilitate sound and timely translations. The operation of these guidelines will be monitored by the moderator(s) and Registry staff and any failure to comply with the specified terms will be drawn to the attention of the QARB. The University reserves the right to require back translation.

The QARB may take appropriate action under such circumstances including the immediate withdrawal of validation.

A7 - UNIVERSITY OF WALES DIPLOMA SUPPLEMENTS AND ACADEMIC TRANSCRIPTS

Preparing University of Wales Diploma Supplements and Transcripts

1. All University of Wales certificates for students who have undertaken validated schemes of study will be issued with a formal University of Wales' diploma supplement or transcript. Collaborative centres are provided with standard templates to be completed for each student and returned to the Registry. These notes explain how and when to complete the templates.

Which template should we use?

2. All students registered on University of Wales validated programmes from the 1st January 2005 receive a diploma supplement providing they successfully complete their award.

   Students who are not successful in obtaining a full award or an exit award will receive a University of Wales transcript.

   Students who successfully completed their award before the 1st January 2005 are eligible to receive a University of Wales transcript on request.

   There are diploma supplement templates and one transcript template. They differ in relation to the grading schemes applicable to an award type. It is therefore important that the correct template is used.

How is the template completed?

Section	Title
1.	Information Identifying the Holder of the Qualification Full details of the student and their registration on the University of Wales validated scheme should be provided in this section, according to each heading.
2.	Information Identifying the Qualification Provide the full title of the validated award and information on any specialisms or pathways undertaken by the student as part of this award. Provide the full and formal name of your collaborative centre, as it appears on agreed publicity material.
3.	Information on the Level of the Qualification The level of the qualification and certificated award should be described according to the National Qualifications Framework (NQF), as agreed by the Credits and Qualifications Framework for Wales (CQFW) and outlined in the table in Annex 1. Entry requirements should describe the admissions criteria for the validated award and make particular reference to any arrangements agreed to facilitate the transfer of credit from previous qualifications and/or professional experience.
4.	Information on the Contents and Results Gained Mode of study refers to whether the student undertook the full or part time route for the scheme of study. Where appropriate, there should also mention here whether the study has been undertaken via distance learning.

	Programme requirements should describe the rules of progression through the validated scheme as well as the criteria by which the award is made (e.g. 180 CQFW credits at Level 7). ECTS credits should also be referenced when completing diploma supplements*. Information on compulsory elements of the programme should also be provided here. By using the correct template, the appropriate grading scheme for the qualification will appear. Information on local scales of grading may be provided in 'additional information' if appropriate. The overall classification and date of the award should be as that given on the formal award certificate. The record of achievement should provide information on the student's performance at modular level. The marks presented here must be as they were agreed at the formal University of Wales Awards Board. The credit weighting allocated to each module should be listed and the total should be equal to the criteria outlined under 'Programme Requirements'. Where students use former study towards credit transfer the module details, as validated, should be listed as above and the credit transfer should be noted by including the code CT in the 'marks' field in lieu of a mark. Collaborative centres should not include details of the student's former study but should instead clearly indicate those modules from which the student has been exempted. The following statement should then be inserted into the 'additional information' field: 'CT = Credit Transfer. Student gained exemption from <<number of>> credits based on the accreditation of prior learning. Please refer to the University of Wales Credit Accumulation and Transfer scheme for further information. Where a student's marks have been compensated or condoned this should be indicated by including the codes CM and CN respectively alongside the mark in the appropriate field. The following statement should then be inserted into the 'additional information' field as appropriate: 'CM = Compensation. Student was awarded a pass grade, in exceptional circumstances, at the discretion of the Examining Board. The final mark given by the Examining Board is represented in the record of achievement above. CN = Condonement. Students mark was condoned following the decision of the Examining Board that the student should not be penalised in terms of progression or award for failure in an element or elements of assessment in the indicated module. The actual overall mark achieved by the student for the module is represented in the record of achievement above. When submitting Diploma Supplements ECTS credits should be listed.* Where students have gained extra marks or credits from internal commendations, this should be clearly listed under the 'Additional Information' section and NOT included in the record of achievement grid. The Record of Learning and Achievement grid should give a clear indication on the level of study in relation to marks and credits within the University of Wales context, for the award. Therefore, the grid should remain a reflection of the programme as it was validated, unless amendments to the programme have since been approved by the University of Wales.
5.	Information on the Function of the Qualification It may be useful to include information on any relevant professional associations the validated programme may have.
6.	Additional Information Please provide any further information on the validated award which may be useful to employers and/or other Higher Education Institutions in their evaluation of the student's

	achievements. Details on the formula for producing the final degree aggregate could also be given here.

*Please note that normally 1 University of Wales' credit is equal to half an ECTS credit.

Submitting completed templates

3. Draft transcripts and diploma supplements should be sent to registryhelpdesk@wales.ac.uk as email attachments and within two weeks of your examining board meeting or notification of dissertation/thesis results. Please ensure that all data provided is accurate to the best of your knowledge and that the document is completed according to the following guidance notes.

   The University will check the content of each document and it will be officially authorised.

   Once these have been received, all final awards or exit awards will subsequently be submitted to the University of Wales Awards Board for ratification. If the award should be confirmed by the Examining Board, and providing that all necessary information has been received from the centre, the University would normally expect to issue formal transcripts or diploma supplements alongside award certificates within 6-8 weeks from the date of the Board.

Annex 1 – Information relating to University of Wales Awards, Credits and Levels

Qualification	Min overall credits studied	FHEQ Level *	The range of CQFW levels	Corresponding FQ-EHEA Cycle	Classifications
Professional Doctorate	540 credits	8	Levels 7,8 Min 360 credits at Level 8	Third cycle (end of cycle) qualifications	40%> Pass <40% Fail
Master's Degree	180 credits	7	Level 7 180 credits at Level 7	Second cycle (end of cycle) qualifications	70%> Distinction 60-69%Merit 40-59% Pass <40% Fail
PG Diploma	120 credits		Level7 120 credits at Level 7		70%> Distinction 60-69%Merit 40-59% Pass <40% Fail
PG Cert	60 credits		Level 7 60 credits at Level 7		70%> Distinction 60-69%Merit 40-59% Pass <40% Fail
Graduate Diploma	120 credits	6	Levels 6 120 credits at Level 6	First cycle (end of cycle) qualifications	40-100% Pass <40% Fail
Graduate Certificate	60 credits		Levels 6 60 credits at Level 6		40-100% Pass <40% Fail
Honours Degree	360 credits		Levels 4,5,6 120 credits at Level 4 120 credits at Level 5 120 credits at Level 6 (note top-up degrees may differ in credits)		70%> First Class Honours 60-69%- Second Class Honours, Division One 50-59%- Second Class Honours, Division Two 40-49%- Third Class Honours 35-39% Pass Degree *(NB – this outcome is only available if approved at the time of validation)* <35% Fail
General Degree	360 credits		Levels 4,5,6 120 credits at Level 4 120 credits at Level 5 120 credits at Level 6 (note top-up degrees may differ in credits)		70%> First Class Honours 60-69%- Second Class Honours, Division One 50-59%- Second Class Honours, Division Two 35-49%- Pass *(NB – this outcome is only available if approved at the time of validation)* <35% Fail
Ordinary Degree	300 credits		Levels 4,5,6 120 credits at Level 4 120 credits at Level 5 60 credits at Level 6		40-100% Pass <40% Fail
Foundation Degree	240 credits	5	Levels 4,5 120 credits at Level 4 120 credits at Level 5	Short cycle (within or linked to the first cycle) qualifications	70%> Distinction 60-69 % Merit 40-59% Pass <40% Fail
Diploma HE	240 credits		Levels 4,5 120 credits at Level 4 120 credits at Level 5		70%> Distinction 40-69% Pass <40% Fail
Certificate HE	120 credits	4	Levels 4 120 credits at Level 4		70%> Distinction 40-69% Pass <40% Fail
Foundation Certificate	120 credits		Level 3 120 credits at Level 3		70%> Distinction 60-69 % Merit 40-59% Pass <40% Fail

* Formerly, the levels were identified as Certificate (C), Intermediate (I), Honours (H), Masters (M) and Doctoral (D).

Annex 2 – Diploma Supplement Template – initial degrees

DIPLOMA SUPPLEMENT

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient recognition of qualification (diplomas, degrees, certificates etc). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all seven sections should be provided. Where information is not provided, please provide the reasons why.

1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

Surname:	**********
First Name (s):	**********
Date of Birth:	**********
Student ID number (if available):	**********

2. INFORMATION IDENTIFYING THE QUALIFICATION

Name of qualification and (if applicable) title conferred:	**********
Main field(s) of study for the qualification:	**********
Name and status of awarding institution (in original language):	University of Wales
Name and status of teaching Collaborative Centre (in original language):	********
Language(s) of instruction/examination	**********

3. INFORMATION OF THE LEVEL OF THE QUALIFICATION

Level of qualification:	**********
Official length of programme:	**********
Access requirements:	**********

4. INFORMATION ON THE CONTENTS AND RESULTS GAINED

Mode of Study:	**********
Programme requirements:	**********
Programme details:	Given below as record of learning and achievement

Degree grading scheme and, if available, grade distribution guidance:

Overall Average	Classification
> 70%	First Class Honours
60 - 69	Upper Second Honours
50 – 59	Lower Second Honours
40 – 49	Third Class Honours
35 – 39	Pass Degree
< 35%	Fail

Overall classification of the qualification (in original language): **********

Date of Award: **********

Record of Learning and Achievement

Module Code	Subject	Level	Marks (%)	UK Credits	ECTS Credits

Overall Award Average ____ ____

5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

Access to further study: **********

Professional status (if applicable): **********

6. ADDITIONAL INFORMATION

Additional Information: **********

Further information sources: www.wales.ac.uk

7. CERTIFICATION OF THE SUPPLEMENT

Collaborative Centre	Awarding Body
Date:	Date:
Signature:	Signature: M
Capacity:	Capacity: Vice-Chancellor University of Wales
Official Stamp:	Official Stamp:

Please note this document is considered an official University of Wales transcript and should be read in conjunction with the formal award certificate issued for the candidate named above. Should you require further information on the University of Wales and/or the nature of this award, please contact the Registry in the first instance.

A8 - JOINT BOARD OF STUDIES

Introduction

1. This section describes the role of the Joint Board of Studies (JBS) within a collaborative centre. The JBS is one of the mechanisms used to monitor the delivery of programmes within centres. The JBS also has a role in contributing to the management of the partnership between the centre and the University.

Purpose of the JBS

2. The UW Joint Board of Studies (JBS) has been in use across validated provision for a minimum of a decade, and has been a central point of focus for the maintenance of validated programmes operating at centres. Meetings of the JBS are usually once per annum, and wherever possible, meetings should be arranged to coincide with a meeting of an examining board in order to ensure maximum attendance from all parties, including student representatives.

3. Prior to the introduction of the exit phase, JBS were expected to take place once a year for each individual programme at a collaborative centre, mirroring the individual Annual College and Course Review (ACCR) procedure at the time. The JBS was responsible for, *inter alia*, receiving reports from the programme managers, reviewing reports and other documentation arising from QA annual cycles, approving amendments to schemes, monitoring of staffing.

4. It also provided a forum for more general discussion and an opportunity to reflect on the operation of the partnership between the centre and the University. In this context, during the period of the implementation of the University's Exit Strategy, the JBS now provides an opportunity to discuss progress with the Strategy and the exit action plan agreed with the centre.

5. However, there have been several processes implemented during the exit phase that have diminished the importance and effectiveness of the JBS, in some cases. The University therefore no longer *requires* each centre to hold a JBS meeting, and instead the centre, together with advice from the moderator, should determine whether a meeting should be necessary.

Operation and constitution of the JBS

6. If it is deemed that a JBS should be necessary, centres would be expected to operate a single meeting to cover all the programmes that are validated by the University at the centre.

7. Where provisions is particularly diverse (for example, in terms of level and discipline), or extensive (for example, in terms of student numbers), it might be difficult for a JBS to provide adequate representation from all programmes within a centre. In such cases, it would be appropriate to formally support the operation of the JBS with individual programme committees and/or staff / student liaison committees. These committees could send minutes to the JBS and nominate representatives to attend JBS meetings.

8. Membership of the Joint Board of Studies normally comprises:

    - the University of Wales moderator or a Senior Officer of the University (Chair);
    - a Secretary, who shall be responsible for taking accurate minutes of the meeting;

- a representative of the centre management team;
- all programme directors / course leaders of programmes validated by the University;
- one or more representative drawn from programme team;
- one or more student representative;
- relevant support staff (e.g. individual(s) responsible for learning resource provision);
- the University Senior Academic Officer;
- the External Examiner (in attendance).

The JBS reports to Academic Board through the University's Quality, Audit, and Review Board (QARB)).

Terms of reference of the JBS

9. The terms of reference of the JBS are as follows.

i. To receive and consider reports arising from quality assurance cycles including, *inter alia*, reports from external examiners and moderators, or annual monitoring reports where applicable. These will be linked to the centre's response to such comments and will be followed up at subsequent meetings.

ii. To recommend amendments to the structure/ syllabus/assessment of the course or to refer such modifications to QARB (in accordance with the Academic Board's criteria for amendments to programmes of study).

iii. To receive information regarding changes in course staffing, teaching resources, physical resources etc. and make any necessary recommendations to the bodies detailed under (vii) below.

iv. To receive information as may be relevant from any internal centre bodies or mechanisms, e.g. staff/student liaison committees, analysis of student feedback forms.

v. To consider such matters, for example, progress with the delivery of the University's Exit Strategy and agreed exit schedule of actions, as may from time to time be referred to the JBS by either Academic Board, QARB, or by the centre's Academic Board or similar body.

Meetings of the JBS

10. If it is determined that a Joint Board of Study meeting should be held, it would normally meet at least once per annum. Wherever possible, meetings should be arranged to coincide with a meeting of an examining board in order to ensure maximum attendance from all parties.

11. Some UK collaborative centres (and other overseas centres that have a face-to-face re-sit examining board) may chose to hold their JBS at the early stages of the academic session.

This has the advantage of considering the AMR for the previous session at the earliest opportunity.

12. Where centres have a Semester 1 examining board, it is recommended that the JBS meeting be held at this time. This has the advantage of considering the AMR at a mid-way point in the academic year.

13. Where centres only have an examining board at the end of the academic year, the JBS should be arranged at this time. At this stage, the AMR for the previous session will still constitute an important item on the JBS agenda.

JBS agenda Items

14. Standard Agenda items for meetings of Joint Boards of Studies will normally include the following items:

i. Minutes of the previous meeting.

ii. Matters arising.

iii. Receipt and review of quality assurance reports (External Examiner reports, etc.).

iv. Student Feedback on External Examiners' Reports.

v. Proposed Amendments to the Scheme for the forthcoming session (where the validated scheme is a top up degree, this should include all proposed changes to any internal feeder programmes).

vi. Procedural Matters (which may be referred by QARB or any other body).

vii. Progress with the delivery of the University's Exit Strategy and exit schedule of actions.

viii. Any Other Matters.

Agenda papers should be circulated by the collaborative centre to all members in good time in advance of the meeting.

A9 - PRINCIPLES FOR THE MAINTENANCE OF STANDARDS AND THE ASSURANCE & ENHANCEMENT OF QUALITY FOR UNIVERSITY OF WALES AWARDS

15. The University aims to operate an integrated system of standards assurance and quality management and enhancement which makes an effective contribution to the achievement of the University's strategic plan and mission. The system must be sufficiently robust to maintain the defined standards of the University's awards, to satisfy internal quality management and enhancement objectives, to be consistent with the published sections of the UK Quality Code for Higher Education and to ensure that other aspects of the national academic infrastructure are fully addressed.

16. In relation to standards the system seeks to ensure that:

- the academic standards of the programmes of study offered by the University are appropriate to their related awards;
- the University's programme structures accord with the requirements of the Credit and Qualifications Framework for Wales (CQFW) and all awards conform to the approved structure;
- robust processes are in place for programme approval, monitoring and review and that these are working effectively;
- the standards of awards are kept under review to ensure the continued validity of the award and that student achievement is commensurate with these;
- standards are externally benchmarked and validated through, *inter alia*, the input of external experts, external examiners and PSRBs and by reference to relevant subject benchmarks;
- the learning resources provided are appropriate to support students in achieving the award for which they are registered.

17. In relation to quality the system seeks to ensure that:

- the views of students, staff, academic subject peers and the wider community are fully integrated into the process of programme planning, development and change;
- appropriate quality management arrangements are in place to ensure that all aspects of learning resources are working effectively in support of student learning;
- timely and appropriate action is taken where change is necessary or where matters of concern have been identified;
- excellence in teaching is recognised and rewarded;
- excellence in research and scholarship are supported;
- good practice and innovation are recognised and promulgated;
- enhancement of the student learning experience is promulgated, recognised and rewarded.

18. The key operating principles of the system are that:

- all formal processes are linked to the appropriate point in the management structure at which decisions can be taken about the specific action required within the timescale identified;
- all issues raised through the formal processes and any action taken are recorded and reported appropriately;
- formal processes are applied rigorously to all programmes of study and subjects, including validated provision.

The Principles have been developed by Academic Board and have been approved for adoption by Academic Board. They will be subject to review by the same body on a regular basis.

University of Wales
Prifysgol Cymru

PART B: ADMISSIONS

for programmes of study approved by the University of Wales for Delivery at Collaborative Centres

Approved by the Vice-Chancellor, on behalf of Academic Board for implementation in respect of all candidates following all years of programmes of study at collaborative centres leading to awards of the University of Wales, with effect from 1 October 2026.

Academic Year 2026-27

B1 - ADMISSIONS PROCESS

On 1 January, 2018 the University of Wales ceased to matriculate and register new students to any programme of study leading to an award of the University, and placed in abeyance its powers to award taught and research degrees to any candidate not already registered on a UW programme of study. The following section is presented as a historical reference.

Introduction

1. This Section sets out the admissions policy and procedures of the University.

   University of Wales admissions policies and procedures are consistent with the UK Quality Assurance Agency's *Quality Code for Higher Education, Part B: Assuring and Enhancing Academic Quality, Chapter B2: Admissions*.

The University's admissions policy

Rationale

2. For the purposes of this section, the term 'admissions' is used as a generic term to encapsulate all activities, policies, procedures, and practices involved in the process of admitting students to a programme of the University of Wales. It is important to note that the term 'admissions' covers two separate and distinct processes. These may be defined as follows:

Recruitment to a collaborative centre	This is the process by which an applicant is assessed by a collaborative centre for potential enrolment to a programme. This process is the responsibility of the collaborative centre.
Registration at the University	This is the process by which the applicant is considered for acceptance onto a University of Wales programme. This process is the responsibility of the University. The University only accepts responsibility for a student once (and only when) s/he has been enrolled in accordance with its requirements.

3. Processes and practices articulated in the policy are designed to secure a good match between the abilities and aptitudes of an applicant and the demands of the programmes offered by collaborative centres, thus leading to the selection of students who can reasonably be expected to complete their studies successfully. Those making admissions decisions need to differentiate between applicants, to determine who should be selected. This requires an exercise in judgement; it is important that this is underpinned by reference to transparent and justifiable criteria.

4. The policy addresses how complex judgements should be made, especially when applicants with a variety of capabilities come from a diversity of backgrounds. This policy aims to be explicit about the principles and practices of the admissions process to ensure understanding between the University and its collaborative centres.

5. The policy recognises as good practice regular monitoring and review for recruitment, admissions, and enrolment policies and procedures, as well as the development of appropriate institutional means of ensuring that all those involved in admissions are competent to undertake their roles.

6. The admissions policy and the procedures used to admit students are intended to be fair and explicit. An underlying objective of this policy is to identify clearly the point at which the University acquires responsibility for students, and to bring decisions on enrolment closer to the University.

Admissions Principles

7. Applications are welcomed from candidates who have met the entry requirements of a programme and therefore have the capacity to participate, and the interest and motivation to succeed in higher education. The decision to admit a candidate will be taken on individual merit, demonstrated through the application process, to include:

    - personal statements;
    - appropriate references;
    - academic potential;
    - assessment of prior achievement, whether by reference to academic or vocational qualifications, or prior experience described more broadly;
    - ability to benefit from participation.

Admissions staff

8. All admissions staff should undertake training and development ensuring they are aware of University, national, and international developments in relation to admissions to higher education. Close liaison between admissions staff of collaborative centres and those of the University will help to ensure consistency and transparency of the admissions process. Further guidance is available on the University's website.

Information for candidates

9. As per the University of Wales revised procedure, collaborative centre promotional materials are required to be accurate, relevant, current, and accessible and to provide information that will enable applicants to make informed decisions about their options. Such material must be made available to moderators who have a role in ensuring that they are both accurate and helpful.

10. Collaborative centres are required to inform candidates of any conditions that might apply to the offer of a place and of the processes which will be employed to consider their application. Centres must also inform candidates who have accepted the University's formal offer of a place on a programme of arrangements for registration, induction, and orientation of new students.

11. Where candidates have not been successful in gaining a place, collaborative centres are required, on receipt of a written request, to provide individual feedback to the candidate. Feedback from successful and unsuccessful candidates is welcomed, and is monitored to continuously improve the admissions process.

Basis of selection

12. Admissions processes should be transparent to potential candidates. The provision of criteria for entry, the processes involved and the application of these processes must be available to all candidates, both Home/EU and International. Relevant information is

provided by the University of Wales and its collaborative centres through official websites and published material.

13. The selection process includes the consideration of application forms as outlined above. Interviews are held for many courses, including those where it is a requirement of a professional body which accredits particular courses.

14. The processes used in selection are underpinned by the following principles:

- The process is based on fairness and merit, seeking to minimise barriers and provide appropriate support. All candidates, however, must meet the minimum entrance requirements as specified by Academic Board together with any supplementary requirements which may be specified for individual programmes in each Collaborative Centre's Agreement Document.
- The University recognises that talent and potential may not always be reflected in examination results, and applications may be accepted showing alternative evidence of skills and competences where appropriate. The University may also consider candidates on the basis of work experience for taught master's programmes (and for undergraduate programmes only if specified in the Agreement Document). For further information, please refer to the Protocol for Matriculation of Candidates for University of Wales Taught Higher Degrees on the Basis of Relevant Experience.
- The admissions policy takes into account the diverse range of qualifications available and welcomes applications from those with non-standard qualifications. The University will help collaborative centres determine whether candidates' qualifications are recognised as equivalent to those required for entry using nationally and internationally recognised sources, e.g. UCAS and NARIC.
- Candidates applying for programmes of study taught through the medium of Welsh or English will be required to obtain a qualification acceptable to the University which indicates their ability to study through the medium of Welsh or English, and successfully complete their chosen course. Please refer to the University's English Language Policy for full details.

Reliability and validity

15. The University and its collaborative centres seek to use valid and reliable selection methods in order to admit and enrol students who would benefit from, and be able to complete the University's programmes, and these methods are designed to allow candidates to demonstrate their capabilities and potential. Some selection procedures and requirements are designed to ensure compliance with external regulations and professional requirements.

Responsibility for Admission

16. Trained admissions staff co-ordinate admission to all taught programmes as defined above. Each collaborative centre is responsible for setting its admissions criteria as approved by the University.

17. Moderators have an overall responsibility for evaluating the effectiveness of a centre's processes for recruitment and admission. In particular, moderators have an important role in ensuring that centres adhere to agreed admissions criteria. They are also expected to ensure that centres comply with agreements in respect of maximum cohort size.

18. For UK collaborative centres, compliance with other relevant legislation is expected. Relevant legislation includes, *inter alia*:

- Data Protection Act (1998)
- Freedom of Information Act (2000)
- Rehabilitation of Offenders Act (1998)
- Human Rights Act (1998)
- Sex Discrimination Act (1975)
- Race Relations Act (1976) (Amended 2000)
- Disabilities Discrimination Act (1995) (Amended 2005)
- Employment Equality Regulations (2006)
- Safeguarding Vulnerable Groups Act (2006)
- The Protection of Freedoms Act (2012)
- Equality Act (2010)
- Freedom of Information Act (2000)
- Children Act (2004)
- The Immigration, Asylum, and Nationality Act (2006).

19. Similarly, applicants to UK centres who have a relevant criminal conviction are required to state this on the application form. 'Relevant' in this context is defined as offences against the person, whether of a violent or sexual nature, or offences involving supplying controlled drugs or substances where the conviction concerns commercial drug dealing or trafficking. Convictions that are spent (as defined by the Rehabilitation of Offenders Act 1974) are not considered to be relevant and the applicant should not reveal them. All such applications are assessed on an individual basis.

20. In addition, certain programmes offered in UK-based collaborative centres, for example those in teaching, health or social-work related subjects, require a candidate to provide full disclosure of all offences at the point of application. These courses also necessitate a candidate to undertake a Criminal Records Board (CRB) check and register with the Independent Safeguarding Authority (ISA).

21. For collaborative centres based outside the UK, compliance with relevant national legislation is expected.

Admissions procedures

Recruitment and enrolment

22. As the admissions policy makes clear, there are two distinct phases to the admissions process: recruitment by a collaborative centre; and registration on a programme of the University. This is reflected in the procedures set out below.

23. Collaborative centres are responsible for assessing applications from candidates whom they have recruited. The purpose of this assessment is to arrive at a judgement as to whether they meet the entry requirements of the programme for which they have applied.

24. Where candidates appear to meet these requirements, the centre may wish to make a conditional offer to admit them, and to pass their application to the University with a recommendation that they be registered on the programme. The responsibility for this phase of the process lies with the collaborative centre, although they should normally consult the moderator in cases where a candidate possesses non-standard qualifications.

25. On receipt of an application and recommendation from a collaborative centre, staff of the University are charged with checking an candidate's qualifications to confirm that they do

meet the requirements of the programme. Only following completion of this stage can the University approve a collaborative centre to make a formal offer of enrolment.

The process is summarised in the following table.

Stage	*Purpose*	*Activity*	*Responsibility*	*Phase*
1	Application	Candidates submit an application form and supporting evidence to the collaborative centre	Candidate	Recruitment
2	Admittance	Collaborative centre assesses an application and decides whether to admit to the centre and make a recommendation to the University.	Collaborative centre	
3	Information to candidate	Centre informs candidates of decisions in respect of their applications	Collaborative centre	
4	Recommendation to University	For those candidates for whom the centre wishes to offer a place, centre sends applications and supporting evidence to the University	Collaborative centre	
5	University decision	University considers applications and evidence and decides whether to accept the recommendations of the centre	University	Registration
6	Decision communicated to collaborative centre	University communicates decisions to the collaborative centre, and authorises the centre to make a formal offer of enrolment	University	
7	Formal offer of enrolment	Collaborative centre makes a formal offer of enrolment to candidates	Collaborative centre	

Application

26. Prior to registration, all candidates must submit the relevant fully completed University of Wales Application Form supported by proof of qualifications or by independent references in the case of admission based on work experience.

27. Candidates are required to sign a declaration that the information submitted as part of their application is correct to the best of their knowledge. If it transpires that any information submitted during the application process is incomplete or inaccurate the University reserves the right to take any appropriate action which may include rejection at the point of application or withdrawal at any point after registration regardless of the duration of the programme already studied.

Admittance

28. The University offers a number of programmes at undergraduate and postgraduate level. Collaborative Centres must ensure that candidates meet the minimum entrance requirements set by the University for the programme of study for which they are applying. Any supplementary requirements these will be made clear in information provided by collaborative centres.

29. Applications for admission to UK-based collaborative centres from international students are considered in exactly the same way as Home/EU applications except where additional requirements are placed upon the institution by Government / legislative bodies. These include the requirements of the Points Based System (Tier 4) as defined by the UK Border Agency.

For information on credit accumulation and transfer, please refer to section A5.

Information to candidate

30. Collaborative centres will need to communicate their admissions decisions to candidates.

In cases where the centre is recommending to the University that a candidate be considered for registration on the programme for which they have applied, any communication must make this point clear, i.e. that the offer by the collaborative centre is conditional, and is subject to final confirmation by the University.

Recommendation to the University

31. If collaborative centres judge that a candidate's qualifications meet the entry requirements of a programme, they must communicate the following information to the University:

i. the candidate's application form;
ii. proof of the candidate's qualifications, including certified and translated copies of certificates/transcripts;
iii. statements by referees, where required;
iv. any other relevant information which bears upon the candidate's application;
v. the recommendation that the candidate be considered for registration by the University.

University decision

32. This is the process by which staff of the University consider the evidence provided by each candidate in order to confirm that they can be admitted by the University to the programme for which they have applied. On successful completion of this stage, the University is satisfied that a candidate can be approved for enrolment as a student of the University and formal offer of a place made.

33. The University will undertake to make decisions on admission as quickly as possible, however, these are academic decisions and in complicated cases, or where information presented is not provided comprehensively, time may be taken to ensure a correct and informed decision is made.

Decision communicated to collaborative centre

34. The decision to accept a candidate's application for registration (or to reject it) is communicated to the collaborative centre. In cases where applications have been rejected by the University will also communicate the reasons for the rejection.

Formal offer of enrolment

35. In cases where applications have been accepted by the University, centres may then issue a formal offer of enrolment to candidates.

Enquiries & Advice

36. Where a candidate's qualifications do not satisfy the requirements for entry to a particular programme, advice may be given on alternative programmes either at the collaborative centre or other partner institution, or courses of action that may be taken. Enquiries can be made to admissions staff within the University or collaborative centre.

Communications to candidates including feedback and complaints

37. During the recruitment phase of the admissions process, any written communication will be sent to the candidate by the appointed admissions staff of the collaborative centres. In the case of unsuccessful candidates, feedback, advice and guidance will be provided in consultation with centre staff as requested. No communications must be entered into with anyone other than the candidate, or without the candidate's consent.

38. If a candidate wishes to complain about the way their application has been handled or is unhappy with the process followed, they should refer to the published Complaints Procedure. This is available from the collaborative centre, or the University of Wales website.

Student Charter

39. This policy has been developed with consideration for the principles and edicts of the University of Wales' Student Charter which is accessible to all candidates and students.

Complaints and appeals in relation to admission decisions

40. Where an applicant has a complaint about some aspect of the University of Wales' admissions process the candidate should refer to the complaints procedure of the collaborative centre or to the University's Complaints Procedure as appropriate.

41. The University will consider appeals in respect of the process by which the University assesses applications for registration, i.e. stage 5 of the admissions process as described in the above table. The procedures for making an appeal against such a decision are set out in the corresponding section of the University's Appeals Procedures.

English language entry requirements

1. The University of Wales accepts English language qualifications alternative to IELTS where they appear on the Home Office (previously UKBA) list of secure English language tests and deemed appropriate for academic purposes, and/or used widely within the UK Higher Education sector.

2. The University does not accept certificates that are more than two years beyond the date of issue, and the University uses online verification services to ensure that the certificates received are valid.

3. The following tests satisfy the above requirements:

   - APTIS
   - Cambridge English Advanced (also known as Certificate in Advanced English)
   - Cambridge English Business Certificates (for business and cognate disciplines only)
   - Cambridge English Proficiency (also known as Certificate of Proficiency in English)
   - International English Language Testing System (IELTS)
   - Wales Academic Language Test (Wales ALT)
   - Test of English as a Foreign Language TOEFL iBT Test
   - Pearson Test of English (PTE Academic)
   - Cambridge English: First (FCE).

4. Applications for entry based upon a different language qualification to those above should, unless already approved by the University's Academic Board, be referred to the University of Wales as a Special Case.

5. Where a centre wishes to use their own English Language Qualifications, as an alternative to one of the English language tests listed above, unless already approved by the University's Academic Board, details of the qualification may be submitted to the University of Wales to undertake an approval exercise. Any submission should include sufficient evidence of how the qualification maps to the Home Office list of approved English language tests. An administrative charge may be payable to the University to undertake the approval exercise.

Levels of Achievement:

6. The University accepts approximate equivalent scores within Levels defined by the Common European Framework for languages (CEFR) for the English language proficiency tests listed above.

   CEFR Level B1: Pre-degree study
   CEFR Level B2: Undergraduate degrees and any study at Levels 4, 5 and 6
   CEFR Level B2: Taught postgraduate study at Level 7
   CEFR Level B2: Postgraduate research degrees and any study at Level 8.

7. Within these levels the University has set Benchmark Scores for English Language entry requirements, although some Centres may have agreed other scores for specific programmes of study:

APTIS

8. Applicants must complete the assessment across all communicative skills; listening, reading, writing and speaking and achieve the following;

CEFR Level B1: Pre-degree study
CEFR Level B2: Undergraduate degrees
CEFR Level B2: Taught postgraduate study
CEFR Level B2: Postgraduate research degrees.

Cambridge English Advanced

Pre-degree study: not applicable
Undergraduate study: minimum score of 52
Taught postgraduate: minimum score of 58
Research degrees: minimum score of 58.

Cambridge English Business Certificates

9. These include the following Business English Certificates (BEC) and are accepted for business and cognate disciplines:

- BEC Preliminary - Cambridge English: Business Preliminary, also known as Business English Certificate (BEC) Preliminary.
- BEC Vantage - Cambridge English: Business Vantage, also known as Business English Certificate (BEC) Vantage.
- BEC Higher - Cambridge English: Business Higher, also known as Business English Certificate (BEC) Higher.
- BULATS - Business Language Testing Service (online certificated version taken with certifying BULATS agents).
- ICFE - Cambridge English: Financial, also known as International Certificate in Financial English
- ILEC - Cambridge English: Legal, also known as International Legal English Certificate.

10. The following table is a guide to minimum scores accepted, however, certain performance thresholds (i.e. borderline, good, exceptional) may be expected in accordance with those stipulated by the Home Office:

	BEC Preliminary	BEC Vantage	BEC Higher	BULATS	ICFE	ILEC
Pre-degree study:	80	60	N/A	55	50	50
Undergraduate study:	N/A	75	N/A	65	60	60
Taught postgraduate:	N/A	80	60	70	65	65
Research degrees:	N/A	N/A	60	70	65	65

Cambridge English Proficiency

11. This test is set at CEFR Level C2, therefore, a pass would be acceptable at all levels of entry.

IELTS

12. IELTS has two versions - GENERAL TRAINING and ACADEMIC.

Admission to undergraduate and postgraduate courses should be based on the ACADEMIC Reading and Writing Modules. GENERAL TRAINING Reading and Writing Modules are not designed to test the full range of language skills required for academic purposes.

		Listening		Reading		Speaking		Writing	
	Overall Score	Benchmark Score	Minimum Score	Benchmark Score	Minimum Score	Benchmark Score	Minimum Score	Benchmark Score	Minimum Score
Pre-degree Study	51	8	4	12	9	17	16	14	13
Undergraduate study	80	19	17	20	18	22	20	19	17
Taught postgraduate	87	20	17	22	18	23	20	22	17
Research degrees	87	20	19	22	22	23	22	22	22

The University recommends all applicants to undertake an ACADEMIC IELTS test, applicants who complete a GENERAL TRAINING test may be required to provide further evidence of their English Language ability.

Pre-degree study: 4.5 (no score below 4.0 in listening, speaking, reading and writing)
Undergraduate study: 6.0 (no score below 5.5 in listening, speaking, reading and writing)
Taught postgraduate: 6.5 (no score below 5.5 in listening, speaking, reading and writing)
Research degrees: 6.5 (no score below 6.5 in reading and writing).

Wales Academic Language Test (Wales ALT)

13. This test is an internal English Language test conducted by the University of Wales Trinity Saint David; the scores are equivalent to the IELTS test in each of the four components.

Pearson Test of English (PTE Academic)

Pre-degree study: Benchmark Score of 40 (no score below 36 in communicative skills*)
Undergraduate study: Benchmark Score of 56 (no score below 51 in communicative skills*)
Taught postgraduate: Benchmark Score of 59 (no score below 51 in communicative skills*)
Research degrees: Benchmark Score of 59 (no score below 59 in reading and writing).

*Communicative skills are listening, reading, writing and speaking. Scores may fall below the Benchmark Score in the communicative skills by no more than the specified minimum score and in no more than two communicative skills. Where this is the case, the remaining communicative skills must compensate for this shortfall and exceed the Benchmark Score.

TOEFL iBT

14. Scores may fall below the Benchmark Score in the communicative skills by no more than the specified minimum score and in no more than two communicative skills. Where this is the case, the remaining communicative skills must compensate for this shortfall and exceed the Benchmark Score.

Table 1: Comparison of some commonly used English language proficiency test thresholds in relation to CEFR Levels

CEFR Level	IELTS	TOEFL iBT	PEARSON
B1	4	L 4 R 9 S 16 W 13	L 36 R 36 S 36 W 36
	4.5	L 8 R 12 S 17 W 14	L 40 R 40 S 40 W 40
	5	L 11 R 14 S 18 W 15	L 43 R 43 S 43 W 43
B2	5.5	L 17 R 18 S 20 W 17	L 51 R 51 S 51 W 51
	6	L 19 R 20 S 22 W 19	L 56 R 56 S 56 W 56
	6.5	L 20 R 22 S 23 W 22	L 62 R 62 S 62 W 62
C1	7	L 22 R 24 S 25 W 24	L 67 R 67 S 67 W 67
	7.5	N/A	L 75 R 75 S 75 W 75
C2	8	N/A	L 80 R 80 S 80 W 80

L-Listening
R-Reading
S-Speaking
W-Writing

Cambridge English: First (FCE)

15. Study at Level 4 and above requires a minimum score of 170.

Exemptions from English Language Qualification Requirements

16. The following candidates may be exempt from having to provide evidence to satisfy requirements:

    (i) Candidates who have completed within the last five years a recognised undergraduate or postgraduate qualification, at a recognised institution through the medium of English

(ii) Candidates who have completed within the last five years a recognised qualification at a recognised institution in the subject of English.
(iii) Candidates may be considered to be native English speakers through citizenship of the following majority English speaking countries, as recognised by the Home Office who also meet (i) or (ii):

- Antigua and Barbuda
- Australia
- The Bahamas
- Barbados
- Belize
- Canada
- Dominica
- Grenada
- Guyana
- Jamaica
- New Zealand
- Republic of Ireland
- St Kitts and Nevis
- St Lucia
- St Vincent and the Grenadines
- Trinidad and Tobago
- United Kingdom
- United States of America.

Reviewing the Policy

17. The University annually reviews the English Language qualifications that it accepts, using the Home Office list of English language tests and the Common European Framework for Languages as guidance. That the above policy may change in line with cases received over time and Centres will be notified accordingly.

B2 – PROTOCOL FOR THE MATRICULATION OF CANDIDATES FOR UNIVERSITY OF WALES TAUGHT HIGHER DEGREES ON THE BASIS OF RELEVANT EXPERIENCE

1. The University may approve the admission to candidature of non-graduates whose relative lack of formal qualifications is compensated for by substantial relevant experience. Such a candidate must have held a position of responsibility of relevance to the proposed scheme of study for an acceptable period of time. Irrespective of a candidate's entry qualifications, the University must be satisfied that he/she is of the required academic standard to complete the scheme of study proposed.

2. Non-graduates may be admitted in this way to entry onto:

   (a) Master's degrees, pursued as a full-time or part-time candidate (including Master of Philosophy);

   (b) All postgraduate diplomas (except the Graduate Diploma).

3. Each institution must have an admissions committee in place to consider applications for entry on the basis of relevant experience. The membership of the committee will include the University of Wales' appointed Moderator and at least one senior academic involved in the delivery of the programme. The Moderator shall not be expected to attend every meeting of the admissions committee but shall receive all correspondence relating to committee meetings, including sight of agenda papers in good time to permit opportunity to comment where appropriate.

4. All candidates are required to submit full details of their previous work experience. When scrutinising a candidate's previous experience institutions should consider the following:

   - whether the candidate has accumulated sufficient experience to prepare himself/herself for the course of study;
   - whether the candidate's experience is of relevance to the scheme of study;
   - whether the candidate is prepared appropriately compared to a candidate being admitted on the basis of existing academic qualifications;
   - the candidate's English (or other) language ability.

   Where deemed appropriate, candidates may be asked to undertake an entry test or examination.

5. Wherever possible official letters confirming experience should be submitted by candidates. Where appropriate, companies or employers will be contacted by the institution to verify documentation.

6. Each candidate shall submit relevant references from previous employers.

7. Where appropriate, interviews with candidates shall be held.

8. Regardless of the merits of a case all English language requirements agreed at validation should be adhered to and verified.

9. In cases in which the candidate does not appear to satisfy the protocols for admission of the basis of relevant experience may be referred to the University's Special Cases Committee for consideration on their merits.

10. In all cases, application forms including *authenticated copies of supporting documentation will be submitted to the University for approval before the candidate is deemed eligible to be admitted. This documentation should include full details of the candidate's previous experience (dates, job titles and main duties) and supporting letters from the candidate's previous employers.

*Original documents should be viewed by an appropriate member of the Institution concerned and any copies signed as authentic.

University of Wales
Prifysgol Cymru

PART C: AMENDMENTS TO PROGRAMMES

for programmes of study approved by the University of Wales for Delivery at Collaborative Centres

Approved by the Vice-Chancellor, on behalf of Academic Board for implementation in respect of all candidates following all years of programmes of study at collaborative centres leading to awards of the University of Wales, with effect from 1 October 2026.

Academic Year 2026-27

C1 - APPROVAL OF AMENDMENTS TO EXISTING SCHEMES OF STUDY

The following processes shall apply for processing and approving amendments to existing schemes of study.

All requests for approval of amendments shall be made via the Joint Board of Studies (JBS) or in writing to the Registry for approval.

At this point within the implementation of the Exit Phase, the University would not normally expect to receive proposals for amendments to existing schemes of study, unless there is an overriding academic rationale.

The following procedures will be applied:

A - Minor Amendments

Definition: A minor amendment is defined as a change (or changes) to a programme which affects less than 30% of the credits for the entire programme. The only exception to this would be if the proposed changes represented more than 30% of the credits contributing towards the final award classification, in which case they would be deemed to be a major amendment.

In order to prevent incremental slippage, if minor amendments have been put forward on two occasions during the previous five years, any subsequent minor amendments would need to be considered in accordance with the process for approval of a major amendment.

Process: Amendments shall be considered at a meeting of a JBS. Recommendations for approval by a JBS must be accompanied by a written endorsement by the Moderator *via* a standard *pro forma*. Endorsement should also be sought from the External Examiner(s), who will also be required to complete a copy of the *pro forma*.

Approval: The Collaborative Centre should submit details to the University's Quality, Audit, and Review Board (QARB). QARB will review the proposals and will determine the final outcome as to whether the amendments be approved

B – Major Amendments

Definition: A major amendment is normally defined as a change to a programme which affects more than 30% of the entire scheme (or more than 30% of the credits contributing towards the final degree classification). Other significant changes to programmes would also be considered as major amendments including:

i. the addition of an award pathway;
ii. a change to, or addition of, a mode of delivery;
iii. a change to a programme title.

Process: The routes for approving major amendments would normally be:

i. directly, *via* the submission of appropriate documentation (see below) to the Quality, Audit, and Review Board (QARB);
ii. *via* an approval event involving a panel of assessors.

The Collaborative Centre should submit the following documentation at a minimum to allow QARB to take a view of the proposals:

- a full proposal from the Centre in the form of an updated programme document which should be accompanied by a commentary detailing the proposed amendment;
- the Minutes from the JBS of when the amendments were first approved;
- details of the resource implications of the proposed amendment;
- an assessment of the potential impact of the proposed amendment on students;
- a written endorsement from the Moderator and External Examiner(s) indicating their support the proposals (all endorsements should be completed on University of Wales *pro forma*).

The criteria used by QARB to assess the most appropriate approval route will include, *inter alia*:

- the rationale for the amendment(s);
- the scale of the proposed amendments;
- the impact of the proposed amendments on the determination of the award outcome;
- the impact of the proposed amendments on the resources required to deliver the programme;
- the potential impact on students
- the recommendations from the Moderator and External Examiner(s).

The decision of QARB will be communicated to the centre, along with details of further information which may be required.

If an approval event should be deemed necessary to consider the proposed amendments to the programme, the amendments will be considered by a panel of assessors. All panels shall include a moderator from a cognate discipline and an external panel member with appropriate expertise. Panels will be chaired by a senior officer of the University who shall be appointed by QARB.

Approval: The documentation listed above and/or the report of the approval event will be submitted to QARB for consideration. QARB will consider the proposal, and determine the final outcome as to whether the amendments be approved.

Deadlines Proposals for programme amendments should make clear the date from which the proposed changes would take effect. The University would expect to receive the proposal well in advance of the date of implementation.

It is imperative that applications for programme amendments are made in accordance with the above timescales. Applications made outside of this timeframe would likely not be considered by the University in time for the intended start date.

Proposals for Programme Amendments – External Examiner and Moderator Report Form

Section 1

Programme Details

Capacity (Moderator or External Examiner)	
Name of Moderator/External Examiner	
Collaborative Centre	
Programme of study	

Section 1

Please outline the amendments to the programme of study which have been proposed:

Section 2

Do you support the proposed amendments to the programme of study (please tick the relevant box)?

☐ Yes ☐ No

Section 3

Please explain your rationale for your response to section 2. You may wish to refer to the following:

- Current norms/trends within the Higher Education sector
- Recommendations made by the External Examiner/Moderator
- The impact of the Exit Phase on the programme

Section 4

a) Please provide details of the information/documentation that has been presented for your consideration of the proposed amendments

b) Please indicate the means by which the proposed amendments to the programme of study were considered i.e.

- Joint Board of Studies
- Examining Board
- Other (please provide further details)

External Examiner/Moderator			
Name and Signature		Date	

C2 - MODULE DESCRIPTOR TEMPLATE

Module Title	Insert Module Title
Module Code	Insert Module Code
Module Leader	Include CV in the Course Document
Teaching Team	Include all CVs in the Course Document
Level	Identify the level at which this module is to be delivered, i.e. 3, 4, 5, 6, or 7
Credits	Credits (CATS/ECTS) required in multiples of 5 (i.e. 10, 15, 20 or 60)
Pre-requisite(s)	If applicable, modules that must have been completed from previous levels to qualify for this module
Co-requisite(s)	If applicable, modules that must be completed at the same level to qualify for this module
Award(s) for which module is a requirement	Compulsory: Optional: Excluded:
Aims of the module *(Relate to Award aims from Rationale)*	Useful terminology is found in the QAA FHEQ 2014, subject specialist benchmark documents, Masters Degree Characteristics 2015, special cases studies 2002-2006, and Professional Statutory Regulatory Bodies.

Synopsis of Module Content

Click here to enter discursive paragraphs rather than solely a bullet pointed list, which both outline the module syllabus and highlights the main topic areas of study.

It is good practice to identify the Learning Outcomes associated with elements of the syllabus in this synopsis description (i.e. LO1, LO2, etc) because the breadth and depth of assessment can then be demonstrated.

Learning Outcomes

Use a minimum number of Learning Outcomes (but usually no more than 5). These Learning Outcomes must be mapped both to the module's summative assessments, and ideally indicated within the Synopsis of the Module content above.

Please use terms appropriate to the level. This is important to demonstrate pedagogic development, e.g. incorporating the QAA subject benchmarks, FHEQ 2014, Masters Degree Characteristics 2015, and Professional Statutory Regulatory Bodies.

On completion of this module the student will be able to:

1.

2.

3. Click here to enter Learning Outcome 4 (if applicable)

Assessment Strategy

Please specify the elements of the module assessment strategy, e.g. coursework assignment type (i.e. essay, case study, presentation, examination). You should also include the weightings

for each assessment's contribution to the module, and identify the Learning Outcome or Outcomes being addressed by each assessment.

Indicative Assessment	Learning Outcome or Outcomes	Module %
Assessment type		
Assessment type		
Assessment type		
Assessment type (if applicable)		

Teaching and Learning Strategy

Click here to enter discursive paragraphs rather than solely a bullet pointed list, which both outline the teaching methods and include a breakdown of timings and individual study time, used to support the module.

NB: 1 credit is considered equivalent to 10 hours total study.

Key Texts and Resources

Click here to enter key reading texts to support this module (using an appropriate method, i.e. Harvard referencing).

Click here to enter key resources to support this module (e.g. specialised software, dark room facilities or clinical facilities).

C3 - UNIVERSITY OF WALES VALIDATED SCHEME: PROGRAMME SPECIFICATION

1. Qualification	2. Programme Title

3. Collaborative Centre	4. Programme Type
	Mode of study:

5. Aims and Distinctive Features of the Programme
Special features: Language of Instruction and Assessment:

6. Criteria for Admission to the Programme (including relevant English language score required)

7. Programme Learning Outcomes: What a Graduate Should Know and be able to do on Completion of the Programme

To gain the qualification the student will have demonstrated i) subject knowledge and understanding ii) cognitive skills iii) subject-specific practical and professional skills and iv) other general skills and capabilities specified in the learning outcomes for modules within the programme.

i) Knowledge and understanding in the context of the subject	ii) Cognitive skills	iii) Subject-specific practical\professional skills	iv) General\transferable skills

8. Qualities, Skills and Capabilities Profile

The educational and training goals of the programme seek to promote and demonstrate the following qualities, skills, capabilities and values in the student:

i) Intellectual	ii) Practical	iii) Personal and Social

9. Main Subjects, Levels, Credits and Qualifications

Detail the programme structure, requirements, levels, modules, credits and awards

10. Teaching and Learning Strategy : Details of how the Scheme will be Delivered

11. Assessment	
i) Main Features of the Programme's Overall Assessment Scheme	ii) Methods of Assessment (including weighting of components)

12. Benchmark Statements
(i) List the QAA Benchmark Statement(s) consulted as part of the programme design process, plus any professional body requirements (if relevant):

13. Key Skills Mapping
A mapping exercise should be conducted to demonstrate how the key skills identified by the Quality, Audit, and Review Board are being developed, assessed and recorded within validated programmes. The key skills identified by the Board are: -Communication -Information technology and information skills -Working with others -Problem solving -Study skills -Employability

14. Date the Programme specification was written/amended:

UNIVERSITY OF WALES VALIDATED SCHEME : Programme Specification

Notes of Guidance - for Collaborative Centres when completing the programme specification

Section 1 Qualification - nature of degree award e.g. BSc (Hons), BA (Ord), MBA.

Section 2 Programme title - full title of the scheme of study e.g. Business Administration and Marketing, Architectural Science.

Section 3 Collaborative Centre – the institution and location at which the programme will be delivered.

Section 4 Programme type - e.g. full time or part time, modular\non-modular, distance learning.

Section 5 Aims and distinctive features of the programme - including details of what the programme sets out to achieve (under main purposes). Include details of why the programme is distinctive and relevant (e.g. for local or national needs) under special features. The language of instruction and assessment should be listed.

Section 6 Criteria for Admission to the Programme –

Section 7 What a graduate should know and be able to do on completion of the programme - provide full details of the programme learning outcomes, i.e. the expected skills\knowledge which the student will acquire when undertaking the scheme of study (under each of the four separate headings provided).

Section 8 Qualities, Skills and Capabilities Profile - list the most important qualities that undertaking the programme will bring to the student under each of the three headings provided, e.g. critical reasoning, research and professional skills, self-motivation, teamwork.

Section 9 Main subject, levels, credits and qualifications - fully describe the programme structure, including the length of the programme (years of study) and the mode of study (full or part-time etc), pathways, routes, options. Attach appropriate credit values and levels of study for each module or unit of study (modular credit ratings must be within the framework described in University of Wales Regulations). Please state if successful students will receive another qualification in addition to the University of Wales degree.

Provide a diagrammatic representation of the entire programme. The following is an example:

Bachelor Honours Degree 360 credits

Compulsory Modules Research Project (40) Contextual Studies (20)	Sport Science Modules Sports Injury (10) Rehabilitation (10) Paediatric Sport Science (10) Adapted Physical Activity (10) Science of Athletics (10) Science of Swimming (10)	Coaching Science Modules Business in Sport (10) Managing Teams (10) Training Theory (10) Developing Strength (10) Assessing Coaches (10) Performance Analysis (10)	Exercise Science Option Exercise & the Elderly (10) Paediatric Exercise Science (10) Women & Exercise (10) Injury (10) Rehabilitation (10) Exercise & Mental Health (10)

HE Diploma 240 credits

Compulsory Modules Methods of Enquiry (20) Contextual Studies (20) Elective Modules Disability Sport (20) Motor Development (20) Sports Technology (20) Progressive Coaching (20)	Sport Science Modules Assessment of Sports Performer (20) Assessment of Sports Performance (20) Scientific Support for Sports Performer (20)	Coaching Science Modules Coaching Pedagogy (20) Improving Performance (20) Practical Coaching (20)	Exercise Science Option Epidemiology and CHD (20) Exercise Testing and Prescription (20) Exercise Behaviour (20)

HE Certificate 120 credits

Compulsory Modules	Elective Modules
Movement Systems (20)	Disability Sport (20)
Biological Systems (20)	Motor Development (20)
Behavioural Systems (20)	Sports Technology (20)
Contextual Studies (20)	Effective Coaching (20)
Methods of Enquiry (20)	

Section 10 Teaching and Learning Strategy – provide details of how the programme will be delivered in order to ensure that the learning outcomes can be achieved e.g. case studies, group work, seminars, lectures.

Section 11 Assessment

i) Main features of the programme's overall assessment scheme

- link assessment details to the credit rating of each module and to the learning outcomes of each module and the degree scheme overall;

- provide full details of re-sit opportunities, pass marks, compensation, progression etc.

ii) Methods of assessment

- list the methods of assessment employed for the overall scheme of study, e.g. unseen written examinations, assignments, major project\dissertation, open book examinations.

Section 12

Benchmark Statements

- list the QAA Benchmark Statement(s) consulted as part of the programme design process: the expectation is that the award will conform to the subject benchmarks recognised in the UK.

Section 13 Key Skills

- list how the key skills identified by the University's Quality, Audit, and Review Board are being developed, assessed and recorded.. The expectation is that each key skill would be tested at least twice within each level of the programme, though a flexible approach will be adopted by panels of assessors in order to take account of the nature of the particular programme.

Section 14 Date of Programme Specification

University of Wales
Prifysgol Cymru

PART D: ANNUAL MONITORING & PERIODIC REVIEW

for programmes of study approved by the University of Wales for Delivery at Collaborative Centres

Approved by the Vice-Chancellor, on behalf of Academic Board for implementation in respect of all candidates following all years of programmes of study at collaborative centres leading to awards of the University of Wales, with effect from 1 October 2026.

Academic Year 2026-27

D1 - ANNUAL MONITORING

Introduction

1. This section of the Handbook provides with University procedure for the annual monitoring of provision at collaborative centres. During the period of the implementation of the University's Exit Strategy this procedure is likely to have an enhanced profile and purpose.

The Purposes of Annual Monitoring

2. Annual monitoring is a process of critical self-reflection and review that allows centres to reflect on the effectiveness of its programmes of study in achieving their stated aims. It is a means of securing the accountability of centre managers and programmes teams to the University.

3. The University therefore regards the annual monitoring process as a cornerstone of its quality assurance processes, and a key means through which it can ensure the quality of the student experience at collaborative centres. The annual monitoring report (AMR) is an important source of evidence that enables the University to reach a judgement of confidence in a centre's management of its responsibilities.

4. The AMR provides an opportunity for centres to reflect and inform the University about, *inter alia*:

   - how programmes of study have operated and been delivered over the previous academic session;
   - how programmes of study continue to remain valid academically and achieve the aims as set out at validation, and any changes that have been made to programmes of study and any that are intended to be made in the forthcoming academic session;
   - any changes in resources or staffing;
   - how the centre has responded to the comments of external examiners and moderators during this period;
   - any needs that the centre might have for University support.

   The AMR also provides an opportunity for centres to comment on the on-going relationship with the University of Wales.

The Annual Monitoring Process

5. In October 2017, the University introduced a revised annual monitoring process, which would be proportionate to the stages of the exit phase for each collaborative centre. Two forms have been established for completion by each collaborative centre. Collaborative centres will be contacted individually by the University to be informed of the correct annual monitoring template to be completed.

University of Wales
Annual Monitoring Report (Taught Degree Programmes) – FORM A

Section 1

Collaborative Centre (Including Address, website, and telephone number)	
Date of AMR Report and Period covered by this report	
Language of teaching and assessment	
Programmes delivered by Collaborative Centre	
Date of final intake	
Mode of delivery (FT / PT)	

Section 2

Overview Please describe any changes in the operation, management and delivery of your UW programmes, and their impact on the student experience.

Section 3

Commentary on the actions listed in the previous AMR Report		
Brief description of the issues identified in the last AMR	Action taken	Any further action that may be required to address the original or emerging issue

Section 4

Curriculum Please provide an evaluation of the continued relevance of the curriculum of you UW programmes to the needs, interests and employability of your students.

Section 5

Admissions, Progression and Completion Please comment on the admission, progression and completion of your student cohorts. Please provide • Data on entry qualifications and demographic characteristics. • Progression rates, i.e. the percentage of students who: - pass from one year to the next with no failed modules; - require resits before being allowed to progress; - fail and are withdrawn. • A commentary on any identified trends in cohorts.

Section 6

Student Support Please provide a critical evaluation of and developments in your student support arrangements and how they meet academic and personal needs of your students. Please describe the support infrastructure for students with specific learning requirements.

Section 7

Student Engagement, Representation, and Feedback Please provide a critical evaluation of: • The extent to which your institution meets the UK Quality Code for Higher Education expectations for standards and quality (set out in the advice and guidance) in respect of student engagement. • The mechanisms in place for gathering and responding to student feedback. • Student comments on the quality of teaching and programmes. • Actions taken by your centre in response to issues raised by the student body.

Section 8

Resources Please provide a critical evaluation of any developments in your centre's learning resources including library, IT facilities and accommodation. To help us understand the demands on your learning resources, please indicate what proportion of your total number of students are studying on UW programmes.

Section 9

Staffing Please provide a critical evaluation of any changes to your centre's current staffing base. Please indicate any plans you have for recruitment of any new staff. Please provide details of any staff development and training programmes you have supported.

Section 10

Assessment, Examination Boards and Joint Boards of Study Please describe any issues which have emerged with respect to the assessment of students.

Section 11

External Examiner, Moderator, and University of Wales' Officer Comments Please provide a critical analysis of your centre's responses to the recommendations and comments received from: • External Examiners. • Moderators. • University of Wales' Officers.

Section 12

Appeals and Complaints Please provide an analysis of your centre's responses to the following: • Any student complaints which have been received. • Any student appeals which have been made.

Section 13

Regulatory and Quality Assurance (QA) Arrangements Please provide a critical account of: • How the centre communicates UW regulations to its staff and students. • The QA arrangements in place to enhance the quality of teaching, learning, curriculum and the student experience. • Use of any external reference points. • The enhancement of good practice.

Section 14

Equality and Diversity Please provide a critical evaluation of: • The centre's own equality and diversity policies and compliance with any statutory frameworks. • The arrangements in place for monitoring the implementation of equality and diversity policies. • Evidence of any good practice in relation to equality and diversity.

Section 15

Partnership with the University of Wales Please provide a critical evaluation on the following: • The centre's relationship and communications with the University of Wales. • Any issues encountered by implementing the Universities regulations during the period covered by the report.

Section 16

Exit Phase planning Please provide an update on your plans for the completion of the Exit Phase. You may wish to comment on the following: • Anticipated last examination board. • Plans for delivery of programmes up to and beyond the completion of your arrangements with the University of Wales.

Section 17

Responding to COVID-19 Pandemic Please provide a critical reflection of your institutional response to COVID-19 pandemic, including the following: • The measures implemented in order to safeguard the quality and standards of the programmes leading to University of Wales awards. • The way in which your institutional community (both students and staff) have been supported. • Any particular lessons learned, or good practice developed that you would like to take forward.

Section 18

Action Plan			
Brief description of the issues identified in this AMR	Action plan	Action required from	Timescale

Declaration:

I confirm that I have read and understood the accompanying AMR guidelines and that all sections of this template have been completed. The AMR has been reviewed by members of senior staff and have judged that the information contained in this AMR is both full and accurate for the period covered by this AMR.

Head of Collaborative Centre:

Signature: _____

Date: _____

University of Wales Annual Monitoring
Annual Monitoring Form (Taught Degree Programmes) – FORM B

Collaborative Centre:	
Please confirm how many students are currently registered studying towards University of Wales awards.	
Please outline current teaching or supervision arrangements for students completing a University of Wales award.	
Please confirm current arrangements in place for supporting students completing a University of Wales award.	
Please confirm the resources available for students completing a University of Wales award.	
Please confirm the anticipated completion date of students completing a University of Wales award.	
Please outline any matters which you wish to bring to the attention of the University of Wales.	
Please outline the response that you have taken in response to the COVID-19 pandemic, including the following: • The measures implemented in order to safeguard the quality and standards of the programmes leading to University of Wales awards. • The way in which your institutional community (both students and staff) have been supported. Any particular lessons learned, or good practice developed that you would like to take forward.	

I confirm that the above information has been reviewed by members of senior staff and have judged that the information contained in this annual monitoring form is both full and accurate for the period covered by the AMR.

Signed……

Position……...

Date……...

D2 - PERIODIC REVIEW

Introduction

1. This part of the Handbook describes the University's approach to periodic review of provision at collaborative centres.

   It should be noted that, during the remaining period of the implementation of the exit phase of the University's Academic Strategy, the University's normal periodic review process is being supplemented by a new academic desk-based review process.

Background

2. The University remains committed to the use of periodic review as a key mechanism for maintaining and enhancing quality, and securing the standards of collaborative centre provision.

3. The University's academic governance is agreed that the best types of periodic review focus on future enhancement built on a consideration of recent practice. The University recognises that it is difficult to reconcile future enhancement with the termination of validation agreements with collaborative centres. In addition, the University recognises that a heavy burden falls on collaborative centres undergoing a 'traditional' periodic review. It acknowledges that, in these circumstances, it is possible that collaborative centres will be less willing to co-operate in the University's standard periodic review process. This will tend to undermine significantly the validity of both process and outcomes.

4. The University has therefore recognised that, during the delivery of its Exit Strategy, a 'traditional' periodic review process, i.e. one based on a review panel visit to a collaborative centre, may not be appropriate in all cases.

5. Accordingly, the University has agreed to adopt two forms of periodic review process. The primary process will take a traditional form which is based on review by a panel of external academic reviewers who will undertake a visit to the collaborative centre. However, for certain centres, the University will employ a desk-based review of documentation by an individual external academic reviewer.

Overview of the periodic review processes

Panel review

6. The University's primary periodic review process involves the appointment of a periodic review panel with external representation, and the completion of a review event at a collaborative centre, followed by the production of a detailed review report containing conditions and recommendations.

7. The process will involve scrutiny of documentation and a visit to the collaborative centre. Documentation will normally include:

   - a self-evaluation document from the collaborative centre;
   - a commentary from the centre moderator(s);
   - the current course document and student handbook;
   - Annual Monitoring Reports for the past five years;

- Moderator and External Examiner reports for the past five years.

This material would be made available to the review panel at least four weeks before the review event.

8. During the visit to the collaborative centre, the review panel will normally be expected to meet:

   - Senior management of the collaborative centre;
   - the programme team(s);
   - appropriate administrative and support staff;
   - students.

9. The review panel will expect to view the learning resources and other facilities offered by the centre during the course of the visit.

10. Normally, review events would be scheduled for a single day, although there might be occasions where a longer event might be necessary. The review panel would normally comprise:

    - senior officer of the University (Chair);
    - a moderator from another collaborative with suitable discipline expertise;
    - an external academic with suitable discipline expertise and review / academic audit experience;
    - a recorder from the University.

11. The report by the review panel would contain a commentary on the findings of the review together and would identify any features of good practice that the panel had noted. The report would also include conditions and recommendations arising from the review.

<u>Desk-based review</u>

12. The desk-based review process will involve the appointment of a single, experienced external academic as a reviewer who will undertake a desk-based review of a variety of evidence.

13. Following the review, the reviewer will be required to produce a report which is expected to identify conditions and recommendations in the normal way.

14. The desk-based review will be expected to consider:

    - a self-evaluation document from the collaborative centre;
    - the report from the previous periodic review (where such a review has taken place);
    - a periodic review report from the collaborative centre's Joint Board of Studies;
    - all Annual Monitoring Reports for the review period;
    - all external examiner reports for the review period;
    - all moderator reports and annual reports for the review period;
    - all University officer reports for the review period;
    - Other relevant material provided by the University Registry.

15. Following the review, they will be required to produce a report which is expected to identify conditions and recommendations in the normal way.

16. The University believes that this desk-based process matches the rigour, and the objectives, of its normal periodic review process, but is simpler, more focused on exit phase priorities while being less burdensome to implement.

Criteria for selecting the appropriate review process

17. In planning an annual review cycle, the following criteria will be used to determine the most appropriate periodic review process for any individual centre.

Group	*Priority*	*Category*	*Review process*
A	High	Centres still recruiting	Panel review
B1	High	Centres no longer recruiting but > 1 year left on the contract	Panel review for centres with a high risk rating (as determined by the University) and / or high student numbers
B2	Medium	Centres no longer recruiting but > 1 year left on the contract	Desk-based review for centres with lower risk rating and smaller student numbers
C	Low	Centres no longer recruiting with <1 year on the contract	No periodic review necessary.

Criteria for the appointment of external reviewers

18. External reviewers for both panel review and desk-based review processes will be expected to meet the following criteria:

Essential

- significant academic experience in one or more disciplines cognate to those offered with the centre under review, and/or;
- experience of periodic review (or validation) processes.

Desirable

- experience as a member of a periodic review panel;
- experience of collaborative provision;
- experience of UK academic audit processes.

Timetable for periodic review processes

19. Periodic reviews are normally scheduled on an annual cycle. Collaborative centres whose reviews are due are normally informed / reminded of the review date at least eight weeks before a review is due.

For a panel review, the following timetable will apply.

When?	*What?*	*Who is responsible?*
At least eight weeks before the panel review event	Review date is confirmed with the collaborative centre Panel membership is confirmed and communicated to the collaborative centre	University
Four weeks before the review	Collaborative centres sends the self-evaluation document to the University All review documentation is sent to review panel members	Collaborative centre University
Agreed date	Panel review event	
No later than one month after the review	First draft of the panel's review report sent to the collaborative centre	University
No later than two weeks after a centre receives the panel's report	Collaborative centres provide a response to the review report	Collaborative centre

For a desk-based review, the following timetable will apply.

When?	*What?*	*Who is responsible?*
At least eight weeks before the review date	Review date is confirmed with the collaborative centre Reviewer is confirmed and communicated to the collaborative centre	University
Four weeks before the review	Collaborative centres sends the self-evaluation document to the University All review documentation is made available to the reviewer	University
Review date	Reviewer completes the review process	University
No later than one month after the review date	First draft of the reviewer's report sent to the collaborative centre	University
No later than two weeks after a centre receives the panel's report	Collaborative centres provide a response to the review report	Collaborative centre

D3 – INTERIM REVIEW

1. Where the student learning experience is perceived to be at risk, under the terms of its Agreement with Collaborative centres, the Quality, Audit, and Review Board has the authority to hold an Interim Review (IR). This decision may be made on the basis of concerns raised in external examiner/moderator reports, or as a result of the annual monitoring process, student/staff complaints or other relevant evidence received by the University.

2. The IR will be conducted by a review panel whose composition shall be determined by Quality, Audit, and Review Board, with the Chair of the IR Panel being drawn from membership of the Board.

3. Whilst not appointed as a formal member of the review panel, the Moderator(s) will play an important role in the review and will assist the review panel throughout the process.

4. Prior to undertaking the review visit the panel will be issued with relevant documentation (to be agreed with the Chair).

   The panel's focus will be on the current and potential risks associated with operation of the validated programme(s), particularly those identified as the rationale for the IR; the collaborative centre will be informed of the key areas for consideration in advance of the visit.

5. The IR event will take place at the Institution and will normally involve private meetings with key groups: senior management, teaching staff and students.

6. The outcome of the Interim Review may range from continuation of validation (perhaps with conditions/recommendations which will be developmental in their nature and focus) through to immediate withdrawal of validation. The review panel shall submit a detailed report to the Quality, Audit, and Review Board for approval.

   The holding of an IR will not impact on the normal time frame for a periodic review.

University of Wales
Prifysgol Cymru

SECTION E: ASSESSMENT

for programmes of study approved by the University of Wales for Delivery at Collaborative Centres

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Academic Year 2026-27

E1 – ASSESSMENT PRINCIPLES

Learning, teaching, and assessment

1. Assessment covers all forms of formative and summative activities, which includes, *inter alia*, coursework, classroom tests, examinations, presentations, and portfolios.

   Assessment fulfils four broad functions within the learning and teaching environment. They:

   - provide the means by which students are graded, passed or failed. Student performance is judged on the achievement of the aims and intended learning outcomes of the module and course which the student has studied.
   - provide the basis for decisions on whether a student is ready to proceed, or to qualify for an award.
   - enable students to obtain feedback on their learning, their strengths and weaknesses, and helps them improve performance.
   - enable staff to evaluate the effectiveness of their teaching.

Purpose of Assessment

2. Beyond the functionality of assessment, it also has a purpose which is depended upon the context, codified by the QAA thus:

   - For the student, individual pieces of assessment provide a source of motivation for study; they promote learning by providing feedback on performance and help students to identify their strengths and weaknesses.
   - For the lecturer, assessment provides and opportunity to evaluate the knowledge, understanding, ability and skills attained by different students. The overall profile of student performance offers useful information for assessing the effectiveness of course content and teaching methods, thereby facilitating improvement.
   - For the institution, assessment provides information upon which decisions as to student progression and the receipt of awards may be based. The assessment process enables the institution to ensure that appropriate standards are being met, in accordance with nationally agreed frameworks, such as subject benchmark statements and the frameworks for higher education qualification qualifications. Information generated by assessment, such as mark or grade distributions, forms a valuable tool for quality assurance and enhancement.
   - Other stakeholders also have an interest in the assessment process. Professional, statutory and regulatory bodies (PSRBs) may use assessment outcomes to award professional accreditation and/or 'fitness to practice' status. Employers use an individual's assessment record as a means of assessing their education achievements and suitability for employment.

3. Forming a central part of the learning process, assessment can be either formative or summative. Formative assessment seeks to monitor the learning of students, providing the opportunity for teachers to improve their teaching, and students to improve their learning. The process assists in identifying strengths and weaknesses for both teacher and student, and are normally used mid-module in order to allow for adjustment of approach to learning and teaching.

4. Alternatively, summative assessment seeks to evaluate the totality of the student's learning at the end of a module or at key stages within a module. Summative assessments often carry a large weighting towards the overall result of the module. Summative assessment may take the form of, *inter alia*, a final examination, project, essay, or portfolio.

Key Principles of Assessment

5. Assessment acts as the central function of maintaining the standards and quality of University awards based upon successful completion of approved programmes of study delivered at collaborative centres. Assessment and examination must be conducted in accordance with the detailed and documented criteria agreed at validation, and with the requirements of the Common Academic Framework for Taught Awards approved by the University.

6. It is expected that assessment will be:

Fair and Equitable	The assessment will assess what the students have been required to learn, being of appropriate workload, and comparable with similar awards.
Discriminating	Assessment should allow examiners to distinguish between the performance of candidates, indicating those who meet the intended learning outcomes, and those who do not. Assessments should ensure that students are appropriately marked on their performance.
Reliable	The results of the assessment accurately reflect the student's performance and understanding of the subject.
Rigorous	The assessment process should measure performance of students appropriate to the level as defined by the course. All defined processes should be strictly followed.
Valid	The assessment will test what the student knows and understands.
Manageable	The assessment should not take excessive time and should ensure that the costs involved in taking the assessment do not outweigh the benefits.

Assessment Diet

7. Assessment diet (as in the quantity and frequency of assessment in a module) is an important part of the design of a programme, and will normally reflect the requirements of the subject, a professional, statutory, or regulatory body (PSRB), but may also reflect local requirements and attitudes as to how often learners are assessed. Assessment loads have an impact upon both the student's learning, as well as the work of teaching staff, who need to provide timely feedback on assessment to ensure that students are able to use the information to develop their learning.

8. Assessment used to contribute towards the final mark of a module should be summative in nature, as formative assessment should be viewed as a more diagnostic contribution to the wider learning strategy. Assessment should have sufficient balance to ensure that students are able to evidence the learning outcomes of the module, and be appropriate to the level of study. A typical guide for the balance of summative assessment within a module is as follows:

Coursework		
Credit Value	Proportion of assessment	Upper limit
20 Credit Module	100%	4,000 words or 2X 2,000 or equivalent
20 Credit Module	60%	2,500 words or equivalent
20 Credit Module	50% or less	2,000 words or equivalent
Examination		
20 Credit Module	100%	3 hours
20 Credit Module	60%	2 hours
20 Credit Module	50% or less	1.5 hours

9. In order to ensure that students are not overburdened with assessment, UW advises that no more than two distinct summative assessments should contribute to the final module mark of 20 Credits. This guidance may be applied proportionately to modules which are of greater or lesser credit values.

E2 – ASSESSMENT AND STANDARDS

Judging the standards of University awards

1. In order to secure standards of University awards based upon successful completion of approved programmes of study delivered at collaborative centres, assessment and examination must be conducted in accordance with the detailed and documented criteria agreed at validation, and with the requirements of the Common Academic Framework for Taught Awards approved by the University.

2. Assessment questions (and assignment/project briefs, where appropriate) must:

   - examine the programme syllabus;
   - be able to be completed in the time available;
   - be linked to learning outcomes of the module and programme;
   - be set appropriately to correspond to the level of study.

3. At the same time, collaborative centres (and the University) will need to ensure that awards are equivalent to those of other UK degree-awarding institutions.

   It is primarily through maintaining oversight of the coverage in terms of learning outcomes and levels of assessments that the University acts to secure the standard of its awards.

Role of internal examiners

4. As soon as possible after completion of an examination/assessment the answer papers should be passed to internal examiners for marking. The marks awarded for each answer should be shown clearly on the paper with comments reflecting why particular marks were awarded should be included.

5. An agreed sample of papers included in the determination of the class of degrees should be 'double marked', i.e. marked by two internal examiners.

6. Internal moderation of assessment material by collaborative centre staff is important in ensuring that examiners are applying the marking criteria (see below) in a consistent manner, and that there is a shared understanding of the academic standards students are expected to achieve. Additionally, where possible and practical, collaborative centres should maintain student anonymity during the internal marking process.

7. When the marking is completed the answer papers should be returned to the course director or programme leader. Examiners are required to draw attention to any papers which are problematic, for example, those which are marginal with respect to classification, fails and those suspected of irregularities if any form of unfair practice is suspected.

Role of external examiners

8. External examiners, as acknowledged subject experts, play a central role in the assessment approval process, and it is upon their judgements that the University will rely for assurance that the assessment of student performance is robust, reliable and of a standard that matches equivalent programmes offered by UK higher education institutions.

9. In fulfilling this role, external examiners look for evidence that:

   - individual module assessments provide appropriate coverage of the learning outcomes of a module and, collectively, of the programme as a whole;
   - assessments are of an appropriate level for the programme concerned.

10. External examiners therefore play an important role as guardians of the academic standards of the University's awards. In particular, the University expects external examiners to take the lead in ensuring that:

    - the standards set for an award remain appropriate for the particular qualification;

- the overall standards of student performance are comparable to that within similar programmes or disciplines in other UK higher education institutions with which they are familiar;
- the processes for assessment, examination and the determination of awards are sound and fairly conducted.

It is in this context that external examiners play a key role in the University's processes for the approval of assessments.

E3 - ASSESSMENT APPROVAL PROCESS

Securing standards: Minimum expectation of the University of assessment approval

1. It is important to emphasise that obtaining the prior approval of assessments from external examiners is a mandatory pre-condition of allowing the assessment of students to take place. Proposals for cognate re-sit or re-take assessments must be submitted at the same time as those for the main assessment in question.

2. Collaborative centres should note that the University will not allow an assessment which contributes to a final award to proceed where the assessment in question has not received approval from the external examiner(s). It follows that failure to comply with the processes described in the assessment approval calendar will result in the University withholding permission to conduct assessment and refusing to permit the holding of an examining board. The University may, at its discretion, take action in the event of a centre failing to comply with this requirement.

3. Centres should also note that the use of assessments which have not received prior approval from the external examiner/s for a programme will place their students in a situation in which they may be asked to undertake additional (i.e. approved) assessments, and any marks obtained through the unapproved assessment process will be nullified.

Assessment approval process

4. The main elements of the University's process for the approval of assessments are as follows:

   i) a draft assessment is prepared by the programme team of a collaborative centre;
   ii) the draft assessment, along with the associated re-sit assessment is submitted by the required deadline to the designated officer at the University of Wales;
   iii) the University sends the draft assessments to the appointed external examiner(s) for consideration;
   iv) external examiners review the draft assessments and provide comments and requirements for amendments (where appropriate) to the University;
   v) the University's designated officer returns the comments of external examiners and requirements for amendments to the collaborative centre together with a deadline for making any required amendments;
   vi) where amendments have been required, the collaborative centre returns the updated version of the assessment to the University for communication to the external examiner who will consider whether or not to approve the amended version of the assessment. Centres should note that in cases in which an external examiner is still not able to approve an amended assignment, steps iv, v and vi above will be repeated;
   vii) where amendments have been required, the University's designated officer secures final approval and communicates this to the centre;
   viii) the collaborative centre should confirm receipt of the approved assessments and ensure that they are kept safe and secure;

5. The overall approval process is illustrated in the following process flow chart:

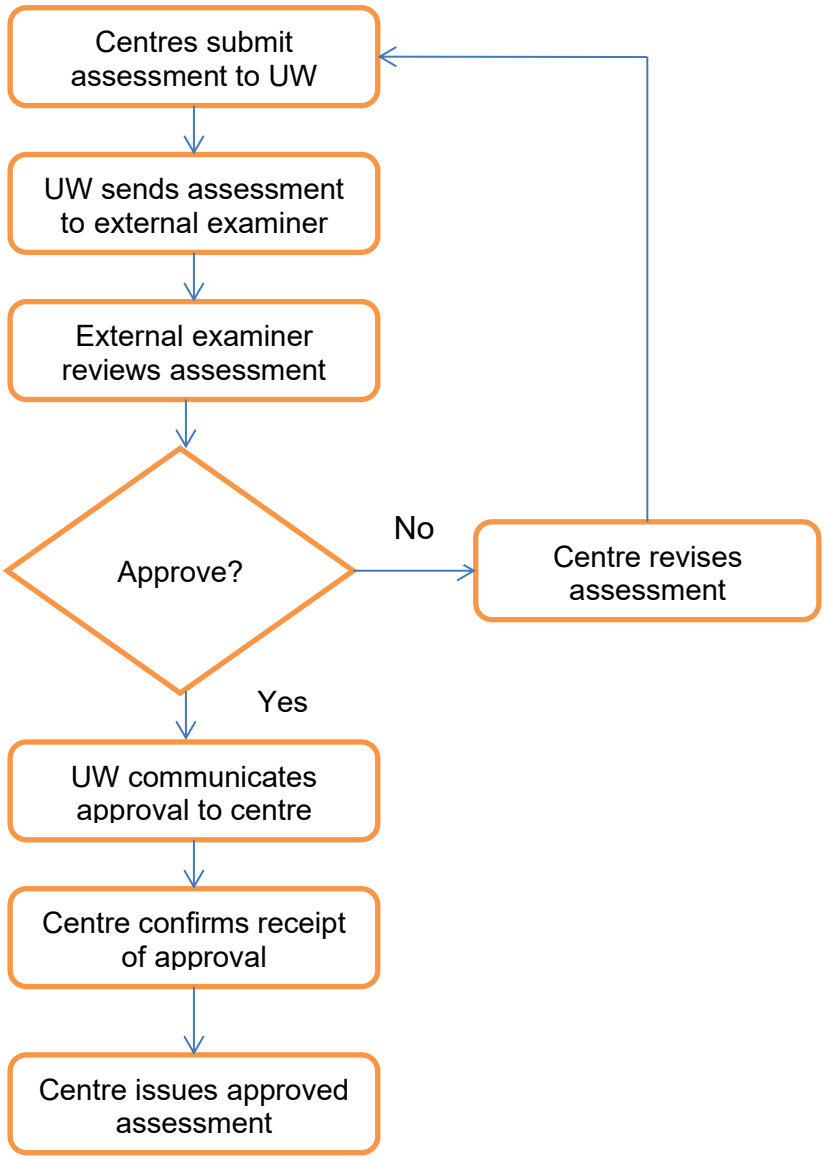

Fig. 1 Assessment approval flowchart

Deadline for submissions

6. Centres are required to submit an annual assessment calendar at the commencement of each academic session. This calendar must define the dates of all examinations, as well as dates at which other forms of assessment, such as coursework or assignments, are to be issued.

7. In order to allow adequate time for the University and its external examiners to complete the approval process (including re-submission and re-approval where and examiner requires it) the University requires collaborative centres to submit assessments for approval at least sixteen weeks before the date at which an assessment is due.

8. The following table outlines the timetable the University will operate for the approval process:

Stage	*Action*	*Responsibility*	*Deadline*
1	Collaborative centre submits draft assessment(s) and resit paper for approval	Collaborative centre	At least 16 weeks before assessment is due
2	UW returns examiner comments and requirements to centre and specifies the date at which any amendments must be re-submitted for final approval	UW designated officer + external examiner	Within 6 weeks of receipt of assessment(s) from centre
3	(Where appropriate) centre submits amended assessment(s) for final approval	Collaborative centre	3 weeks from receipt of examiner comments from UW
4	(Where appropriate) UW secures final approval from external examiner(s) and communicates this to centre	UW designated officer + external examiner	Within 2 weeks of receipt of amended assessment
5	Centre confirms receipt of approved assessment(s)	Collaborative centre	Within 1 week of receipt
7	Assessment is undertaken	Collaborative centre	Date specified in assessment calendar

Fig. 2 The University's assessment approval process

9. Collaborative centres must note that the sixteen-week deadline for submission for first draft assessments is mandatory. If assessments are not received by this deadline at the latest the University will not permit assessment (and any related meeting of an examining board) to proceed.

10. For its part, the University will commit to ensuring that its officers and its external examiners comply with this timetable.

11. Centres should note that a UW Assessment Approval Form must be submitted with each assessment. Section 1 of this form must be completed by the Centre on submission of an assessment. External examiners should complete Section 2, and Section 3 is for the final sign-off from a centre confirming their receipt of the final approved version of an assessment.

What must be submitted for approval?

12. All proposed assessments which contribute to the final award of a programme must be submitted to the University for approval. This includes examinations, assignments, coursework, in-class tests, and project work. The sixteen-week submission applies without exception to all these forms of assessment.

13. It is not necessary to submit level 4 papers for initial degrees, unless any work at this level should contribute to the final award of the programme.

14. It is important to note the University's requirement is that assessments submitted for approval must be in the form in which students will receive them, i.e. in addition to the

questions or set tasks, assessments submitted to the University must include appropriate rubric, instructions to candidates, and details on the proposed allocation of marks.

15. The proposed assessments must also be accompanied by a marking guide which defines how, and on what basis, the internal examining team propose to allocate marks, along with the Draft Assessment Approval Form.

Dealing with re-sit assessments

16. In cases where students fail an assessment they are normally required to undertake a re-sit assessment. Accordingly, when collaborative centres submit an assessment for approval, they are also required to submit a draft re-sit assessment for approval at the same time. This will remove the time lag associated with gaining approval for such re-sit assessments.

E4 - EXAMINATION/ASSESSMENT MARKING

Grade Criteria

1. Grade criteria are useful for staff when assessing and grading candidates' work (as first and second markers), to external examiners in judging the marking standards applied by internal examiners and to students in obtaining feedback on their performance. The examples below are generic criteria, centres might choose to develop more specific additional criteria in conjunction with the programme Moderator and if deemed necessary the External examiner.

A Undergraduate Level

2. Assessed work awarded a mark in the bands listed below should display the majority of the characteristics noted under the headings below:

Indicative Grade	UK % Marks	Characteristics
A	First Class (70-100%)	First class work is relatively rare and is expected to stand out from the work of other students. While it may be the case that within given areas of study a modest number of students might achieve first class marks, it would not be expected that when aggregating the marks awarded for the various elements of assessment that many students will achieve a first class result overall. - directly addresses the question or problems raised - provides a coherent argument displaying an extensive knowledge of relevant information - critically evaluates concepts and theory - relates theory to practice - reflects the student's own argument and is not just a repetition of standard lecture and reference material - is very accurate - has an element of novelty if not originality - provides evidence of reading beyond the required reading - displays an awareness of other approaches to the problem area - has an appreciation of methodological concerns and displays an awareness of the limitations of current knowledge - displays excellent use of relevant data and examples, all properly referenced
B	Upper Second Class (60-69%)	This is a highly competent level of performance and students earning this degree classification may be deemed capable of registering for higher research degree work. The work: - directly addresses the question or problems raised - provides a coherent argument drawing on relevant information - shows some ability to evaluate concepts and theory and to relate theory to practice - reflects the student's own argument and is not just a repetition of standard lecture and reference material - does not suffer from any major errors or omissions - provides evidence of reading beyond the required reading - displays an awareness of other approaches to the problem area - displays good use of relevant data and examples, all properly referenced.

Indicative Grade	UK % Marks	Characteristics
C	Lower Second Class (50-59%)	This is an acceptable level of performance and all competent students should expect to achieve at least this level. The work: - addresses the question but provides only a basic outline of relevant arguments and evidence along the lines offered in the lectures and referenced readings - answers are clear but limited - some minor omissions and inaccuracies but no major errors
D	Third Class (40-49%)	This level of performance demonstrates some knowledge and an element of understanding but is weak. Students attaining this level of performance should be in a small minority of those on the course and could not expect to progress to higher degree work. The work shows that: - points made in the answer are not always well supported by argument and evidence - relevant points have been omitted from the answer - there are some errors in the answer - parts of the question remain unanswered - answers may be unduly brief and possibly in note form
E	Marginal Fail (35-39%)	Students in this category have not quite done enough to persuade the examiners that they should pass[11]. The work shows that: - answers lack a coherent grasp of the problems and issues raised in the question - important information has been omitted from the answers and irrelevant points have been included - answers are far too brief
F	Fail (Under 35%)	Failed students have been unable to convince the examiners that they have benefited adequately from academic study. The work: - fails to show any knowledge or understanding of the issues raised in the question - reveals fundamental misunderstanding of the subject matter - most of the material in the answer is irrelevant

B Postgraduate Level

3. The following generic grade criteria are in place for Postgraduate degrees (taught and dissertation component):

Indicative Grade	UK % Marks	Characteristics
A	70%+	Very high standard of critical analysis using appropriate conceptual frameworks Excellent understanding and exposition of relevant issues Clearly structured and logically developed arguments Good awareness of nuances and complexities Substantial evidence of well-executed independent research Excellent evaluation and synthesis of source material Excellent use of relevant data and examples, all properly referenced

[11] In line with the relevant Academic Protocols, candidates for Initial Degrees may be awarded a 'Pass Degree' where their overall mark falls between 35 and 39%.

Indicative Grade	UK % Marks	Characteristics
	Distinction 70% and above	
B	69-60%	High standard of critical analysis using appropriate conceptual frameworks Clear awareness and exposition of relevant issues Clearly structured and logically developed argument Awareness of nuances and complexities Evidence of independent research Good evaluation and synthesis of source material Good use of relevant data and examples, all properly referenced
C	59-50%	Uses appropriate conceptual frameworks Attempts analysis but includes some errors and/or omissions Shows awareness of issues but no more than to be expected from attendance at classes Arguments reasonably clear but underdeveloped Insufficient evidence of independent research Insufficient evaluation of source material Some good use of relevant data and examples, but incompletely referenced
D	49-40%	Adequate understanding of appropriate conceptual frameworks Answer too descriptive and/or any attempt at analysis is superficial, containing errors and/or omissions Shows limited awareness of issues but also some confusion Arguments not particularly clear Limited evidence of independent research and reliance on a superficial repeat of class notes Relatively superficial use of relevant data, sources and examples and poorly referenced
	UW Pass Mark = 40%	
E	39 – 30%	Weak understanding of appropriate conceptual frameworks Weak analysis and several errors and omissions Establishes a few relevant points but superficial and confused exposition of issues No evidence of independent research and poor understanding of class notes Poor or no use of relevant data, sources and examples, and no references
F	29% and below	Very weak or no understanding of appropriate conceptual frameworks Very weak or no grasp of analysis and many errors and omissions Very little or no understanding of the issues raised by the question No appropriate references to data, sources, examples or even class notes

NB: Distinction marks (70% +) are awarded only to exceptional pieces of work.

E5 - ASSESSMENT CONVENTIONS AND SECURITY

Introduction

1. This sub-section outlines the conventions which the University requires collaborative centres to adopt in drawing up assessment and examination papers, and the minimum steps that centres should take to ensure the security of assessments.

Rubric

2. Each examination paper or other assessment component will have its own particular duration, structure and detailed regulations, and these should be clearly stated on the instructions to candidates.

3. All assessed work should contain the appropriate rubric on the front page as follows:

   - title of scheme
   - semester (e.g. 1 or 2, Spring or Autumn)
   - Level (e.g. 3, 4, 5, 6, 7, formerly Level 0, 1, 2, 3 and M)
   - title of Module (and Code No.)
   - duration and nature (e.g. closed / open book) of examination
   - date of examination
   - materials allowed / disallowed.

4. Instructions to candidates must be clearly indicated as follows:

   - Specify clearly how many questions should be attempted, for example: "All questions to be attempted" or "Answer 2 out of 5 questions" or "Answer 3 questions, at least 1 from Section A and 1 from Section B"
   - Provide information on marks available, for example: "All questions carry equal marks" or "Marks for each question are shown in parenthesis"
   - If multiple choice questions, state clearly whether or not negative marking is to be used.
   - Statements are required defining any books or equipment which students may bring in to the examination. (In general it is accepted that non-programmable calculators may be used.)
   - Paginate if examination continues overleaf and/or on another page. State clearly "turn over" or "continued on p." at foot of page.

5. Not only should the paper format be appropriate for the area of examination but this format should also be known to the students. The student handbook should outline the methods of assessment for each module (e.g. 50% by 90 minute unseen examination, 50% by 2000 word assignment). It is important that both staff and students are aware of, and understand, the marking criteria that will be used to mark each assessment task. These should be issued with the coursework assessment.

Security of assessment material

Minimum expectations of the University

6. Collaborative centres are required to ensure that all assessments, and associated documentation, are kept and transmitted under strictly confidential conditions. Any possible breaches of security must be reported to the University.

7. It is of vital importance throughout this process that the greatest possible care is exercised in securing the confidentiality of assessments prior to them being undertaken. All staff must be made aware of their responsibilities in this area and should ensure that their working drafts as well as completed papers cannot enter the public domain whether as hard copy or through a computer network.

8. When undertaking the assessment approval process, draft examination papers may be transmitted to the Registry by email, provided that they are password protected and that the password is transmitted separately.

Retention of assessment papers (both examination and coursework papers) and scripts

9. As a degree awarding authority within the UK, the University follows as a framework for records retention that set out by the Joint Information Systems Committee (JISC). Records retention is important for all higher education institutions to adopt in order to manage its own affairs in an appropriate way. JISC guidelines suggest that as a minimum, assessments should be kept by an institution for the current academic year, plus one year (i.e. two years).

10. In a similar way, JISC also recommends that student scripts arising from assessments are kept for a minimum of six months following the confirmation of marks from an examining board.

    Collaborative centres will wish to review such retention policies in line with their own regional advisory bodies where appropriate, including any regional legislation on the amount of time a candidate may have in order to appeal a mark awarded by an examining board.

    The University recommends that all assessments are retained by collaborative centres for a minimum of two years following their consideration by a fully constituted UW examining board.

E6 - CONDUCT OF EXAMINATIONS/ASSESSMENT

Superintendent of Examinations

1. Each collaborative centre should appoint a Superintendent of Examinations who has overall responsibility for ensuring that all assessments are conducted in accordance with the University's requirements and who shall ensure the security of examination papers and other assessments.

2. Each Superintendent of Examinations is required to confirm on an annual basis that assessments have been conducted in accordance with the relevant sections of the UK Quality Code for Higher Education and should report any problems which have arisen to the University.

3. Centres must ensure that examinations and assessments are conducted in accordance with the Regulations and guidelines issued by the University. Where centres have any doubt over the operation or interpretation of the assessment regulations they should consult with the Registry.

Information for Students

4. Centres shall inform all students, in writing, at the beginning of the academic year, of the following:

   (i) methods of assessment to be used in their schemes of study including the weighting given to the assessment components of each module and how the degree classification is decided;
   (ii) information concerning the deadlines for submission of assessed work and the penalties for not meeting those deadlines and for exceeding or not reaching a specified word count;
   (iii) information concerning the University's Appeals Procedures and Unfair Practice Procedure;
   (iv) that any exceptional or mitigating circumstances, which may adversely affect their performance, must be reported to the appropriate Examining Board;
   (v) that students who, without good cause, absent themselves from examinations, or fail to complete their forms of assessment by the required date, shall be awarded a zero mark for the component concerned.
   (vi) that students requiring special provision (e.g. those with dyslexia specific learning disability) should contact the Superintendent of Examinations as soon as is practicable in order to discuss their requirements. Centres shall make reasonable adjustments for candidates with special needs, in compliance with the requirements of prevailing legislation.

5. Students should be made aware well in advance of the time and place of examinations. Wherever possible the examination schedule should provide for adequate breaks between examination papers. Account should be taken of religious holidays and special arrangements should be made, as necessary.

Directions to Candidates

Invigilation

6. Centres shall take all reasonable measures (e.g. by checking College ID cards or other forms of identification, ideally photo ID, e.g. passport) that the persons presenting themselves for examination are bona fide registered candidates for the award concerned.

7. Examinations must be invigilated by responsible members of staff – and each examination should be invigilated by at least two persons. The invigilators' duties range from distributing question papers to ensuring no cheating in examinations. If any form of cheating is suspected, centres should refer immediately to the University's Unfair Practice procedure, which clearly explains the procedure that should be followed at every stage of the process.

8. At the end of the examination invigilators will collect all examination answer papers and rough workings from each candidate. They should ensure that candidates have identified their work by placing their examination/student number on the paper. Each collaborative centre shall ensure that a sufficient number of invigilators are in place for each examination. Invigilators shall undertake their duties in accordance with University's Instructions to Invigilators.

9. A complete record of those attending each examination should be maintained by the administrative office of the collaborative centre.

Availability of Examiner(s)

10. The appropriate internal examiner(s) must be available during the conduct of the examination for consultation by the invigilators in the event of any previously undetected ambiguity or error in the examination paper being discovered.

11. The University shall reserve the right to make unannounced visits to Centres in order to verify that examinations are being undertaken under appropriate conditions and in accordance with its published requirements.

12. Centres must ensure that students' marked examination scripts, together with all other forms of assessment contributing to an award, are kept under secure conditions and made available (with accompanying spreadsheets and internally awarded marks) for scrutiny by external examiners during the Examining Board visit.

E7 - EXAMINATION AT ALTERNATIVE VENUES

Introduction

1. Students who are unable to sit examinations at the collaborative centre may be permitted to sit their examinations at either British Council Offices or other collaborative centres offering validated degrees of the University of Wales. If neither of these options is practical, it is possible for students to put forward alternative Universities/Colleges of good standing for the approval of the Quality, Audit, and Review Board and Academic Board, provided that satisfactory arrangements can be made for the examination by the Superintendent of Examinations concerned that where the same paper is to be sat by other candidates the examination is taken at the same time as the paper in the Centre and that any expense incurred will be borne by the candidate.

Approval of Alternative Venues

2. Centres must contact the Registry for approval should they wish to arrange for candidates to undertake examination at an alternative venue.

Prior to the Examination

3. At least four weeks before examinations are due to be sat at either a British Council Office, a University of Wales collaborative centre or a venue approved by the University, a package containing the following items must be sent by registered mail to the designated Invigilator:

   - the examination paper (in a sealed envelope);
   - answer booklets;
   - directions to candidates at examinations;
   - duties of invigilators;
   - return envelope.

4. The Invigilator should confirm by fax or e-mail that the package has arrived and that they fully understand their duties.

Examination

5. On arrival at the Institution or British Council Office, the student should provide the Invigilator with photographic evidence (passport, official government ID card or driving licence) to confirm their identity.
6. The examination should be held in accordance with the University's academic regulations and the Guidance issued to the Invigilators and Candidates.

Following the Examination

7. The Invigilator should place the examination paper and script(s) into the return envelope provided and send to the Superintendent of Examinations at the collaborative centre as soon as possible, using the fastest possible registered mail.

   The Superintendent of Examinations at the collaborative centre should confirm by telephone, fax or e-mail when the package has arrived.

   A current list of approved venues is held by the University.

E8 – USE OF TEXT-MATCHING SOFTWARE AT COLLABORATIVE CENTRES

Principles:

1. The use of text-matching software at collaborative centres policy is developed on the following two principles:

   i. The University of Wales sees the primary use of text-matching software such as Turnitin as a formative developmental tool for good academic practice, which seeks to reduce the risk of submitting plagiarised work in assessment for students.
   ii. The University of Wales asserts that the use of text-matching software is not a substitute for the monitoring of plagiarism by a collaborative centre.

Introduction

2. The University of Wales (the University), as a degree awarding authority, makes available to its collaborative centres delivering programmes leading to a University award, the use of the text-matching software programme Turnitin (http://www.turnitinuk.com/). The University acknowledges that collaborative centres may use alternative text-matching software programmes. This policy makes specific reference to Turnitin but its general principles can be applied to the use of alternative text-matching software.

Expectations of Collaborative Centres

3. In all cases, collaborative centres are expected to provide discipline-specific guidance on good academic practice to inform candidates of: correct citation techniques; avoidance of plagiarism; and distinguishing between acceptable and unacceptable collusion.

4. Collaborative centres should ensure they make guidance available and accessible to all candidates through the inclusion within student handbooks and intranet platforms. All collaborative centres should ensure that candidates are suitably briefed at the outset of their studies, and that there is sufficient support to candidates provided subsequently in order to enhance understanding of plagiarism issues and the development of good academic practice.

5. Collaborative centres are responsible for ensuring that assessments are designed appropriately to minimise the opportunity for plagiarism to take place.

How Turnitin Works

6. Turnitin is recognised as an industry standard resource, through which an individual is able to submit a body of text which is compared against an international database of academic articles, active and archived web pages, and a repository of works previously submitted to Turnitin. This produces an Originality Report which identifies portions of text which may be matched to an existing body of text as either identical or paraphrased.

7. The programme, operated by iParadigms, is presented as plagiarism reduction software and is widely used throughout the higher education industry. The application is made available to ensure that candidate work is protected, and that its integrity is continually assured.

8. Each collaborative centre has a listed Turnitin administrator who can add instructors to their account. Instructors are able to create classes in Turnitin and upload candidate assignments or provide a join password to candidates for self-submission.

9. The Originality Report created after submitting a paper provides a summary of matching or similar text, and results in a colour coded Similarity Index. The following list outlines the colour representation of the Similarity Index:

Blue	No matching text
Green	One word to 24% matching text
Yellow	25%-49% matching text
Orange	50%-74% matching text
Red	75%-100% matching text.

10. The Originality Report provides the opportunity for individuals to review any published matching text within its original context, while identified unpublished material is highlighted, although the unpublished text may only be accessed through permission of the author.

Limitations of Turnitin

11. The University recognises that, while Turnitin is a useful tool for detecting plagiarism, it does not offer a complete solution to the matter. Centres are therefore strongly encouraged to ensure that all candidates are given guidance to establish good academic practice and bibliographical techniques from the outset of their studies.

12. Turnitin is a product of the technological age, and therefore is limited by its inability to:

- detect plagiarism from books or sources not on the internet;
- detect the plagiarism of ideas;
- search databases that are password protected such as essay banks;
- search all electronic journals / e-books;
- detect sources that are translated from another language;
- detect material that is presented outside of a text format (e.g. graphs / images / equations);
- differentiate between original and 'ghost-written' material.

13. The Originality Reports generated by the Turnitin software are also resource intensive for institutions, and collaborative centres must remain aware that a high Similarity Index does not necessarily confirm acts of plagiarism, but indicates the similarity to the material which the database has at its disposal for comparison.

14. Collaborative centres must remain aware that a high Similarity Index may be indicative of correctly referenced quotations / a bibliography / common phrases or series of words. Therefore, a Similarity Index of 75% may be indicative of 75 instances of 1% matches, or one 75% match. It is therefore important that academic judgement is exercised when reviewing an Originality Report. Furthermore, a document submitted once to Turnitin will automatically generate a 100% match if it is submitted again, unless a system administrator removes the work from the database.

Intellectual Property and Data Protection

15. The use of Turnitin does not affect the intellectual property rights of the uploaded material which will remain with its owner (normally the student, unless designated otherwise).

16. In order for the service to work, a candidate is required to submit an assignment to the Turnitin website, which will be stored together with a Turnitin assigned ID number, email address, course details, and institution name. Once the assignment has been uploaded, it is stored electronically in the database and compared against work submitted from this or any other department within the institution, or from another institution who subscribes to the service.

17. If a student from one institution submits an assignment which matches an assignment uploaded by a student at another institution, Turnitin will highlight the match and the name of the institution that uploaded the original assignment but will not display the student's name or personal data.

18. Under data protection law, collaborative centres are obliged to inform students if their personal data will be used for any purpose not already set out in the policies of the institution. It is recommended that students are pre-warned that their assignments may be uploaded to Turnitin. It should also be noted that Turnitin's Privacy Pledge (which can be accessed via Turnitin's website) explains how it makes use of personal data and the choices users have with the way their personal data is collected and used.

Turnitin Training

19. In line with its recommended use as a formative, development tool, it is good practice to teach students how Turnitin works, and how to interpret an Originality Report. Collaborative centres may wish to ask students to sign a statement to indicate that they understand the process. This should highlight whether the collaborative centre has chosen to submit all assignments to Turnitin, if they have chosen to sample assignments or to submit assignments to Turnitin only for suspicious cases.

Use of Turnitin by the University of Wales

20. The University reserves the right to request copies of Originality Reports in cases where there is suspected plagiarism.

E9 - ASSESSMENTS IN LANGUAGES OTHER THAN WELSH OR ENGLISH

Introduction

1. Where a programme is delivered in a language other than Welsh or English, the university seeks to appoint moderators and external examiners who have the appropriate language skills. The University's aim in this regard is to achieve complete coverage of all such programmes by the appointment of moderators and examiners with the necessary language competences.

   However, where it is not possible to make such appointments, the University's *Procedure for Approval of Assessments* requires that, where assessment is carried out in a language other than Welsh or English, collaborative centres must submit a full verified English translation (including the marking guide) of the proposed assessment alongside the original home language text.

   The University has also established the following policy which defines the University's requirements in respect of the process of verifying the accuracy of such translated assessment material.

Policy on the verification of translated assessment material

Aims of the policy

2. This policy is based on the premise that there is an inherent risk to making a valid judgement on a candidate's achievement where there is an intervention between the work of a candidate and that of an external examiner, particularly where translation of that work has been undertaken.

   The aims of this policy are therefore to ensure that:

   i. standards of the University's awards are not liable to be compromised as a result of conducting assessment in a language other than English of Welsh;

   ii. candidates are neither disadvantaged or advantaged in cases where work is required to be translated;

   iii. external examiners are able to make reliable and secure judgments of a candidate's achievements.

Application of the policy

3. The policy applies only to taught provision. For research awards the University normally only allows the submission of a thesis, and the examination of a candidate, in the languages of English or Welsh.

   The policy applies to all forms of assessment material including assignments, examinations, and, where appropriate, selected scripts of individual assessment candidates.

   The policy applies in all cases where a programme is assessed in a language other than English or Welsh, and the moderator and external examiner(s) appointed to that programme are not proficient in those language competences.

Process of verification

4. The principle on which the process is based is that of a translator, qualified in the appropriate language, verifying the accuracy of translated material against the original home language text as supplied by the collaborative centre.

5. The University will not routinely require the use of the technique of back translation[12], other than in exceptional circumstances (such as for the purposes of checking the accuracy of the work of individual translators, or in the case of 'dual language' programmes which utilise the same assessment for the examination of individual cohorts in a home language and in English).

   The University will apply a sampling technique to the selection of material to undergo the verification process. In line with this, the University will normally take a random sample of 25% of all submitted material for verification. If the verification process (see below) reveals a systemic inaccuracy in the translations which have been provided by a collaborative centre, then the University will increase the proportion of material to be sampled.

6. The verification process will be as follows:

   i. provision, by the collaborative centre, of the required assessment material translated into English along with the original home language text;

   ii. the verification of the submitted English translation against the home language text by a qualified translator / verifier;

   iii. the provision, by the translator / verifier, of a signed declaration (see attached) attesting to the accuracy of the translation;

   iv. where translated material is shown to differ substantively from the home language text, the collaborative centre will be informed, and a second full translation will be undertaken by a translator nominated by the University, before material is communicated to the external examiner(s).

7. The costs of the verification process will be borne by the University, except where an increase in the size of the sample proportion is required (see paragraph 5 above), or in those cases (see paragraph 5.iv above) where a second translation of material is required.

Translation and verification of candidate scripts

8. In preparation for an examining board meeting collaborative centres are required to produce translations of an agreed sample of candidate scripts for review by external examiners.

9. In most cases, operational constraints will mean that there will be limited time for the sample verification of these scripts. In such circumstances, the University will, in consultation with the collaborative centre, adopt one of the following procedures:

   i. provision by the centre of translations which have already been verified by a translator/verifier approved by the university;

   ii. the presence of an approved translator/verifier at the examining board meeting (and any preparatory meetings).

[12] This is the process by which home language text is translated into a target language (i.e. English) by a first translator, and then the target language text is re-translated back into the home language by a second, independent, translator. The two home language versions are then checked for consistency.

10. In cases where verification cannot be carried out using either of the above procedures, a 'retrospective' verification process will be undertaken before results are submitted to the University's Awards Board for approval. In such cases, where the verification process reveals that translated material differs substantively from the home language text, the Awards Board will determine the most appropriate course of action in respect of the examination(s) in question. This will be likely to include requiring the collaborative centre to bear the costs of any additional translation / verification work.

Changes to assessment submission deadlines

11. The current *Procedure for Approval of Assessments* requires centres to submit assessment material for approval sixteen weeks in advance of the date of assessment.

The new verification process set out in this policy will require this deadline to be extended in order to allow sufficient time for the verification process to be completed before material is submitted to external examiners.

Accordingly, where translation of assessment material is required, centres will, in future, be required to submit such material twenty-four weeks in advance of the date of assessment.

Sourcing translation expertise

12. For the purposes of the verification process, the University will only employ translator / verifiers whose qualifications and competences have been approved by a responsible body, such as the British Council, or through organisations such as the Institute of Translators and Interpreters.

In this context, wherever possible, the University will seek a formal agreement with the British Council to source appropriate translators to undertake the verification process.

Prifysgol Cymru
University of Wales

VERIFICATION OF TRANSLATED ASSESSMENT MATERIAL

The verification of translated assessment material is an important quality assurance mechanism where University programmes are delivered in a language other than English or Welsh.
The following declaration must be signed by a translator / verifier approved by the University.

Collaborative centre:	*<NAME OF COLLABORATIVE CENTRE>*
Programme title:	*<PROGRAMME TITLE>*
Module title:	*<MODULE TITLE>*
Date of assessment:	*<ASSESSMENT DATE>*
Type of material:	Examination / Assignment brief / Project brief / Candidate script *(Delete where inapplicable)*

I *<NAME OF TRANSLATOR / VERIFIER >* attest to the following in respect of the above material.
I have personally reviewed both the English language translation and the original home language text and verify that the English text accurately conveys the information presented in the original [insert language] text.

The home language of the original document is *<NAME OF HOME LANGUAGE>*

Signature:

Date:

University of Wales
Prifysgol Cymru

SECTION F: COMPLAINTS AND APPEALS

for programmes of study approved by the University of Wales for Delivery at Collaborative Centres

Approved by the Vice-Chancellor, on behalf of Academic Board for implementation in respect of all candidates following all years of programmes of study at collaborative centres leading to awards of the University of Wales, with effect from 1 October 2026.

Academic Year 2026-27

F1 - COMPLAINTS

Introduction

1. This section provides an overview of the University's procedure for dealing with complaints made by students of its collaborative centres.

Overview of the complaints procedure

2. The complaints procedure is designed for use by students registered on validated schemes of the University of Wales. This procedure is intended to incorporate the principles of natural justice and procedural fairness and shall be conducted in reference to the following guidelines:

    - a person making a decision in a case shall declare any personal interest they have in the proceedings;
    - a person who makes a decision shall be unbiased and act in good faith;
    - proceedings shall be conducted so that they are fair to all parties;
    - each party shall be given the opportunity to ask questions and contradict the evidence of an opposing party;
    - a decision maker shall take into account all relevant considerations and extenuating circumstances and ignore any irrelevant considerations;
    - justice shall be seen to be done.

3. Wherever possible, the University would wish to see any complaint resolved as close as possible to its point of origin, and with a minimum of formality. The following procedure should apply where this has been investigated, and found to be not possible. It is important at all stages of the complaints process for all parties to be clear as to whether a complaint is being handled informally or through a formal procedure.

4. The procedure applies to:

    - complaints arising from a student's educational experience, other than disputes relating to assessment and examinations (see below);
    - complaints in respect of academic and/or administrative support or other services provided by a validated institution or the University of Wales;
    - complaints regarding alleged harassment by staff of the collaborative centre or of the University of Wales;
    - complaints arising from alleged discrimination by staff of the collaborative centre or of the University of Wales in relation to gender, race, disability, sexual orientation or otherwise.

5. This list is not exhaustive – complaints falling outside those listed above will be considered and investigated at the discretion of the Chair of the Quality, Audit, and Review Board.

6. The investigation of formal complaints relating to matters which have occurred more than twelve months previously will be investigated at the discretion the University.

7. This procedure does not apply to:

    - candidates wishing to appeal against an academic decision – separate procedures exist for such appeals. Candidates should also note that appeals against the academic judgement of examiners cannot be accepted;

- disciplinary matters – these should be dealt with in accordance with separate procedures in place within the validated institution, though complaints will be accepted against the disciplinary procedure process and/or outcome.

Submission of a complaint

8. All correspondence regarding complaints, including submission of complaints and informal advice regarding complaints, should be submitted to:

University of Wales Registry
King Edward VII Avenue
Cathays Park
CARDIFF
CF10 3NS
(email: appealsandcomplaints@wales.ac.uk)

Monitoring and evaluation

9. The nature, incidence and outcomes of complaints will be regularly monitored and an annual report made to the Quality, Audit, and Review Board which will report to Academic Board in turn.

F2 – STUDENT COMPLAINTS PROCEDURE

STUDENT COMPLAINTS PROCEDURE FOR STUDENTS AT COLLABORATIVE CENTRES AND AFFILIATED OR ACCREDITED INSTITUTIONS IN WALES

DEFINITIONS

For the purposes of this procedure, a complaint is defined as the expression of a specific concern about the provision of a module, a programme of study, supervision of either taught or research degrees, a related academic service, or a related support service. It also includes inappropriate or negligent behaviour of staff likely to cause physical or mental harm to the student. This procedure does not cover complaints against the decisions of examining boards or disputes with persons not employed by or subject to the jurisdiction of the University.

This procedure applies equally to complaints made by individual students and complaints made by groups of students.

EARLY RESOLUTION

Students should attempt to resolve their concerns with their collaborative centre at a local level wherever possible, prior to submitting a formal complaint to the University. The majority of complaints can be resolved simply and swiftly in this manner. Attempts to resolve a complaint at a local level, might include, for example, face to face discussion with a tutor. Collaborative Centres should normally attempt to resolve a student's concerns within 30 days of receiving notification of the concern by the student.

STAGE 1: FORMAL COMPLAINT

If the student is not satisfied with the centre's attempts for early resolution the candidate may make a formal complaint to the University. A complaint can be made by a candidate who is a registered University of Wales candidate, and currently studying for an award, or has completed their studies within 12 months. In order to make a formal complaint, the candidate concerned should submit the attached Complaints Form and any supporting evidence to: the University of Wales Registry, King Edward VII Avenue, Cathays Park, Cardiff, CF10 3NS (ref: Student Complaints). Alternatively, the form can be submitted electronically by e-mailing appealsandcomplaints@wales.ac.uk, but please be aware that certified copies of documents (e.g. medical certificates) may be requested.

University officers shall confirm receipt of the complaint to the student, normally within 3 working days.

The Officer shall contact the Collaborative Centre concerned and request a response to the complaint, to be received normally within 10 working days. Once the response has been received and the University has all necessary information, the University's Adjudication Panel, made up of two external members consider the case and a written response shall be formulated, normally within 30 working days of the complaint being received by the University. In the event of an anticipated delay in the above timescales, the student shall be informed by the University.

The outcomes available to the Adjudication Panel are as follows:

- that the complaint be referred back to the Collaborative Centre for further consideration;
- that the complaint be upheld in whole or in part;
- that the complaint be not upheld (and is therefore rejected);

- that the complaint be referred to a full Complaints Board.

If the student is satisfied with the outcome, a Completion of Procedures Letter shall be issued at this point to reflect the conclusion of the Stage 1 process. In this instance, the Completion of Procedures letter will indicate that no request had been made by the student for a review of the Stage 1 outcome.

If the complaint outcome should be of a nature that it would have an impact upon the students marks, the outcome from the Adjudication Panel would be reviewed by the examining board. It would be at the discretion of the examining board as to whether the outcome be accepted or rejected.

STAGE 2: REVIEW OF COMPLAINT OUTCOME

If a student is not satisfied with the outcome of the Stage 1 investigation of the complaint, he/she may formally request a review of the outcome within 10 working days of the written judgment being issued by the Registry. Simple notice of a desire to request a review by a student within the above deadline shall not be deemed to constitute a formal request and shall not be accepted. If a request for a review of the outcome is not received by the Registry within this timescale, a Completion of Procedures letter will be issued. In this instance, the Completion of Procedures letter will indicate that no request had been made by the student for a review of the Stage 1 outcome.

The request for review shall be submitted to the University of Wales Registry, King Edward VII Avenue, Cathays Park, Cardiff, CF10 3NS (ref: Student Complaint), or electronically by e-mailing appealsandcomplaints@wales.ac.uk, and should indicate in writing why the response to the complaint is not satisfactory, and should clearly indicate the grounds for review. A request for review may be made on one or more of the following grounds, but not limited to:

- a review of the procedures followed at the formal stage;
- a consideration of whether the outcome was reasonable;
- new material evidence which the student was unable, for valid reasons, to provide earlier in the process.

The Deputy Vice-Chancellor or nominee, who may be external to the University, shall review the request to ascertain if the request has been made on permissible grounds and if a clear case has been made. The Deputy Vice-Chancellor or nominee may refuse any request where it is apparent that no clear case to review the complaint has been made.

The review stage will not usually consider the issues afresh or involve a further investigation. A complaint must have been considered at the formal stage before it can be escalated to the review stage.

A review of the complaint will be considered by a Complaints Board. The Complaints Board will be chaired by the Deputy Vice-Chancellor or his/her nominee, who may be external to the University, with two External Members (who shall not have had any association with the Collaborative Centre in which the candidate had studied). One or more Officers of the University will attend the Board, one of which will act as Secretary to the Board and shall make the necessary arrangements for the meeting. The Collaborative Centre will also be invited to attend the Board. The meeting may be held via telephone or videoconference if necessary. The candidate may be accompanied, but not be represented, by a member of the academic or welfare or advisory staff of the Collaborative Centre concerned or by a student or officer of the Students' Union at the Collaborative Centre concerned, but not by any other individual.

Any person accompanying the candidate shall be asked by the member of the Board considering the case to identify themselves at the beginning of the meeting. The candidate may not send another person to a hearing in his/her stead. The student should ensure that every effort is made

to attend the Board at the arranged date. Only in exceptional circumstances can a Board be re-scheduled.

A meeting of the Complaints Board will be convened at the earliest opportunity, and normally within 30 working days, following receipt of a written request to review the complaint from the student following the rejection of a complaint outcome. In the event that it takes longer to verify the facts to which the submission refers, this period may be extended.

The decision of the Complaints Board shall be communicated to the complainant in writing, by means of a Completion of Procedures letter, normally within 10 working days of the meeting of the Complaints Board.

The outcomes available are as follows:

- that the complaint be upheld in whole or in part (and a modified outcome and remedy may be offered);
- that the original complaint outcome be upheld.

If the complaint outcome should be of a nature that it would have an impact upon the students marks, the outcome from the Adjudication Panel would be reviewed by the examining board. It would be at the discretion of the examining board as to whether the outcome be accepted or rejected.

The decision of the Complaints Board shall be final, and the matter shall, therefore, be regarded as closed. There shall be no right to request a further review. A Completion of Procedures Letter will also be issued, which will confirm that the internal procedures of the University in relation to the complaint have been completed.

The response, and details of any action to be taken in the light of the complaint review, will be sent by the University to the student and to the Collaborative Centre. In the event of a complaint being upheld in whole or in part, recommendations should be made in respect of remedial action required. A response may be required from the Collaborative Centre concerned, within a set timeframe specified by the University.

A report of the matter will be made by the Secretary to the next meeting of the Academic Board.

INDEPENDENT REVIEW

Pursuant to the Higher Education Act 2004, the Office of the Independent Adjudicator for Higher Education (the OIA) has been designated by the National Assembly for Wales from 1 January 2005 as the operator of an independent scheme in Wales for the review of student complaints.

If the student is dissatisfied with the outcome of the complaint, they may be able to apply to the Office of the Independent Adjudicator for Higher Education (OIA) for review, providing that the complaint taken to the OIA is eligible under its rules.

Only once all relevant University of Wales procedures have been exhausted may a candidate apply to the OIA for a review of the complaint.

Should the student decide to make a complaint to the OIA, the Complaint Form must be received by the OIA within 12 months of the date of receipt of the Completion of Procedures letter from the University.

The OIA's website with student specific guidance can be accessed through: http://oiahe.org.uk/students

Alternatively, a form can be obtained by phoning or writing to the OIA. A copy of the Completion of Procedures letter should be sent to the OIA with the OIA Complaint Form.

Guidance on submitting a complaint to the OIA and the OIA Complaint Form can also be found on the OIA's website http://www.oiahe.org.uk/students/how-to-complain-to-us. A student may also wish to seek advice from the appropriate Students' Union about taking a complaint to the OIA. Please note that the OIA will normally only review issues that have been dealt with through the University's internal procedures.

MONITORING AND EVALUATION

The nature, incidence and outcomes of all appeals and complaints will be regularly monitored and an annual report made to Academic Board in this respect.

STUDENT COMPLAINTS FORM

Before proceeding with the complaint, please ensure that you are familiar with the student complaints procedure. Wherever possible, the University would wish to see any complaint resolved as close as possible to its point of origin, and with a minimum of formality. The following procedure should apply where this has been investigated, and found to be not possible.

The form should be completed in full with any supporting documentation attached securely. You are also advised to retain copies of all documentation.

Full Name	
Mr/Miss/Mrs/Other	
Student USN	
Address for Correspondence	E-Mail Address: Telephone Number:
Name of Collaborative Centre:	
Programme Studied:	
Dates you were enrolled on the programme:	

EARLY RESOLUTION

Have you attempted to resolve your concerns at a local level with your Collaborative Centre:

□ Yes □ No

Please clearly state the name of the individual that you have dealt with and when you raised your concern to them:

Name:

Date:

YOUR COMPLAINT

Section A:

Please describe the nature of your complaint, with details of how it was raised initially within the Collaborative Centre (and with whom):

Section B:
Please provide details of action that has been taken to date regarding your complaint:

WHAT WOULD YOU LIKE DONE ABOUT YOUR COMPLAINT?

DECLARATION

I understand that:

you will first decide whether the complaint is eligible under the rules;
you will send a copy of the form and supporting evidence to my Collaborative Centre;
you will need to handle personal details about me, which could include sensitive information (for example, relating to health matters), in order to deal with my complaint effectively;
you may need to exchange information about my complaint with the centre and with other persons and organisations (for example to find out important facts relating to my complaint);
you will keep my personal information confidential except as is necessary to deal with the complaint as set out above.

I agree to the above and confirm that I believe the facts stated in this application are true:

Signed:	…… ……	Date:	……..

F3 - APPEALS

Introduction

1. This section provides an overview of the University's procedures for dealing with appeals made by students of its collaborative centres.

Procedural fairness and informal advice

2. This procedure is intended to incorporate the principles of natural justice and procedural fairness and shall be conducted in reference to the following guidelines:
    - a person making a decision in a case shall declare any personal interest they have in the proceedings;
    - a person who makes a decision shall be unbiased and act in good faith;
    - proceedings shall be conducted so that they are fair to all parties;
    - each party shall be given the opportunity to ask questions and contradict the evidence of an opposing party;
    - a decision maker shall take into account all relevant considerations and extenuating circumstances and ignore any irrelevant considerations;
    - justice shall be seen to be done.
3. In some cases the University may be willing to meet any reasonable expenses incurred by an appellant in the course of pursuing his/her appeal.

Overview of University appeals procedures

4. The University has established five appeals procedures for candidates for University examinations at undergraduate, postgraduate and research levels at collaborative centres and institutions in Wales.

Appeals Procedure

5. This procedure is applicable to students studying for an undergraduate, postgraduate or research award at a Collaborative Centre. The procedure is applicable to:
    - Any student who is not satisfied with the outcome of the Stage 1 investigation of the appeal due to irregularities in the conduct of the Collaborative Centre level procedure which are of such a nature as to cause reasonable doubt whether the same decision would have been reached if they had not occurred.
    - Any student who is not satisfied with the reasonableness of the Stage 1 decision at the Collaborative Centre

    Please note that an appeal which has not been submitted to the Collaborative Centre for initial review will not be eligible for consideration by the University.

Appeals Procedure (Unfair Practice Decisions)

6. This procedure is applicable to students who wish to appeal against the decision of a Committee of Enquiry convened to consider an allegation of unfair practice.

Appeals Procedure (Fitness to Practise Decisions)

7. This procedure is applicable to students who wish to appeal against the decision of a Committee on Fitness to Practise.

Appeals Procedure (Admissions Decisions)

8. This procedure is applicable to candidates who wish to appeal against a decision of the University's admissions staff.

Appeals Procedure (Accredited and Affiliated-Link Institutions)

9. This procedure is applicable to students studying for an undergraduate, postgraduate or research award at an accredited or affiliated-link institution in Wales.

F4 – Student Appeals Procedures

Appeals Procedure for undergraduate or taught postgraduate University of Wales programmes.[13]

STAGE 1

At the beginning of each academic session, the Collaborative Centre shall inform candidates of the University of Wales' Appeals Procedures that are in place in place. At the same time, the Collaborative Centre shall inform candidates of the requirement to report special circumstances as soon as possible and before the finalisation of results by Examining Boards.

Candidates who wish to appeal against a decision of an Examining Board, or Part Two of a Master's dissertation result, must submit an appeal to the designated officer (using the University of Wales form, Student Appeal Form (Stage 1), which is available from the University of Wales' website, http://www.wales.ac.uk/en/Registry/Current-Students/StudentAppeals.aspx). The designated officer should be a senior officer within the Collaborative Centre, who has been nominated by the Centre to handle appeals cases. The appeal must be submitted within 15 working days following the candidate's receipt of the official notification of the results from the Collaborative Centre or the University of Wales. The grounds for appeal must be clearly stated on the form and all relevant documentary evidence must be submitted.

Candidates may only appeal on one of the following grounds:

i. that there has been an arithmetical or other factual error in the published marks;
ii. that there were special circumstances which had an adverse effect on the candidate's performance which were not known to the relevant Examining Board. In such a case, the candidate must show good reason why such circumstances could not have been reported by the candidate prior to the Examining Board meeting;
iii. that there were defects or irregularities in the conduct of the examinations and assessments, or in the written instructions, or in advice relating thereto, where such defects, irregularities or advice might, in the candidate's opinion, have had an adverse effect on their performance.

Appeals which question the academic judgement of examiners, or are made on grounds other than those stipulated in i – iii above, or which are based on medical evidence dated after the release of results will not be admissible and the designated administrative officer shall inform the appellant accordingly in writing.

On receipt of a valid appeal, i.e. which meets one of conditions i - iii above, the designated administrative officer will seek comments from the Programme Leader, or his/her nominee, on the circumstances relating to the appeal and ask for recommendations on the circumstances raised in the appeal. Such comments and recommendations shall be sent to the designated administrative

[13] A separate procedure applies to postgraduate research degree students, please refer to the University's website www.wales.ac.uk

officer within 14 working days of receipt of the appeal. The designated officer shall then consider the appeal and recommend one of the following outcomes:

- that the appeal be upheld in whole (and is therefore referred to the relevant examining board for consideration) ;
- that the appeal be upheld in part (and is therefore referred to the relevant examining board for consideration);
- that the appeal be not upheld (and is therefore rejected).

The above outcomes are subject to confirmation at an Examining Board. The Examining Board will review the recommended outcome of the Stage 1 investigation including any relevant documentation. The Examining Board shall determine whether the outcome can be approved. Please note, so not to cause unnecessary delays, the Examining Board can take place via correspondence. The Collaborative Centre shall inform the student and the University of the outcome of the appeal, noting that it is subject to confirmation at an Examining Board.

Unless there are exceptional circumstances, the Collaborative Centre should complete Stage 1 of the Appeals Procedure within 30 working days. A record of the outcome must be kept on file by the Collaborative Centre. The University reserves the right, as the degree awarding body to, request that a Collaborative Centre revisits the appeal at any stage of the process if it determines that there is, or has been, an irregularity in the handling of the appeal.

If the candidate is not satisfied with the outcome of the appeal, they are entitled to appeal to the University of Wales, as the awarding body by following Stage 2 of this procedure.

Please note that an appeal which has not been submitted to the Collaborative Centre for initial review will not be eligible for consideration by the University.

STAGE 2

If a candidate is not satisfied with the outcome of the Stage 1 investigation of the appeal, he/she may submit an appeal to the University within 30 working days of notification of the outcome of the appeal. The University will only consider an appeal against the outcome of a Stage 1 appeal on the following grounds:

- the candidate is of the view that there were irregularities in the conduct of the Stage 1 appeal, which are of such a nature as to cause reasonable doubt whether the same decision would have been reached if they had not occurred;
- the candidate is of the view that the outcome of the Stage 1 appeal, as determined by the collaborative centre, was unreasonable.

The candidate must submit the appeal using the Student Appeal Form (Stage 2), which is available from the University of Wales' website, http://www.wales.ac.uk/en/Registry/Current-Students/StudentAppeals.aspx). The form should be submitted electronically to appeals@wales.ac.uk or in hard copy to the University of Wales Registry, King Edward VII Avenue, Cathays Park, Cardiff, CF10 3NS (ref: Appeals), with any additional information they feel is necessary, and should indicate why they are appealing on one or more of the above grounds.

University officers shall normally acknowledge receipt of the appeal within 3 working days of submission and gather any necessary evidence from the candidate and/or Collaborative Centre. Where information is requested from the candidate or Collaborative Centre, it must be submitted to the University within 10 working days.

Candidate appeals shall be considered initially by the University of Wales Adjudication Panel, made up of two external members. In the event that the Panel members deem there not to be enough information for them to consider the appeal, they may defer from making a decision until such information has been received.

The outcomes available to the panel are as follows:

- that the appeal be referred back to the Collaborative Centre for further consideration;
- that the appeal be upheld in whole or in part;
- that the appeal be not upheld (and is therefore rejected)
- that the appeal be referred to a full Appeals Board.

Appeals that are rejected or upheld in whole or part are subject to final approval from the Examining Board.

The University will normally aim to complete the whole process i.e. from time candidate submits an appeal to the University to the time the panel make a decision, within 30 working days.

APPEAL BOARD

In instances where an Appeals Board is required, the University shall make the necessary arrangements for the Board. The Appeals Board will be chaired by the Deputy Vice-Chancellor or his/her nominee, who may be external to the University, with two external members (who shall not have been assigned to the centre at which the candidate studied). At least one officer of the University will attend the Board, one of which will act as Secretary to the Board.

A representative of the Collaborative Centre will also be invited to attend the Board. The Board may be held via telephone or vide link if necessary. The candidate may be accompanied, but not represented, by a member of the academic or welfare or advisory staff of the Collaborative Centre concerned or by a candidate or officer of the Students' Union or equivalent at the Collaborative Centre concerned, but not by any other individual.

Any person accompanying the candidate shall be asked by the member of the Board considering the case to identify themselves at the beginning of the meeting and may be invited during the hearing to speak in relation to the case. The candidate may not send another person to a hearing in his/her stead. Every effort to attend the Board should be made at the arranged date. Only in exceptional circumstances can a Board be re-scheduled.

A meeting of the Appeals Board will be convened at the earliest opportunity, and normally within 30 working days of receipt of the outcome of the Adjudication Panel. In the event that it takes longer to verify the facts to which the submission refers, this period may be extended.

The outcomes available to the Appeal Board are as follows, and are subject to the decision of the Examining Board, for final approval:

- that the appeal be upheld in whole or in part;

- that the appeal be not upheld (and is therefore rejected).

The outcome, and a report containing details of any action to be taken in light of the appeal, will be sent by the University to the candidate, Collaborative Centre and to the Examining Board within 10 working days of the meeting of the Appeals Board. In the event of an appeal being upheld in whole or in part, recommendations should be made in respect of remedial action required by the Collaborative Centre. A response may be required from the Collaborative Centre concerned, within a set timeframe specified by the University.

The decision made by the Appeals Board is final, and may not be disputed. The outcome, however, is subject to approval from the examining board.

A Completion of Procedures letter will be issued to the candidate to confirm that the case has been concluded, and that the University's internal procedures have been exhausted.

INDEPENDENT REVIEW

If the candidate is dissatisfied with the outcome of the Stage 2 appeal, they can apply to the Office of the Independent Adjudicator for Higher Education (OIA) for review, providing that the complaint taken to the OIA is eligible under its rules.

Only once all relevant University of Wales procedures have been exhausted may a candidate apply to the OIA for a review of the complaint.

Should the candidate decide to make a complaint to the OIA, the Complaint Form must be received by the OIA within twelve months of the date of receipt of the Completion of Procedures letter from the University.

The OIA's website with student specific guidance can be accessed through: http://oiahe.org.uk/students. An OIA Complaint form can be obtained from www.oiahe. org.uk, or by phoning or writing to the OIA:

OIA, Second Floor, Abbey Wharf, 57 – 75 Kings Road, Reading, RG1 3AB

0118 959 9813

A copy of the Completion of Procedures letter should be sent to the OIA with the OIA Complaint Form.

Guidance on submitting a complaint to the OIA and the OIA Complaint Form can also be found on the OIA's website http://www.oiahe.org.uk/students/how-to-complain-to-us. A candidate may also wish to seek advice from the appropriate candidate's Students' Union about taking a complaint to the OIA. Please note that the OIA will normally only review issues that have been dealt with through the University's internal procedures.

MONITORING AND EVALUATION

The nature, incidence and outcomes of all appeals and complaints will be regularly monitored and an annual report made to Academic Board in this respect.

University of Wales
Prifysgol Cymru

APPLICATION FORM FOR AN APPEAL UNDER STAGE 1 OF THE UNIVERSITY OF WALES APPEALS PROCEDURE

This form is to be used by a student who wishes to appeal to the University of Wales against the decision of an Examining Board, or the result of a Part Two Masters dissertation.

Please note if you wish to submit an appeal, you must firstly do so to your Collaborative Centre (using this appeal form), under Stage 1 of the University of Wales Appeals Procedure. Once you have exhausted the appeals procedure at your Centre, and if you are not satisfied with the outcome of the appeal, you may submit an appeal to the University of Wales under Stage 2 of the Appeals Procedure.

Students should read the University of Wales Appeals Procedure carefully, taking particular notice of the grounds on which an appeal may be made. Appeals may not be made on grounds that a student is dissatisfied or disappointed with an examination result.

The grounds of appeal must be made clearly and concisely. Further details, if any, and any relevant documentary evidence, medical or otherwise, must be attached.

Mr/Mrs/Miss/Other:		
Full Name:		
Address for Correspondence:		E-Mail Address:
		Telephone Number:
Institution Studied at:		
Programme Studied:		
Dates you were enrolled on the programme:		
Institution and/or University of Wales student number:		

I wish to appeal against the decision of the Examining Board or the result of a Part Two Masters dissertation on the grounds that (tick one or more relevant boxes):

☐ GROUND 1: There has been an arithmetical or other factual error in the published marks (please complete the section under 'Ground 1' below);

☐ GROUND 2: There were special circumstances which had an adverse effect on my performance which were not known to the relevant Examining Board. In such a case, the candidate must show good

reason why such circumstances could not have been reported by the candidate prior to the Examining Board meeting (please complete the section under 'Ground 2' below);

☐ GROUND 3: There were defects or irregularities in the conduct of the examinations or assessments, or in written instructions or in advice relating thereto, where such defects, irregularities or advice might, in the candidate's opinion, have had an adverse effect on my performance (please complete the section under 'Ground 3' below).

Please note that you are not permitted to appeal on any other grounds.

GROUND 1

Please state why you believe the result as published by the institution contains arithmetical or other errors of fact.

Please continue on a separate sheet(s), if necessary

GROUND 2

Did you report any exceptional personal circumstances to the Chair of the Examining Board or a member of staff in your department before the meeting of the Examining Board? (please tick the appropriate box)

☐ Yes Please complete section 2.1

☐ No Please complete sections 2.2, 2.3 and 2.4

2.1 Please specify to whom the circumstances were reported and provide full details of any exceptional personal circumstances you had reported previously. If there are any additional circumstances that have not been previously reported please complete sections 2.2, 2.3 and 2.4.

2.2 Please provide details of any exceptional personal circumstances you have not reported previously to the Chair of the Examining Board.

Appeals on medical grounds will not be considered without written evidence from a medical practitioner (or other health professional) which should be attached to this Form.

2.3 Please state why you did not report the circumstances detailed in 2.2 above to the Chair of the Examining Board before the meeting of the Board

2.4 Please state why you believe the circumstances detailed in 2.2 above had an adverse effect on your performance.

Continue on a separate sheet, if necessary

GROUND 3

3.1 Please state the defects or irregularities in the conduct of the examinations or in written instructions or in advice relating to the examinations you believe to have occurred.

3.2 Please state why you believe the defects or irregularities detailed in 3.1 above had an adverse effect on your performance.

Continue on a separate sheet, if necessary

No further submission will be considered.

I declare that I have read the University of Wales Appeals Procedure and that the information given on this form and documentary evidence attached, if any, is a true statement of the facts to the best of my knowledge and belief.

....

Signed (Appellant) Date

University of Wales
Prifysgol Cymru

APPLICATION FORM FOR AN APPEAL UNDER STAGE 2 OF THE UNIVERSITY OF WALES APPEALS PROCEDURE

This form is to be used by a student who wishes to appeal to the University of Wales against the outcome of the Stage 1 investigation at his/her Collaborative Centre.

Please note that if you wish to submit an appeal to the University of Wales, you must firstly do so to your Collaborative Centre under Stage 1 of the University of Wales Appeals Procedure.

Students should read the University of Wales Appeals Procedure carefully, taking particular notice of the grounds on which an appeal may be made. The University will only consider an appeal against the outcome of the Collaborative Centre level appeal on the grounds listed within the Appeals Procedure.

Appeals may not be made on grounds that a student is dissatisfied or disappointed with an examination result.

Further details, if any, and any relevant documentary evidence, medical or otherwise, must be attached.

Mr/Mrs/Miss/Other		
Full Name		
Student USN		
Address for Correspondence		E-Mail Address:
		Telephone Number:
Institution Studied at:		
Programme Studied:		
Dates you were enrolled on the programme:		

Institution and/or University of Wales student number:	

I wish to appeal against the outcome of the Stage 1 appeals process at the centre on the ground(s) that (tick one or more relevant boxes):

☐ GROUND 1: In my view, there were irregularities in the conduct of the Collaborative Centre level procedure which were of such a nature as to cause reasonable doubt whether the same decision would have been reached if they had not occurred;

☐ GROUND 2: In my view, the outcome of the Stage 1 appeal as determined by the Collaborative Centre was unreasonable.

GROUND 1

Please state below why you believe that there were irregularities within the conduct of the Collaborative Centre level procedure which are of such a nature as to cause reasonable doubt whether the same decision would have been reached if they had not occurred.

GROUND 2

Please state below why you believe that the outcome of the Stage 1 appeal, as determined by the Collaborative Centre was unreasonable.

(Continue on a separate sheet, if necessary).

Please include any additional information or documentation which you feel is relevant to your appeal.

I declare that I have read the University of Wales Appeals Procedure and that the information given on this form and documentary evidence attached, if any, is a true statement of the facts to the best of my knowledge and belief.

....

Signed (Appellant) Date

University of Wales
Prifysgol Cymru

APPLICATION FORM FOR AN APPEAL UNDER STAGE 1 OF THE UNIVERSITY OF WALES APPEALS PROCEDURE- FOR CANDIDATES STUDYING FOR A RESEARCH AWARD

This form is to be used by a student studying for a research award, who wishes to appeal to the Collaborative Centre, on the ground(s) outlined within the relevant Procedure. Appeals may not be made on grounds that a student is dissatisfied or disappointed with an examination result.

This form should only be completed after carefully reading the University of Wales Appeals Procedure for Research Candidates, which is contained within the appendix of the University of Wales Appeals Procedure.

As you will note within the procedure, you must firstly make an appeal to your Collaborative Centre (using this appeal form), under Stage 1 of the University of Wales Appeals Procedure for Research Candidates. Once you have exhausted the appeals procedure at your Centre, and if you are not satisfied with the outcome of the appeal, you may submit an appeal to the University of Wales under Stage 2 of the Appeals Procedure for Research Candidates.

The grounds of appeal must be made clearly and concisely. Further details, if any, and any relevant documentary evidence, medical or otherwise, must be attached.

Mr/Mrs/Miss/Other:		
Full Name:		
Address for Correspondence:		E-Mail Address:
		Telephone Number:
Institution Studied at:		
Programme Studied:		
Dates you were enrolled on the programme:		
Institution and/or University of Wales student number:		

I wish to appeal against a decision of the Collaborative Centre on the grounds that (tick one or more relevant boxes):

☐ GROUND 1: There were special circumstances which had an adverse effect on the candidate's performance which were not known to the relevant body making the recommendation or outcome. In such a case, the candidate must show good reason why such circumstances could not have been reported by the candidate prior to the meeting of the decision making body;

☐ GROUND 2: There were defects or irregularities in the conduct of the examinations or in written instructions or in advice relating thereto, where such defects, irregularities or advice might, in the candidate's opinion, have had an adverse effect on their performance;

☐ GROUND 3: Evidence of prejudice or of bias of inadequate assessment on the part of one or more of the examiners;

☐ GROUND 4: The supervision provided was inadequate and that there were exceptional reasons why this had not been reported by the candidate prior to the decision of the Examining Board.

Please note that you are not permitted to appeal on any other grounds.

GROUND 1

Did you report any special circumstances to the relevant body making the decision or a member of staff in your department prior to the meeting? (please tick the appropriate box)

☐ Yes Please complete section 1.1

☐ No Please complete sections 1.2, 1.3 and 1.4

1.1 Please specify to whom the circumstances were reported and provide full details of any special circumstances you had reported previously. If there are any additional circumstances that have not been previously reported please complete sections 1.2, 1.3 and 1.4.

1.2 Please provide details of any special circumstances you have not reported previously to the relevant body making the decision.

Appeals on medical grounds will not be considered without written evidence from a medical practitioner (or other health professional) which should be attached to this Form.

1.3 Please state why you did not report the circumstances detailed in 1.2 above to the relevant body making the decision prior to the meeting.

1.4 Please state why you believe the circumstances detailed in 2.2 above had an adverse effect on your performance.

GROUND 2

2.1 Please state the defects or irregularities in the conduct of the examinations or in written instructions or in advice relating to the examinations you believe to have occurred.

2.2 Please state why you believe the defects or irregularities detailed in 2.1 above had an adverse effect on your performance.

GROUND 3

Please provide details of why you believe there to have been any prejudice or bias of an inadequete assessment on the part of one or more of the examiners.

GROUND 4

4.1 Please explain why you believe that the supervision provided to you was inadequate.

4.2 Please state what exceptional reason(s) you had for not reporting this prior to the decision of the Examining Board.

(Continue on a separate sheet, if necessary)

No further submission will be considered.

I declare that I have read the appendix of the University of Wales Appeals Procedure for Research Candidates and that the information given on this form and documentary evidence attached, if any, is a true statement of the facts to the best of my knowledge and belief.

....

Signed (Appellant) Date

University of Wales
Prifysgol Cymru

APPLICATION FORM FOR AN APPEAL UNDER STAGE 2 OF THE UNIVERSITY OF WALES APPEALS PROCEDURE- FOR CANDIDATES STUDYING FOR A RESEARCH AWARD

This form is to be used by a student studying for a research award, who wishes to appeal against the decision of a Stage 1 appeal at the Collaborative Centre. Please note if you wish to submit an appeal, you must firstly do so to your Collaborative Centre (using this appeals form), under Stage 1 of the University of Wales Appeals Procedure. Once you have exhausted the appeals procedure at your Centre, and if you are not satisfied with the outcome of the appeal, you may submit an appeal to the University of Wales under Stage 2 of the Appeals Procedure.

Students should read the appendix of the University of Wales Appeals Procedure carefully, taking particular notice of the grounds on which an appeal may be made. Appeals may not be made on grounds that a student is dissatisfied or disappointed with an examination result.

The grounds of appeal must be made clearly and concisely. Further details, if any, and any relevant documentary evidence, medical or otherwise, must be attached.

Mr/Mrs/Miss/Other:		
Full Name		
Address for Correspondence		E-Mail Address:
		Telephone Number:
Institution Studied at:		
Programme Studied:		
Dates you were enrolled on the programme:		
Institution and/or University of Wales student number		

I wish to appeal against the decision of the internal appeals process at the Collaborative Centre on the grounds that (tick one or more relevant boxes):

☐ GROUND 1: In my view, there were irregularities in the conduct of the Collaborative Centre level procedure which are of such a nature as to cause reasonable doubt whether the same decision would have been reached if they had not occurred.

☐ GROUND 2: In my view, the outcome of the Stage 1 appeal as determined by the Collaborative Centre was unreasonable.

Please note that you are not permitted to appeal on any other grounds.

GROUND 1

Please explain why you believe that there were irregularities in the conduct of the Collaborative Centre level procedure which are of such a nature as to cause reasonable doubt whether the same decision would have been reached if they had not occurred.

GROUND 2

Please explain why you believe that the outcome of the Stage 1 appeal as determined by the Collaborative was unreasonable.

(Continue on a separate sheet, if necessary)

No further submission will be considered.

I declare that I have read the appendix of the University of Wales Appeals Procedure and that the information given on this form and documentary evidence attached, if any, is a true statement of the facts to the best of my knowledge and belief.

....

Signed (Appellant) Date

F5 – APPEALS PROCEDURES (UNFAIR PRACTICE)

Introduction

The University is only prepared to consider appeals which are based on one or both of the following grounds:

(i) irregularities in the conduct of the unfair practice procedure, which are of such a nature as to cause reasonable doubt whether the Committee would have reached the same decision had they not occurred;

(ii) exceptional personal circumstances which were not known to the Committee of Enquiry when the candidate's case was considered and which can be shown to be relevant to the unfair practice. (In appeals based on these grounds the appellant must show good reason why such personal circumstances were not made known to the Committee of Enquiry before its meeting. Where a candidate could have reported exceptional personal circumstances to the Committee of Enquiry prior to its meeting, those circumstances cannot subsequently be cited as grounds for appeal).

Any appeal against a decision of a Committee of Enquiry (including any penalty imposed) shall be submitted using the attached University of Wales Unfair Practice form electronically or in hard copy to the University of Wales Registry, King Edward VII Avenue, Cathays Park, Cardiff CF10 3NS, and must reach the University not later than 14 working days following the despatch to the candidate of the Committee's decision.

University officers shall normally acknowledge receipt of the appeal within 3 working days of submission and gather any necessary evidence and information from the student and/or Collaborative Centre. Where information is requested from the student or Collaborative Centre, it must be submitted to the University within 10 working days.

Unfair practice appeals shall be considered initially by the University of Wales Adjudication Panel, made up of two External Members. The outcomes available to the panel are as follows:

- that the appeal be upheld in whole or in part and referred back to a reconvened Committee of Enquiry for further consideration
- that the appeal be upheld in whole or in part and referred back to a newly constituted Committee of Enquiry for consideration
- to disallow the original penalty and to refer the case back to the original Committee of Enquiry for a review of the penalty imposed
- that the appeal be not upheld (and is therefore rejected)
- that the appeal be referred to a full Appeals Board

In instances where an Appeals Board is required, the University shall make the necessary arrangements for the Board. The Appeals Board will be chaired by the Deputy Vice-Chancellor or his/her nominee with two External Members (who shall not have been assigned to the centre at which the student studied). One or more officers of the University will attend the Board, one of which will act as Secretary to the Board.

The Collaborative Centre will also be invited to attend the Board. The Board may be held via telephone or videoconference if necessary. The student may be accompanied, but not

represented, by a member of the academic or welfare or advisory staff of the Collaborative Centre concerned or by a student or officer of the Students' Union at the Collaborative Centre concerned, but not by any other individual.

Any person accompanying an appellant shall be asked by the member of the Board considering the case to identify themselves at the beginning of the meeting and may be invited during the hearing to speak in relation to the case. The appellant may not send another person to a hearing in his/her stead. Every effort should be made to attend the Board at the arranged date. Only in exceptional circumstances can a Board be re-scheduled.

A meeting of the Appeals Board will be convened at the earliest opportunity, and normally within 30 working days of receipt of the appeal. In the event that it takes longer to verify the facts to which the submission refers, this period may be extended.

The outcomes available to the Appeals Board are as follows:

- that the appeal be upheld in whole or in part and referred back to a reconvened Committee of Enquiry for further consideration;
- that the appeal be upheld in whole or in part and referred back to a newly constituted Committee of Enquiry for consideration;
- to disallow the original penalty and to refer the case back to the original Committee of Enquiry for a review of the penalty imposed;
- that the appeal be not upheld (and is therefore rejected).

The decision of the Appeals Board is final, and may not be disputed.

The response, and details of any action to be taken in light of the appeal, will be sent by the University to the candidate within 10 working days of the meeting of the Appeals Board in the form of an outcome letter, (if upheld in whole or in part) or a Completion of Procedures letter (if not upheld). The outcome shall also be confirmed with the Collaborative Centre. In the event of an appeal being upheld in whole or in part, recommendations should be made in respect of remedial action required by the Collaborative Centre. A response may be required from the Collaborative Centre concerned, within a set timeframe specified by the University.

Where a new Committee of Enquiry is required to re-hear a case, the membership of that Committee must be entirely different from that of the previous Committee. The new Committee shall not be provided with any evidence of any penalty imposed by the previous Committee, or of any other matter discussed by the previous Committee or Appeal Board, other than that it is re-hearing a case on appeal.

An obligation to hear the case on the basis of the facts presented before them at the hearing and not in the light of anything that they may have heard or discovered outside the Committee, shall be framed within any Terms of Reference applying to the Committee members.

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

If, as a consequence of a successful appeal, a candidate is regarded as having qualified for a degree, the Vice-Chancellor shall have authority to deem such a candidate to have been admitted to his/her degree provided all other necessary conditions for his/her admission have been met.

The Vice-Chancellor shall also have authority to deem a candidate who has already been admitted to a degree to have been admitted to a different class of degree if, following a successful appeal, the Examining Board decides that the candidate's degree classification shall be amended. In such cases, the Registrar or his/her nominee shall issue a replacement certificate upon the return by the candidate of the original certificate.

Where applicable, appropriate arrangements will be made in respect of candidates who, following successful appeal, are deemed by an Examining Board to have qualified for the award of a certificate or diploma.

The Appeal Board may make recommendations for consideration by the Special Cases Committee or the Academic Board as appropriate on any matters arising from the consideration of appeals.

INDEPENDENT REVIEW

Pursuant to the Higher Education Act 2004, the Office of the Independent Adjudicator for Higher Education (the OIA) has been designated by the National Assembly for Wales from 1 January 2005 as the operator of an independent scheme in Wales for the review of student complaints.

If the student is dissatisfied with the outcome of the appeal, they may be able to apply to the Office of the Independent Adjudicator for Higher Education (OIA) for review, providing that the complaint taken to the OIA is eligible under its rules.

Only once all relevant University of Wales procedures have been exhausted may a candidate apply to the OIA for a review of the complaint.

Should the student decide to make a complaint to the OIA, the Complaint Form must be received by the OIA within twelve months of the date of receipt of the Completion of Procedures letter from the University.

The OIA's website with student specific guidance can be accessed through: http://oiahe.org.uk/students

Alternatively, a form can be obtained by phoning or writing to the OIA. A copy of the Completion of Procedures letter should be sent to the OIA with the OIA Complaint Form.

Guidance on submitting a complaint to the OIA and the OIA Complaint Form can also be found on the OIA's website http://www.oiahe.org.uk/students/how-to-complain-to-us. A student may also wish to seek advice from the appropriate Students' Union about taking a complaint to the OIA. Please note that the OIA will normally only review issues that have been dealt with through the University's internal procedures.

MONITORING AND EVALUATION

The nature, incidence and outcomes of all appeals and complaints will be regularly monitored and an annual report made to Academic Board in this respect.

University of Wales
Prifysgol Cymru

APPEALS FORM (UNFAIR PRACTICE DECISIONS)

This form is to be used by a student who wishes to appeal to the University of Wales against a decision made by an Unfair Practice Committee of Enquiry. Before proceeding with the appeal, please ensure that you are familiar with the University of Wales Appeals Procedure (Unfair Practice Decisions).

The form should be completed in full, any supporting documentation should be attached securely. You are also advised to retain copies of all documentation. The form should be typed or completed in black ink, and sent to the Deputy Vice-Chancellor (Ref: Appeals), University of Wales Registry, King Edward VII Avenue, Cathays Park, Cardiff, CF10 3NS or sent via email to appeals@wales.ac.uk.

<table>
<tr><td>Full Name:</td><td colspan="2"></td></tr>
<tr><td>Mr/Mrs/Miss/Other:</td><td></td><td></td></tr>
<tr><td rowspan="4">Address for Correspondence:</td><td rowspan="4"></td><td>E-Mail Address:</td></tr>
<tr><td></td></tr>
<tr><td>Telephone Number:</td></tr>
<tr><td></td></tr>
<tr><td>Institution Studied at:</td><td colspan="2"></td></tr>
<tr><td>Programme Studied:</td><td colspan="2"></td></tr>
<tr><td>Dates you were enrolled on the programme:</td><td colspan="2"></td></tr>
<tr><td>Institution and/or University of Wales student number:</td><td colspan="2"></td></tr>
</table>

I wish to appeal against the decision of the Unfair Practice Committee of Enquiry on one or both of the following grounds (tick either or both that apply):

☐ GROUND 1: Irregularities in the conduct of the unfair practice procedure which are of such a nature as to cause reasonable doubt whether the Committee would have reached the same decision had they not occurred.

☐ GROUND 2: Exceptional personal circumstances which were not known to the Committee of Enquiry when the candidate's case was considered and which can be shown to be relevant to the unfair practice.

Please note that you are not permitted to appeal on any other grounds.

GROUND 1

Please state the defects or irregularities in the conduct of the unfair practice procedure you believe to have occurred.

(Please continue on a separate sheet(s), if necessary)

GROUND 2

2.1 Please describe the exceptional personal circumstances which were not known to the Committee of Enquiry when it reached its decision. Give dates and details. Medical or orther documentary evidence must be attached.

2.2 Please state why you did not report the circumstances detailed in 2.1 above to the Chair of the Examining Board before the meeting of the Committee of Enquiry.

(Please continue on a separate sheet(s), if necessary)

No further submission will be considered.

I declare that I have read the Appeals Procedure (Unfair Practice Decisions) and that the information given on this form and documentary evidence attached, if any, is a true statement of the facts to the best of my knowledge and belief.

....

Signed (Appellant) Date

F6 – APPEALS AND COMPLAINTS (ADMISSIONS DECISIONS)

Introduction

1. Appeals received more than one month after the date of the letter notifying an applicant of a decision shall not normally be investigated. Appeals received beyond the normal time limit shall be referred to the Deputy Vice-Chancellor who shall determine whether or not circumstances exist which make it reasonable for the complainant or appellant not to have made a submission within the normal time limit.

2. Appeals shall be made in writing to the University of Wales Registry, King Edward VII Avenue, Cathays Park. Cardiff CF10 2NS.

STAGE 1: Initial Investigation

3. The designated University Officer shall determine whether the appeal discloses a *prima facie* case on the specified grounds.

4. If it is decided that it does not disclose a *prima facie* case, the Officer shall explain the reason(s) for this decision in writing to the appellant.

5. If it is decided that the appeal does disclose a *prima facie* case on the specified grounds, the Officer shall investigate it, consulting all relevant parties.

6. Once all the necessary information has been gathered, the Officer shall judge whether the appeal may be resolved at that point by conveying information gathered, or whether the matter needs to be considered at a higher level.

7. If it is judged that a resolution can be achieved, the Officer shall put the response in writing to the appellant.

8 If it is judged that the matter needs to be referred for consideration at a higher level, the Officer shall refer the matter to the Adjudication Panel at the University. The Adjudication Panel would be made up of two external members.

STAGE 2: Investigation by the Appeals Officer

9. The Adjudication Panel shall be given administrative support by an administrative officer nominated by the Deputy Vice-Chancellor or nominee.

10. The Adjudication Panel shall investigate the appeal and may seek any further information that is deemed necessary to come to a decision.

11. A record of all proceedings shall be maintained by the nominated administrative officer.

12. Exceptionally, and where deemed appropriate by the Adjudication Panel, the appellant and any other relevant parties may be invited to a hearing. Any person invited to attend a hearing by the Panel may be accompanied by a friend or representative. The nominated administrative officer shall provide the appellant, as soon as is reasonably practicable, with relevant case papers. The conduct of the hearing shall be for the Adjudication Panel to decide.

13 The Adjudication Panel shall determine the outcome of the appeal.

14. The outcome may include:
(i) dismissal of the appeal or
(ii) finding the appeal justified

15. If the outcome is (f ii) above, the Adjudication Panel shall determine the University response.

16. As soon as possible after completion of the investigation, which shall be conducted as expeditiously as is reasonably practicable, the nominated administrative officer shall notify the appellant in writing of the outcome and consequential action, if any, to be taken.

F7 – APPEALS PROCEDURES (ACCREDITED AND AFFILIATED-LINK INSTITUTIONS)

STAGE 1: APPEAL TO THE INSTITUTION

At the beginning of each session the institution shall inform students of the Appeals Procedures in place (both the internal procedure to be undertaken at the institution and the University of Wales procedure). At the same time, the institution shall inform students of the requirement to report special circumstances as soon as possible and before the finalisation of results by Examining Boards.

Students who wish to appeal against a decision of an Examining Board must submit an appeal to the institution in line with the appeals procedures as stipulated by the institution.

If the student is not satisfied with the outcome of the appeal, they may be entitled to appeal to the University of Wales, as the awarding body, by following Stage 2 of this procedure.

Please note that an appeal which has not been submitted to the institution for initial review will not be eligible for consideration by the University.

STAGE 2: APPEAL TO THE UNIVERSITY OF WALES

If a student is not satisfied with the outcome an appeal heard at an institution, he/she may submit an appeal to the University.

The University will only consider an appeal against the outcome of an institutional level appeal on one or more of the following grounds:

(i) The candidate is of the view that there were irregularities in the conduct of the institutional level procedure which are of such a nature as to cause reasonable doubt whether the same decision would have been reached if they had not occurred;

(ii) The candidate is of the view that the outcome of the Stage 1 appeal as determined by the institution was unreasonable.

Appeals which question the academic judgement of examiners, are made on grounds other than those stipulated in i – ii above, or which are based on medical evidence dated after the release of results will not be admissible and the designated administrative officer shall inform the appellant accordingly in writing.

The student must submit the University of Wales Appeals Form electronically to appealsandcomplaints@wales.ac.uk or in hard copy to the University of Wales Registry, King Edward VII Avenue, Cathays Park, Cardiff, CF10 3NS (ref: Appeals), with any additional information they feel is necessary and should indicate why they felt the response to the appeal by the institution was unsatisfactory.

University officers shall acknowledge receipt of the appeal within 3 working days of submission and gather any necessary evidence from the student and/or institution. Where information is requested from the student or institution, it must be submitted to the University within 10 working days.

Student appeals shall be considered initially by the University of Wales Adjudication Panel, made up of 2 independent external members. The outcomes available to the panel are as follows:

- that the appeal be referred back to the institution for further consideration;
- that the appeal be upheld in whole or in part;
- that the appeal be rejected;
- that the appeal be referred to an full Appeals Board.

In instances where an Appeals Board is required, the University shall make the necessary arrangements for the Board. A member of staff from the University Registry will act as Secretary to the Board.

The Board may be held via telephone or videoconference if necessary. In the event of an Appeals Board being held, the student (and, if deemed necessary, the institution) shall have access to all relevant documentation relating to the appeal. The student may be accompanied, but not represented, by a member of the academic or welfare or advisory staff of the institution concerned or by a student or officer of the Students' Union at the institution concerned, but not by any other individual.

Any person accompanying an appellant shall be asked by the member of the Board considering the case to identify themselves at the beginning of the meeting and may be invited during the hearing to speak in relation to the case. The appellant may not send another person to a hearing in his/her stead.

A meeting of the Appeals Board will be convened at the earliest opportunity, and normally within 4 working weeks of receipt of the appeal. In the event that it takes longer to verify the facts to which the submission refers, this period may be extended.

The outcomes available to the Appeals Board are as follows:

- that the appeal be upheld in whole or in part;
- that the appeal be not upheld.

The response, and details of any action to be taken in light of the appeal, will be sent by the University to the student within 10 working days of the meeting of the Appeals Board in the form of a Completion of Procedures letter. The outcome shall also be confirmed with the institution. In the event of an appeal being upheld in whole or in part, recommendations should be made in respect of remedial action required by the institution. A response may be required from the institution concerned, within a set timeframe specified by the University.

The decision of the Appeals Board is final. In the event that the appellant is not prepared to accept the decision, the appellant will be advised, via the Completion of Procedures letter, that he/she can take his/her appeal to the Office of the Independent Adjudicator (OIA) for Higher Education.

INDEPENDENT REVIEW

Pursuant to the Higher Education Act 2004, the Office of the Independent Adjudicator for Higher Education (the OIA) has been designated by the National Assembly for Wales from 1 January 2005 as the operator of an independent scheme in Wales for the review of student complaints.

If the student is dissatisfied with the outcome of the appeal, they may be able to apply to the Office of the Independent Adjudicator for Higher Education (OIA) for review, providing that the complaint taken to the OIA is eligible under its rules.

Only once all relevant University of Wales procedures have been exhausted may a candidate apply to the OIA for a review of the complaint.

Should the student decide to make a complaint to the OIA, the Complaint Form must be received by the OIA within 12 months of the date of receipt of the Completion of Procedures letter from the University.

The OIA's website with student specific guidance can be accessed through: http://oiahe.org.uk/students

Alternatively, a form can be obtained by phoning or writing to the OIA. A copy of this letter should be sent to the OIA with the OIA Complaint Form.

Guidance on submitting a complaint to the OIA and the OIA Complaint Form can also be found on the OIA's website http://www.oiahe.org.uk/students/how-to-complain-to-us. A student may also wish to seek advice from the appropriate Students' Union about taking a complaint to the OIA. Please note that the OIA will normally only review issues that have been dealt with through the University's internal procedures.

MONITORING AND EVALUATION

The nature, incidence and outcomes of complaints will be regularly monitored and an annual report made to Academic Board in this respect.

F8 - FITNESS TO PRACTICE PROCEDURE

Each Collaborative Partner Institution of the University shall inform candidates for University examinations prior to enrolment and at the commencement of each session of the following Fitness to Practise Procedure. A copy of this procedure should be included in any student handbook issued to candidates at the commencement of their scheme of study.

The Fitness to Practise Procedure is applicable to:

* Candidates registered on any programme offered at a Collaborative Partner Institution of the University of Wales which leads directly to, or which satisfies a necessary condition, of a professional qualification and/or which gives the right to practise in one or more professions.

1. Introduction

On enrolling on a scheme of study offered by the University of Wales, students are required to comply with the regulations and procedures of the University. These regulations and procedures apply equally offsite and in various placement settings arising as a requirement of a validated scheme of study.

In addition to meeting the learning outcomes of a scheme of study candidates must satisfy the University that in respect of their health and conduct they do not constitute a risk to patients or professional clients and meet the requirements of professional bodies.

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

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

In all cases a student will be presumed to be innocent of any allegation until proven otherwise.

Confidentiality will be maintained in all proceedings unless the Vice-Chancellor directs otherwise.

2. Any candidate registered on a programme of study offered at a Collaborative Partner Institution of the University of Wales which leads directly to, or which satisfies a necessary condition of a professional qualification, and/or which gives the right to practise in one or more professions shall not engage in any conduct which renders him/her not fit to be admitted to and practise that professional or calling.

3. Examples of Circumstances that might render a Candidate Unfit to Practise

These examples are not exhaustive and other cases may fall within the general definition of unfitness to practise.

- acting in a violent manner on or away from University premises;
- exploiting the vulnerability of a patient or professional client to establish a sexual relationship;
- chronic drug or alcohol abuse;
- offences against the vulnerable, including children, the elderly and the mentally incapacitated;
- conviction of a criminal offence;
- failure to rectify behaviour that has been subject to any disciplinary actions under the University's regulations;
- any other circumstance which may call into question a student's fitness to be admitted to and practise their professional calling.

4. Preliminary Investigations

4.1 Each Collaborative Partner Institution has a duty to ensure its students' fitness to practise and will have its own internal monitoring arrangements.

4.2 Collaborative Partner Institutions should ensure that the attention of applicants is drawn to disciplinary and other regulations that are relevant to fitness to practise before initial registration.

4.3 Any concerns that a student enrolled on a programme coming under the scope of these regulations may have acted in a way, or may suffer from a health problem, which may render that student unfit to practise should be made to the Head of the Collaborative Partner Institution in writing. The person who makes the information known should identify himself or herself. In exceptional circumstances the Head of the Collaborative Partner Institution may allow the person offering the information to remain anonymous, providing that this will not prejudice proceedings.

4.4 On receipt of a report such as that described in 4.3 the Head of the Collaborative Partner Institution should normally review the case and decide as to whether the concerns raised should be dealt with under point 4.5 of this procedure within 5 working days.

4.5 Where it is considered that misconduct may have taken place or that relevant health problems exist, this shall be the subject of a preliminary investigation. The investigation will be carried out by a Panel comprising the Head of Department or Dean concerned or his/her nominee and a senior academic, where possible, from another department. The Head of the Collaborative Partner Institution shall nominate a Secretary to the Panel. The preliminary investigation should normally have taken place and a decision been reached within 1 month of the receipt of the report by the Head of the Collaborative Partner Institution.

4.6 Preliminary investigations shall consist of an informal interview with the student by the Panel. No fewer than 5 working days in advance of the interview, the student shall be informed in writing by the Secretary to the Panel of the details of the alleged misconduct or health problems and shall be provided with a copy or details of any report which may have been provided to the Head of Department. The student will also be notified of the date, time and location of the interview and of his/her entitlement to be represented or accompanied by a friend, adviser or representative who may speak on their behalf but may not be a solicitor or barrister acting in a professional capacity. Any person accompanying and/or representing the candidate shall be asked by the Board to identify themselves at the beginning of the proceedings and may be invited by the Board during the hearing to speak in reference to the case. A candidate who intends to be accompanied and/or represented shall inform the Secretary of the name of the person accompanying and/or representing him/her in writing in advance of the meeting.

4.7 The purpose of the preliminary investigation will be to determine whether a *prima facie* case exists. The Secretary to the Panel shall provide a report of the Panel's findings detailing the outcome of the preliminary investigation.

4.8 Following such a determination the Panel shall have discretion to:

- dismiss a complaint;
- (where appropriate) issue a formal reprimand. This will be noted on the candidate's academic record. The reprimand will include a warning that from then on the candidate's conduct will be monitored closely and that this warning will be taken into account should any other disciplinary measures be imposed in response to any subsequent case of inappropriate conduct on his/her part;
- refer the case to a Fitness to Practise Committee.

4.9 Within 5 working days of the preliminary investigation taking place the candidate will be notified in writing of the decision reached by the Panel and any subsequent action to be taken.

4.10 At the same time the Secretary to the Preliminary Investigation Panel shall send to the Deputy Vice-Chancellor (Ref: Fitness to Practise) of the University of Wales a copy of the report on the preliminary investigation and a copy of the letter sent to the candidate informing him/her of the decision and the penalty imposed, where appropriate.

5. Functions of the Committee on Fitness to Practise

5. 1 The committee has the following distinct functions:

to consider cases of students who are registered on any programme which leads directly to, or that satisfies a necessary condition of, a professional qualification and/or which gives the right to practise in one or more professions which are referred to the committee on either of the following grounds:

- any conduct which may render that candidate not fit to be admitted to and practise that profession or calling

- any health problem which may render that candidate not fit to be admitted to and practise that profession or calling.

6. Establishment of a Committee on Fitness to Practise

6.1 On receipt of a referral by the Preliminary Investigation Panel, the Head of the Collaborative Partner Institution shall arrange for an appropriate Committee on Fitness to Practise to be convened as soon as possible, normally within 6 working weeks of the case being referred, and for a member of the institution's Academic Registry or equivalent to act as Secretary to the Committee.

6.2 Each Committee on Fitness to Practise shall normally consist of 3 members selected by the Head of the Collaborative Partner Institution from amongst the Academic Staff. Normally a Panel will comprise a senior academic relevant to the candidates' programme and two other members of the academic staff. Where possible these persons will not have been associated with the teaching of the candidate. Members of the Fitness to Practise Committee shall not have been involved in the preliminary investigation. The Chair of the Committee shall be designated by the Head of the Collaborative Partner Institution from amongst the three members of the Panel. Where it is deemed helpful to do so, an appropriately experienced person from a professional body may be may be appointed as an adviser to the Committee at the discretion of the institution concerned.

6.3 All institutions shall invite the Deputy Vice-Chancellor of the University of Wales or his/her nominee to attend, as an observer, all meetings of the Committee on Fitness to Practise. The Academic Registry of the institution concerned shall supply to the Deputy Vice-Chancellor of the University of Wales details of the allegations of unfitness to practise and any other information relevant to the meeting of the Committee.

6.4 Meetings of the Committee on Fitness to Practise shall normally be held on a campus of the institution concerned unless alternative arrangements have been agreed with the University.

6.5 As soon as reasonably practicable after the appointment of the Committee (and bearing in mind the University of Wales' expectation that such cases should be heard normally within 6 working weeks of the referral being communicated to the candidate) the Secretary to the Committee shall:

(i) notify the Chair and members of the Committee on Fitness to Practise of the date, place and time of the meeting and supply them with copies of the referral and of any statements or documents;

(ii) inform the candidate of the date, place and time of the Committee's meeting and that he/she has the right to be represented or accompanied, to hear all the evidence, to call and question witnesses and to submit other evidence;

(iii) send to the candidate copies of statements of witnesses and of documents to be placed before the Committee, and offer the candidate an opportunity to indicate any statement or documents which may be in dispute.

6.6 Documentary evidence shall be sent by the candidate to the Head of the Collaborative Partner Institution prior to the date of the meeting and circulated to members of the Committee. Any further evidence made available on the date of the meeting may be presented to the Committee at the discretion of the Chair.

6.7 The candidate shall be required to inform the Secretary as to whether or not he/she intends to attend the meeting of the Committee. Should the candidate indicate that he/she does not wish to attend the meeting the Committee will proceed in his/her absence. In such a case the student may elect to be represented at the meeting. Where no response is received from the candidate there may be one postponement of the Committee pending to establish whether the candidate has received the communication.

6.8 A candidate who intends to be accompanied and/or represented shall inform the Secretary of the name of the person accompanying and/or representing him/her in writing in advance of the meeting. The candidate will have been notified of his/her entitlement to be represented or accompanied by a friend, adviser or representative who may speak on their behalf but may not be a solicitor or barrister acting in a professional capacity. Any person accompanying and/or representing the candidate shall be asked by the Board to identify themselves at the beginning of the proceedings and may be invited by the Board during the hearing to speak in reference to the case.

6.9 Should a candidate not attend the meeting of the Committee, having previously indicated to the Secretary that he/she would attend, the meeting shall proceed in his/her absence provided that all reasonable means have been taken to contact the candidate.

7. Procedure during the meeting

7.1 A member of the Preliminary Investigation Panel shall be appointed by the Head of the Collaborative Partner Institution to present the case against the candidate, calling such witnesses and presenting such evidence as he/she thinks fit. Additional documentary evidence in support of the case against the student may only be presented to the Committee on the day of the hearing, at the discretion of the Chair.

7.2 Members of the Committee on Fitness to Practise may ask questions of the candidate, the member of the Preliminary Investigation Panel presenting the case and of the witnesses. The candidate may question the witnesses called by the Preliminary Investigation Panel.

7.3 The candidate shall have the right to hear all the evidence brought against him/her, to call and to question witnesses, and to submit other evidence. Additional documentary evidence may only be presented to the Committee on the day of the hearing at the Chair's discretion. The Chair may invite contributions from the person accompanying the candidate; this person may not otherwise speak, or question witnesses or present other evidence.

7.4 Witnesses shall be concerned only with evidence relating directly to the case and shall normally withdraw after questioning. The Chair may wish to consider allowing witnesses to remain in the hearing throughout the submission of evidence. The agreement of both parties to this shall be obtained in advance of its occurrence.

7.5 When the submission of evidence and the questioning of witnesses are completed, all persons other than the members of the Committee, the Secretary and observer(s) from the University of Wales Registry, if present, shall withdraw.

7.6 The Chair of the Committee may agree to an adjournment of the hearing following a reasonable request from any party.

7.7 The Committee shall then consider whether a case for unfitness to practise may exist and if so what penalties should be imposed. When making a decision the Committee may take into consideration any penalty previously imposed on the candidate for breach of a University Regulation. The Committee may also take into consideration any medical or character assessments and call for a background report from the Head of Department or any other records pertaining to the candidate.

8. Penalties available to the Committee on Fitness to Practise

8.1 On reaching a decision the Committee shall then consider whether any penalty should be imposed. Penalties may include:

(i) permitting the candidate to continue with the programme under close supervision and/or specified conditions;

(ii) suspending the studies of the candidate for a specified time with conditional return;

(iii) recommending any other action considered appropriate and reasonable by the Committee to enable the candidate's successful completion of the remainder of the programme;

(iv) requiring that the candidate's studies on a programme leading to a professional qualification be terminated, but recommending instead enrolment for an alternative academic qualification;

(v) requiring that the student studies on a programme be terminated and that his/ her enrolment as a student should cease.

9. Action to be taken following a meeting of a Committee on Fitness to Practise

9.1 Where it proves impossible to allow a candidate to continue his/her course of study because the candidate is deemed incapable of completing it and will therefore not be fit to practise, the student's registration may be suspended and every effort should be made to offer an appropriate alternative course of study.

9.2 Where registration is permitted to continue under specified conditions, the department will monitor progress and report any failure to meet the conditions set to the Secretary of the Committee on Fitness to Practise.

9.3 Any decision of the Committee on Fitness to Practise should be communicated to the candidate within 5 working days specifying any action to be taken.

9.4 At the same time the Secretary to the Committee shall send to the Vice-Chancellor (Ref: Fitness to Practise) of the University of Wales a copy of the report of the meeting of the committee and a copy of the letter sent to the candidate informing him/her of the decision and the penalty imposed, where appropriate.

9.5 The Vice-Chancellor or his/her nominee shall submit a report on the outcome of each case of unfitness to practise considered in accordance with the procedure set out above to the next available meeting of the Academic Board of the University of Wales.

10. Candidates Right to Appeal

10.1 Candidates shall have the right to appeal against the decisions of the Committee on Fitness to Practise. (See Appendix)

APPENDIX

Appeals by candidates considered under UoW Fitness to Practise Regulations

1 The University is only prepared to consider appeals which are based on one or both of the following grounds:

1.1 irregularities which occurred under the Fitness to Practise Procedure process, which are of such a nature as to cause reasonable doubt whether the Committee would have reached the same decision had they not occurred;

1.2 exceptional personal circumstances which were not known to the Committee at the time that the candidate's case was considered, and which can be shown to be relevant to the suggestion of unfitness to practise. (In appeals based on these grounds the appellant must show good reason why such personal circumstances were not made known to the Committee on Fitness to Practise before its meeting. Where a candidate could have reported exceptional personal circumstances to the Committee prior to its meeting, those circumstances cannot subsequently be cited as grounds for appeal.)

2 Any appeal against a decision of a Committee on Fitness to Practise (including any penalty imposed) shall be sent in full, in writing to the Vice-Chancellor (Ref: Appeals), University of Wales Registry, King Edward VII Avenue, Cathays Park, Cardiff CF10 3NS, and must reach him/her not later than one month after despatch to the candidate of the Committee's decision. Simple notice of appeal given in writing by a candidate within the above deadline shall not be deemed to constitute an appeal proper and shall not be accepted. The Chair shall, at an Appeal Board meeting, have discretion to declare inadmissible any matter introduced by the appellant, or by any member of staff or student accompanying the appellant, if he/she deems it not directly related to the contents of the appeal previously lodged in writing within the stipulated deadline.

3 On receipt of an appeal, a University Officer shall acknowledge receipt, normally within three working days and, where appropriate to the circumstances of the case, consult the Chair of the Committee on Fitness to Practise and/or the Head of the Collaborative Partner Institution concerned. The appeal will then be referred to the Adjudication Panel, for consideration. The appellant shall be provided with a written progress report within 25 working days.

4 The Adjudication Panel or his/her nominee, is required to disallow an appeal normally within three months of its receipt:

4.1 which is based on factors which were known to the Committee on Fitness to Practise when the penalty was imposed;

4.2 which introduces information which was known to, and could have been reported by, the candidate prior to the meeting of the Committee.

5 If it is decided by the Adjudication Panel that there is a *prima facie* case to be considered, he/she may choose:

5.1 to refer the case back to the relevant Examining Board for further consideration;

5.2 to refer the case to a full Appeal Board for decision.

6 The Appeals Board shall be made up of two external members.

7 An appellant shall be offered a personal hearing by the Appeal Board and shall accordingly be informed in advance of the time and date of the meeting. The appellant may be accompanied by a member of the academic or welfare or advisory staff of the Institution concerned or by a student or officer of the Students' Union at the Institution concerned, but not by any other individual. Any person accompanying the appellant shall be asked by the Board to identify themselves at the beginning of the proceedings and may be invited by the Board during the hearing to speak in support of the case. The appellant may not send any other person to an Appeal Board in his/her stead.

8 The Institution concerned shall be invited to send a member of staff to attend the hearing and, at the invitation of the Chair of the Appeal Board, to contribute to the hearing. The Institution Registry shall accordingly be informed in advance of the time and date of the meeting and shall be provided with a copy of the candidate's application for appeal.

9 The Appeal Board shall base its decision on the evidence of the appellant's submission and the testimony of the Chair of the Committee on Fitness to Practise concerned, together with any further evidence which it considers relevant.

10 The decision of the Appeal Board, and recommendations or advice where appropriate to the circumstances of the case, shall be conveyed by the Vice-Chancellor of the University, or nominee as soon as possible to the appellant, the Chair of the Committee on Fitness to Practise and to the Head of the Collaborative Partner Institution concerned.

11 The Appeal Board shall be empowered to take one of the following decisions:

11.1 to reject the appeal;

11.2 to disallow the original penalty and to refer the case back to the original Committee on Fitness to Practise for a review of the penalty imposed;

11.3 to require a new Committee on Fitness to Practise to re-hear the case.

12 *Where a new Committee on Fitness to Practise is required to re-hear a case, the membership of that Committee should be entirely different from that of the previous Committee. The new Committee shall not be provided with any evidence of any penalty imposed by the previous Committee, or details of any other matter discussed by the previous Committee or Appeal Board, other than that it is re-hearing a case on appeal.*

An obligation to hear the case on the basis of the facts presented before them at the hearing and not in the light of anything that they may have heard or discovered outside the Committee, shall be framed within any Terms of Reference applying to the Committee members.

13 The decision of the Appeal Board shall be final, and the matter shall, thereafter, be regarded as closed. There shall be no discussion of the decision of the Appeal Board with the appellant or any other person.

14 If an appeal is upheld, the Vice-Chancellor or nominee, shall in consultation with the Chair of the Examining Board, arrange for the publication of such supplementary pass-list as may be necessary.

15 If, as a consequence of a successful appeal a candidate is regarded as having qualified for a degree, such a candidate shall be admitted to that degree at the next succeeding Degree Congregation. Alternatively, the Vice-Chancellor shall have authority to deem such a candidate to have been admitted to his/her degree provided all other necessary conditions for his/her admission have been met.

16 The Vice-Chancellor shall also have authority to deem a candidate who has already been admitted to a degree to have been admitted to a different class of award if, following a successful appeal, the Examining Board decides that the candidate's degree classification shall be amended. In such cases, the Vice-Chancellor or his/her nominee shall issue a replacement certificate upon the return by the candidate of the original certificate.

17 Where applicable, appropriate arrangements will be made in respect of candidates who, following successful appeal, are deemed by an Examining Board to have qualified for the award of a certificate or diploma.

18 The Appeal Board may make recommendations for consideration by the Regulations and Special Cases Committee or the Academic Board as appropriate on any matters arising from the consideration of appeals.

19 Pursuant to the Higher Education Act 2004, the Office of the Independent Adjudicator for Higher Education (the OIA) has been designated by the National Assembly for Wales from 1 January 2005 as the operator of an independent scheme in Wales for the review of candidate complaints.

If the candidate is dissatisfied with the outcome of the appeal, they may be able to apply to the Office of the Independent Adjudicator for Higher Education (OIA) for review, providing that the complaint taken to the OIA is eligible under its rules.

Only once all relevant University of Wales procedures have been exhausted may a candidate apply to the OIA for a review of the complaint.

Should the candidate decide to make a complaint to the OIA, the Complaint Form must be received by the OIA within twelve months of the date of receipt of the Completion of Procedures letter from the University.

The OIA's website with student specific guidance can be accessed through: http://oiahe.org.uk/students

Alternatively, a form can be obtained by phoning or writing to the OIA. A copy of this letter should be sent to the OIA with the OIA Complaint Form.

Guidance on submitting a complaint to the OIA and the OIA Complaint Form can also be found on the OIA's website http://www.oiahe.org.uk/students/how-to-complain-to-us. A candidate may also wish to seek advice from the appropriate candidate's' Union about taking a complaint to the OIA. Please note that the OIA will normally only review issues that have been dealt with through the University's internal procedures.

MONITORING AND EVALUATION

The nature, incidence and outcomes of complaints will be regularly monitored and an annual report made to Academic Board in this respect.

University of Wales
Prifysgol Cymru

PART G: EXAMINING BOARDS

for programmes of study approved by the University of Wales for Delivery at Collaborative Centres

Approved by the Vice-Chancellor, on behalf of Academic Board for implementation in respect of all candidates following all years of programmes of study at collaborative centres leading to awards of the University of Wales, with effect from 1 October 2026.

Academic Year 2026-27

G1 - EXAMINING BOARD ARRANGEMENTS

Introduction

1. This section of the Handbook provides details of the University's regulatory and administrative arrangements for the conduct of examining boards.

Functions of an examining board

2. The main functions of an examining board are to:

- ensure that the diet of assessment established in the course scheme has been duly administered by scrutinising examination scripts, projects, course work, and any other evidence of assessment;
- ensure that marking has been fair, internally consistent, and consistent with marking in UK higher education institutions (UKHEIs);
- adjust marks, if necessary, to comply with the above objectives;
- ensure that students have satisfied the course and university regulations in order to either progress or qualify for an award of the University of Wales;
- determine appropriate action, such as re-sits, for students who have not satisfied the conditions for progression or qualification;
- take into account any special circumstances that may have affected student performance in any element of assessment and apply appropriate measures if necessary;
- take decisions on any borderline cases;
- decide and confirm recommendations for final degree classifications and postgraduate awards;
- discuss any cases of unfair practice or other breaches of the regulations;
- make recommendations for future assessment exercises.

3. Prior to a formal examining board visit by the external examiner(s) and Moderator, an internal examining board should have been held to discuss the results, including any inconsistencies, borderline cases and special circumstances, and to make recommendations to the formal examining board. The minutes of the internal examining board must be made available to the External Examiner(s), Moderator and Registry representative.

Composition of examining boards

4. Examining boards will normally consist of:

Chair	The Chair is normally the programme Moderator, or a Senior Officer of the University of Wales. Any exception to this must be approved by the University.
Secretary	The Secretary shall be appointed from amongst staff at the Collaborative Centre and will have responsibility for taking accurate minutes of the meeting.

Moderator	The University may appoint a Moderator for each validated programme. Moderators are charged with defined specific responsibilities intended to help foster and develop the relationship between the University and the collaborative centre.
Course Teaching Team, i.e. the internal examiners	All staff involved in the teaching and assessment of the students should be members of the examining board and are required to attend the board's meetings. Requirements for attendance by internal examiners at final examining boards are described in section G3 of this handbook. Examiners are required to note that an examining board can be cancelled if the level of attendance does not meet University requirements. This is discussed in more detail below.
External examiners	The appointment of at least one external examiner is required for all University degree programmes. The participation of external examiners is crucial as no results sheet (see below) is valid unless signed by the external examiners. Recommendations for final awards can only be determined by an examining board at which at least one external examiner is present.
University Officer	The University will nominate a representative of the University to attend examining boards to ensure that they are conducted in accord with University Academic Regulations (including quoracy). The representative will be a full member of the board.

5. As far as possible, all internal examiners are required to attend the University of Wales examining board. The following minimum threshold for attendance shall apply:

    - A minimum of 75 % of students' assessed work must be covered by the presence of appropriate internal examiners;
    - Any person responsible for teaching 10% or above of a validated scheme must attend the examining board.

6. It should be noted that the Moderator / External Examiner(s) / University Officer have the right to declare an examining board null and void if it is not constituted in accordance with the regulations outlined above.

Conduct of examining boards

7. Examining boards are usually chaired by the programme Moderator or a Senior Officer of the University of Wales appointed by the University. The Registry may also appoint a representative, who shall be a full member of the board. The secretary will be responsible for recording the board's decisions, ensuring the security of any accompanying paperwork and advising on questions concerning University regulations, protocols and procedures.

8. The collaborative centre is responsible for ensuring that examining board recommendations are communicated to the students in good time, and using a form of words specified by the University for this purpose. In this context, it must be re-iterated that all recommendations are subject to a final decision of the University's Academic Board.

9. The Chair of an examining board is expected to ensure that recommendations for awards are made in accordance with the established guidelines for aggregating performance in individual areas of assessment, as specified in the programme regulations contained in the programme document. It is considered good practice to ensure that all members of an examining board are provided with a copy of the specific regulations covering the programme.

10. As noted above, an internal examining board should have been held prior to a formal examining board. As a result of this, the course team should have already developed a consensus on any special circumstances (absence due to illness, etc.), or borderline cases and will be able to advance reasoned proposals, supported by evidence or arguments, for consideration by the other members of the board.

11. All members of the examining board should be provided with a set of spreadsheets detailing overall student performance in the modules being considered, as well as a final weighted average and recommended degree classification (if appropriate). It may well be the case that students being considered for a final award will have marks for modules approved by a previous examining board - these marks should be included on the consolidated mark sheet. It is useful to have a consolidated mark sheet in descending order of merit, as this will enable all borderline cases to be easily identified. This sheet should also show the average mark and the standard deviation for each module, as this will help the board to identify any anomalies, inconsistencies or possible problems with the module.

12. The consolidated mark sheet should be supported by information on the weighting of the different forms of assessment for each module (coursework, examinations, etc.). This information can be crucial to decisions on progression and/or compensation. It can also be vital when establishing the profile of students who are on the borderline between two degree classifications or the pass/fail divide. The presentation should assist an examining board to determine the classification of students' performances, i.e. to establish class boundaries.

13. Rank ordering all students' performances means that those students who are marginal between two particular classes (and between pass and fail) will be discussed at the same time. This will help promote efficiency and consistency in the board's deliberations. The mark sheet should have been amended to take account of any recommendations made by external examiners prior to the meeting.

14. In respect of the rounding up and down of marks (e.g. whether this happens by module, at the end of a level or at the end of the programme), the University would not normally expect to see rounding up/down by more than 0.5% (e.g. 59.4% becomes 59%, 59.5% becomes 60%, 59.6% becomes 60%). Centres must follow examining board conventions approved by the University.

15. All board members must be provided with a copy of the examining board agenda, the minutes of the previous meeting and those of the internal examining board meeting.

Examining board recommendations

Introduction

16. Examining boards are required to consider a variety of circumstances and make a range of decisions. These may include:

- deciding on student progression;
- determining re-assessment requirements;
- determining recommendations for degree classifications at undergraduate and Master's levels;
- adjudicating on borderline cases;
- considering special circumstances;
- considering the outcomes of an unfair practice investigation;

- receiving individual module marks and approving award credit.

The University's expectations in each of these cases are set out in the following sub-sections.

Approval of module outcomes

17. All students who have completed credit contributing to the final award, i.e. individual modules, should be presented to the next examining board for recognition of that credit.

Progression

18. The pass mark for a module at undergraduate and postgraduate level is 40%. However, each programme should have clear criteria on the requirements to pass a module - this might vary from requiring each individual component that contributes to the module mark to be passed to calculating a weighted average of the component marks. Whichever approach is operated, these rules must be clearly stated in the staff and student handbook, and in the course document. Students should be made aware of the impact of individual marks and results on their ability to progress and complete a programme.

19. Students are required to complete successfully the full assessment programme for a particular level before being permitted to proceed to the next level of study, and students who pass all modules will automatically progress to the following year/ level of study. However, this does not necessarily mean that students are required to pass every individual element of the assessment. The cases of those who have failed some modules will be considered individually and in the light of the course regulations.

These can include the following:

Trailing	Which allows students to carry forward (or 'trail') failed modules to the following year (the University normally stipulates that no more than 40 credits can be trailed from one level to another).
Compensation	Means that a student is awarded a pass grade, in exceptional circumstances, for work which was not quite of the required standard. The practice of compensation would only be operated in exceptional circumstances as specified by University Academic Regulations, and only when there is evidence of achievement / ability to 'compensate' for the failure. Compensation is not automatic but at the discretion of an examining board, which will normally consider overall student performance and the benefits or otherwise of compensation against re-sits or the resubmission of coursework. The Regulations for the specific programme (contained within Part A of this handbook) outline the maximum number of credits which can be compensated at each Level of study.
Condonement	Means that a student would not be penalised in terms of progression or award for failure in elements of assessment equivalent to a stipulated credit value. Typically, programme regulations will limit the number of modules that may be compensated or condoned and will establish a minimum mark in the module failed to qualify for compensation / condonement. The University's Academic Regulations set defined limits on the number of failed credits that may be condoned at any academic level. However, in general terms, the University would not expect more than 20 credits worth of modules to be condoned at any level, and no

condonement operated in a module awarded a mark of below 30%. Certain key modules may be excluded from the possibility of compensation, especially where they are pre-requisites for later modules.

Condonement of modules at Master's level is not permitted.

20. In summary, the principal options for progression are:

- progress with no modules pending;
- progress after compensation or condonement (with or without modules pending);
- progress with modules pending with re-sits at the next available opportunity;
- re-assessment with progression dependent on passing a certain number of modules;
- repeat of the whole year if the number of failed modules is so large that re-assessment at the next opportunity is not permitted under the regulations;
- exclusion from the course if the number of failed modules is so large as to require a student to withdraw from the programme, the student has run out of time to complete the programme or has run out of re-sit opportunities under the regulations.

Re-assessment:

21. As indicated above, the pass mark for a module is 40%, and there need to be clear rules on the criteria to pass a module. Candidates who have failed a module are allowed to be re-assessed at the next available opportunity, once the failure has been confirmed by an examining board.

22. The University's Academic Regulations and the programme specific regulations detail the number of re-sit opportunities allowed. It should be noted that modules recovered after a re-sit or resubmission can only achieve the bare pass mark (40%) in the module concerned (as opposed to the component), regardless of the mark actually obtained.

23. Many programme regulations limit the option of re-assessment to a maximum number of failed modules (expressed in terms of credit) – a candidate who failed a large number of modules for instance might be required to leave the programme or repeat the academic year/level. Candidates can be allowed to repeat an entire academic level, and therefore the marks for the repeated level would not be capped. However, the marks for any modules in the level concerned that were passed have to be forfeited. This cannot be applied to candidates in the final level of their studies.

24. Where re-sit examining boards are held, arrangements should be made either for the external examiner(s) to attend the board, or to be provided with the spreadsheet of results and a sample of assessed work. In any case an Outcome Recommendation Form (see below) will need to be produced and signed by the relevant members of the board. The arrangements for re-sit candidates and any re-sit examining boards should be agreed at the main examining board.

Classification – Undergraduate degrees

25. Among the primary functions of an examining board are to make recommendations to Academic Board on the final awards made to undergraduate candidates, and to determine progression from the taught element to the dissertation element for Master's degree candidates.

26. Guidelines showing how individual elements of the assessment are to be aggregated must have been agreed with the University as part of the validation process of any programme and should form the basis of all examining board decisions.

27. The overall degree classification is frequently based on the average marks obtained at Levels 5 and 6. This is often a weighted average. Within a level/year, modules are usually weighted according to their credit loading. While some degree schemes give equal weight to each of the last two years, most will weight the final year over the penultimate one (e.g. 60%/40%). The actual weighting to be applied will be shown in the programme document and in the student handbook validated by the University. The marks required for each classification are defined by the University and listed in the University's Academic Regulations and are as follows:

First Class Honours	70 – 100%
Upper Second	60 – 69%
Lower Second	50 – 59%
Third	40 – 49%
Marginal Fail[14]	35 – 39%
Fail	0 – 34%

Classification - Taught Master's degrees: Completion of Part One

28. In order to progress from Part One to Part Two of a taught Master's degree, a candidate should have achieved an overall average mark of 40%.

29. In order to be awarded a Master's degree with Distinction, candidates should have been awarded a Distinction grade in both components (taught and dissertation) or have been more successful in the dissertation component than in the examined component, provided that the aggregate mark obtained is 70% or greater and no modules have been failed.

30. It follows therefore that candidates achieving a mark of 70% or greater in Part One, but 69% or lower in Part Two cannot be considered eligible for a Distinction overall. The following may be of assistance when considering eligibility of a candidate for the award of a Master's degree with Distinction:

Part One mark	*Candidate is eligible for the award of Distinction:*
65%	Where the Part Two mark is 75% or greater;
66%	Where the Part Two mark is 74% or greater;
67%	Where the Part Two mark is 73% or greater;
68%	Where the Part Two mark is 72% or greater;
69%	Where the Part Two mark is 71% or greater;
70%	Where the Part Two mark is 70% or greater.

Dealing with Borderline cases

31. When a student is on the borderline between two degree classifications or pass/fail, external examiners should normally look at all the evidence, including the student profile, but must pay particular attention to any arguments put forward by the internal examiners

[14] In line with the relevant Assessment Protocols, candidates for Initial Degrees may be awarded a 'Pass Degree' where their overall mark falls between 35 and 39%, but only where this outcome was approved at the time of validation.

of the collaborative centre in favour of moving a particular student into a higher category or maintaining the classification indicated by the marks.

32. The University has agreed that a borderline candidate be defined as one whose classification falls within the 'window of opportunity', i.e. within two percentage points of the next category of award available (e.g. 58% for consideration as a borderline 2.i/2.ii), before any rounding has taken place. Examining boards should consider all students falling within the 'window of opportunity' and should ensure that any decisions are fully minuted.

33. There are two main methods which collaborative centres are required to adopt in their examining board conventions for discussing borderline cases:

Exit velocity	Where a student's classification falls within two percentage points of a classification boundary (before any rounding is applied), the examining board should consider the candidate's performance in the final year of study. Where the student's final year average is in the higher classification band the examining board would normally award the higher class of degree.
Preponderance principle	Where a student's classification falls within two percentage points of a classification boundary (before any rounding is applied), the examining board should consider the proportion of marks obtained by the student in each of the classification bands. Examining boards should only consider those marks which are used to calculate the final award classification. In order to be awarded the higher classification, marks in the higher classification band must have been achieved in modules attracting a credit weighting equal to half or more of those contributing to the degree classification.

34. Important note – Consideration of whether candidates are eligible for uplift via use of either the exit velocity or preponderance principle is not permitted if the marks under review have been translated from another marking system. For example, should a centre internally adopt a 'European' or 'American' marking system and convert the marks to the 'UK' marking system before presenting them to an examining board, the above methods for uplift should not be employed.

Special Circumstances

35. The University's Academic Regulations and protocols specify what constitutes special circumstances, these include (documented) illness, accident, close bereavement or closely related compassionate grounds.

36. Candidates who have made known special circumstances that have affected their performance in an examination/assessment, or which has caused them to be absent from an examination /assessment need carefully consideration in order that the appropriate action can be taken. This might include allowing a candidate a further attempt at an examination/assessment without penalty.

37. It is a requirement to have held discussions regarding special circumstances prior to an examining board taking place – this might include a special circumstances committee that makes recommendations on each case or by holding a separate discussion with the Moderator to discuss each case. Holding discussions beforehand ensures that cases are considered fully prior to an examining board taking place.

Comments by the External Examiners / Moderators

38. Following the consideration of students' results by an examining board, the Chair of the board should request external examiners to comment on matters covering the course - teaching, examinations, marking standards, student performances, and possible future developments. Where appropriate they should also allow the opportunity for collaborative centre staff to make a brief response, usually for purposes of clarification.

39. External examiners and Moderators also submit formal reports to the University following a meeting of an examining board. External examiner reports are sent to the collaborative centre, which is required to formally respond to any recommendations which they contain. Recommendations contained within the confidential reports made by Moderators are also forwarded to the centre and require a response in the same way.

Recording decisions of examining boards

40. For an undergraduate degree award examining board, or for an examining board at the end of the taught component of a Master's degree, all recommendations are recorded on an Outcome Recommendation Form (ORF). The ORF is supplied by the Registry and must be signed by all members of the board present, including the External Examiners. ORFs are then returned to the Registry for processing and (where appropriate, and after ratification by the University's Examining Board and approval by the University's Academic Board) issuing of pass lists and certificates.

G2 - EXAMINING BOARD AGENDA

Examining Boards should normally conform to the following standard agenda:

Item 1: Welcome

The Chair should welcome those present, introduce him/herself as the Chair and explain the purpose of the meeting, i.e. to confirm recommended results of candidates pursuing a University of Wales validated programme. The Chair should outline the key regulations governing the meeting (i.e. those in the course document, supplemented by the UW Academic Regulations, protocols, procedures and guidance) and copies of the course assessment rules must be provided to all members of the board. The Chair should confirm that external examiners have received and reviewed all relevant scripts and associated paperwork for modules that they have oversight of.

Item 2: Apologies for absence

From those internal or external examiners who are unable to attend the examining board meeting.

Item 3: Confirmation of membership, quoracy and conflicts of interest

University regulations specify that each examining board should include:

- Chair
- External examiner(s)
- Internal examiners
- University Officer.

The University has guidelines on the number of internal examiners who should be present at an examining board in order for it to be quorate. Where the required numbers of examiners are not present, boards should be postponed.

Members should also be asked to declare any potential conflicts of interest (e.g. if a student is a relative or a member of staff working at the Collaborative Centre).

Item 4: Confirmation of confidentiality of proceedings

To remind all those present that there should be no external discussion of matters considered during the examining board meeting.

Item 5: Minutes of the previous meeting and minutes of the internal examining board

Collaborative Centres must hold an internal examining board prior to the University of Wales examining board taking place. These minutes should be available to members at the start of the board, and any matters arising from the previous meeting should be reported by the Chair. Internal examining board minutes should have been made available to external examiners and the moderator at the start of the moderation process.

Item 6: Outcomes from any verification and/or appeal cases

To receive reports of any cases which have been referred back to the examining board.

Item 7: Personal/individual and/or general extenuating circumstances

In accordance with the Academic Regulations, an examining board can make decisions regarding candidates who have missed examinations for medical or compassionate reasons. Any such cases should be properly documented, held centrally and drawn to an examining board's attention in order that the appropriate action can be taken under (8) and (9). Ideally, these cases should have been drawn to the external examiners' and moderator's attention during the moderation process.

Item 8: Unfair practice

Notification of any instances of unfair practice reported during the assessment period, and details of the action being taken in connection with the allegations (see University's Unfair Practice Procedure for further details on action to be taken).

Item 9: Consideration of Module Marks

To confirm marks for cohorts of students on individual modules, using the spreadsheets to confirm marks.

Item 10: Consideration of student performance (Progression)

To confirm the recommended results for candidates not submitting for the final award, using the spreadsheets to confirm marks and re-sit eligibility. There can be discussion of individual candidates (e.g. borderline pass/fail cases, possible compensation / condonement cases, extenuating circumstances).

Care should be taken to ensure that any amended results are recorded in the final spreadsheets.

Item 11: Consideration of student performance (Final Award)

To confirm the results for candidates completing the final award. This should be done using the spreadsheets to confirm marks and awards. There can be discussion of individual candidates (e.g. borderline pass/fail cases, possible compensation / condonement cases, extenuating circumstances).

Care should be taken to ensure that any amended results are recorded in the final spreadsheets.

Item 12: Report and feedback from external examiners and moderator

After the confirmation of recommended results, it is normal for the external examiner(s) and moderator to provide feedback on the whole of the assessment process. The external examiner(s) and moderator will elaborate on this in their formal reports to the University. The collaborative centre can respond to verbal comments, although it is best to not allow protracted discussions of specific issues at a formal examining board meeting.

Item 13: Publication/notification of results / recommendations

To ensure that the external examiner(s), internal examiners and the Chair of the board sign the Outcome Recommendation Form (ORF) provided by the University before the end of the examining board meeting. One copy is retained by the collaborative centre; the other is used by the University to produce the certificates for successful candidates. Examiners should be reminded

that, by signing the ORF, they are confirming their consent that the marks presented are accurate and can processed by the Registry.

It must be emphasised that these results are in the form of recommendations (hence use of the term 'provisional') which are subject to approval by the University's Academic Board.

Item 14: Notification to candidates of arrangements for deferral, referral, and re-sit assessment

To confirm the arrangements for informing candidates of the outcome of decisions affecting candidates who have deferred or failed.

Item 15: Date of next meeting
To agree a provisional date for the next examining board, to be confirmed in writing at a later date.

Item 16: Any other business

To discuss and agree other such business as may be required.

G3 - EXAMINING BOARDS: ATTENDANCE OF INTERNAL EXAMINERS

1. All University of Wales Examining Board meetings must be constituted and conducted in accordance with University of Wales regulations.

2. An appropriate internal (i.e. centre) Examining Board should be conducted prior to a University of Wales Examining Board meeting.

3. As far as possible, all internal examiners are required to attend the University of Wales Examining Board. The following minimum threshold for attendance shall apply:

    - A minimum of 75% of students' assessed work must be covered by the presence of appropriate internal examiners;

    - Any person responsible for teaching 10% or above of a validated scheme must be available at the Examining Board.

4. Internal Examiners unable to attend the Examining Board through accident or illness must provide a written report on the work assessed by themselves.

5. Collaborative centres must ensure that contracts of employment (particularly for part-time teaching staff) make explicit reference to the requirement of attending Examining Board meetings.

6. The Moderator/External Examiner/University Officer shall have the right to declare an Examining Board null and void if it is not constituted in accordance with University regulations and procedures.

University of Wales
Prifysgol Cymru

PART H: EXTERNAL EXAMINERS

for programmes of study approved by the University of Wales for Delivery at Collaborative Centres

Approved by the Vice-Chancellor, on behalf of Academic Board for implementation in respect of all candidates following all years of programmes of study at collaborative centres leading to awards of the University of Wales, with effect from 1 October 2026.

Academic Year 2026-27

H1 - EXTERNAL EXAMINER CODE OF PRACTICE

In this document the term 'External Examiners' refers to the following types of schemes validated by the University of Wales:

- Initial degrees;
- Undergraduate and Postgraduate Diplomas and Certificates;
- Taught Master's schemes (Master's degrees by examination and dissertation).

General

1. All External Examiners are ultimately responsible to the Academic Board, which is empowered by Statute to regulate all University of Wales examinations.

2. The Academic Board is also empowered by Statute to advise the University Council on the fees and other emoluments to be paid to External Examiners and assessors in respect of any examinations or assessments for schemes validated by the University.

Criteria for Appointment

3. The number of external examinerships already held by persons being considered for nomination as External Examiners should not normally exceed two.

4. All External Examiners are expected to demonstrate competence and experience in the subject matter; academic/professional qualifications to at least the level of the qualification examined; experience of setting exams and running assessment procedures; sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of colleagues; familiarity with the standard to be expected of students in the course to be examined; fluency in English and/or Welsh (or other language of delivery) as appropriate; compliance with the criteria set out by professional and accrediting bodies, if applicable; awareness of modern developments in the design and delivery of the flexible curriculum; and expertise in the enhancement of the student experience.

5. Where a course leads to a professional award, at least one appropriately experienced practitioner should be included among the examiners.

6. For validated schemes delivered at collaborative centres, where the scheme is delivered in a language other than English, at least one External Examiner would normally be expected to be fluent in the language of delivery.

7. In cases where a scheme of study has a large number of enrolled students and/or is considered to cover a wide range of expertise the University will consider whether additional examiners should be appointed.

8. The External Examiner may <u>not</u> be drawn from the members of staff of any institutions which give awards of the University of Wales unless there are exceptional circumstances, such as the unavailability elsewhere of the required specialised subject knowledge.[15] For

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The University of Wales is aware of the special difficulties inherent in the external examination of Welsh-medium work, with the consequence that it is possible for a member of staff from another institution within the University to be appointed as an 'External' Examiner to carry out such duties <u>where no suitable examiner external to the University of Wales could be found</u>. Such appointments must be made in

validated schemes of study, such exceptional cases should be considered at a meeting of the Quality, Audit, and Review Board.

9. Former members of staff may not be invited to become External Examiners before a lapse of at least *five* years, or sufficient time for students taught by that member of staff to have passed through the system, whichever is the longer.

10. Other than in exceptional circumstances, an External Examiner may not be re-appointed to examine a scheme offered within the same institution before a lapse of at least three years.

11. The making of reciprocal arrangements for external examining with staff teaching similar schemes of study at other universities is not permissible.

12. Normally, an External Examiner will not be appointed from the same institution as another already in place in respect of a validated programme of study; similarly, an External Examiner will not normally be succeeded by another from the same institution.

Appointments

13. External Examiner appointments shall be made by the University and approved by the Quality, Audit, and Review Board.

14. All nominations are submitted for approval to the Quality, Audit, and Review Board and thence the Academic Board of the University of Wales.

15. Examiners shall normally be appointed for a period of three years, with the possibility of re-appointment for a fourth year.

16. External Examiners are responsible for bringing to the attention of the University any existing or changed circumstances which may cause a potential or actual conflict of interest.

Preliminary Arrangements

17. Upon appointment, each External Examiner will receive a letter of invitation from the Academic Unit. This will provide details of the term of office, annual fees, brief information on the scheme, together with the University of Wales regulations and full details of the syllabus and methods of assessment.

18. External Examiners must be inducted by the University of Wales representatives to ensure that they understand and can fulfil their responsibilities. Institutions shall issue detailed guidance, if relevant, in the areas of intellectual property and appointments to practice-based and multi-/inter-disciplinary programmes or modules. Wherever possible, External Examiner appointments will be phased to enable the mentoring of new examiners.

Methods of Assessment

19. External Examiners are expected to participate in discussions regarding any amendments to the methods of assessment in use.

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accordance with the appropriate Regulations of the University. Similar arrangements may be made for other disciplines, subject to approval by the Academic Board.

Review of Academic Provision

20. External Examiners are expected to review academic provision to assist with future development of the scheme(s) of study concerned.

Preparation of Examination Papers

21. Draft examination papers and other major assessment components must be approved by the External Examiner, who may require alterations to be made.

    Please note that, although there is no requirement for institutions to provide prescriptive model answers, the provision of broad guidelines on the institution's expectations for a good answer is encouraged.

Coursework Assessment

22. Coursework shall be available for scrutiny by the External Examiner.

Moderating

23. External Examiners shall ensure that academic standards are maintained, are appropriate and comparable and the processes are sound and fairly conducted.

24. External Examiners are expected to scrutinise sufficient evidence to indicate the basis on which marks have been awarded, which should include agreed sampling examination scripts. External Examiners shall scrutinise all, or an agreed proportion of, candidates' written work, which shall normally include a sample of work from all levels of performance. Where the External Examiners are reviewing an agreed proportion only, they should normally see work assessed internally as borderline, first class, distinction, or failures. Many External Examiners wish to see scripts from the top, the middle and the bottom of the range. The guiding principle is that External Examiners should have enough evidence to determine that internal marking and classifications are of an appropriate standard and are consistent. They should inspect a sufficient amount of the work of the candidates to enable them to arrive at a judgement that can be applied to the examination as a whole.

    On the recommendation of an Examining Board, an External Examiner may be required to determine marks and examine individual student performances.

Master's Dissertations

25. External Examiners appointed to Master's degrees will be required to review and moderate the grades awarded by internal examiners to all dissertations.

Unfair Practice

26. An External Examiner who, either in the course of the examining process or subsequently, considers that a candidate has engaged in an unfair examination practice shall immediately report the circumstances in writing to the Chair of the appropriate Examining Board.

Constitution of Examining Boards

27. The University shall establish an Examining Board or Boards for each collaborative centre to consider results and make recommendations on candidates pursuing schemes leading to the award of undergraduate qualifications.

28. Examining boards will normally consist of:

Chair	The Chair is normally the programme Moderator of a Senior Officer of the University of Wales. Any exception to this must be approved by the University.
Secretary	The Secretary shall be appointed from amongst staff at the Collaborative Centre and will have responsibility for taking accurate Minutes of the meeting.
Moderator	The University appoints a Moderator for each validated programme or group of cognate programmes. Moderators are charged with defined specific responsibilities intended to oversee the maintenance of standards and the enhancement of quality of the student learning experience during the exit phase.
Course Teaching Team, i.e. the internal examiners	All staff involved in the teaching and assessment of the students should be members of the examining board and are required to attend the board's meetings. Requirements for attendance by internal examiners at final examining boards are described in section G of this Handbook. Examiners are required to note that an examining board can be cancelled if the level of attendance does not meet University requirements. This is discussed in more detail below.
External Examiners	The appointment of at least one External Examiner is required for all University degree programmes. The participation of External Examiners is crucial as no results sheet (see below) is valid unless signed by the External Examiners. Recommendations for final awards can only be determined by an examining board at which at least one external examiner is present.
University Officer	The University will usually nominate an Officer to attend examining boards to ensure that they are conducted in accord with University Academic Regulations (including quoracy). They will be a full member of the board.

Meetings of Examining Boards

29. Normally, each Examining Board will meet at the collaborative centre concerned as and when required in order to consider students' performance and to make decisions on termination of study, progression and recommendations on award of degrees or intermediate awards, as appropriate. The University reserves the right to hold examining boards at a venue other than the collaborative centre if it deems it necessary.

30. The External Examiners for schemes of study are required formally by the University to be present at the meeting of the Examining Board(s) at which the examination results in the subject(s) in which they have been involved are determined. If, exceptionally, an External Examiner cannot attend a meeting where his/her presence is formally required, he/she should be available for consultation by telephone, video network or other suitable means with the Chair and shall despatch, in accordance with his/her directions, all documents necessary for the due performance of the business of the meeting.

31. The official Outcome Recommendation Form completed at the formal meeting of the final Examining Board must be signed by the Chair and by all External Examiners present.

Reports

32. External Examiners are required by the University of Wales to submit written reports following each meeting of an examining board which they attend. They are also required to submit a report at the end of their period of office. External Examiners' comments on the examining process are invited, including observations on the structure and content of the scheme of study and its teaching.

.1 Reports on undergraduate schemes of study should be made as soon as possible following the meeting of the final Examining Board;

.2 Reports on Part I of taught Master's schemes should be submitted following the meeting of the Examining Board;

.3 Reports on dissertations for taught Master's schemes (Part II) should be made separately, using the form enclosed with each dissertation.

33. Reports on work examined at collaborative centres should be returned to the University via the Academic Unit. Copies of reports will be circulated to the Principal or nominated senior officer of the relevant collaborative centre.

34. The University attaches considerable importance to the External Examiner's report and payment of the fee is conditional upon its receipt. In the event of an examiner not submitting a report within 1 month of the Examining Board, the Chair of Academic Board shall be empowered to take such steps as appropriate to the circumstances to obtain it, and/or may choose to issue a letter of premature termination as a result.

35. Whilst it is hoped that such a situation will not arise, an External Examiner whose performance or general conduct is unsatisfactory may be warned informally in the first instance and, if necessary, be advised on appropriate remedial action(s), which must be taken.

In exceptional circumstances, however, the Chair of Academic Board may authorise a letter of premature termination to be sent to the External Examiner concerned without prior warning. This will have the effect of terminating the contract immediately. The following non-exhaustive list provides examples of reasons that may justify premature termination of an External Examiner's appointment:

- non-submission of External Examiner reports within one month following the examining board;
- persistent non-attendance at assessment/examining board meetings;
- a conflict of interest arising between the duties of the External Examiner and other interests that s/he may have;
- an inability to continue to satisfy the criteria for appointment;
- unprofessional conduct during the assessment process;
- any other matter that may reasonably cause the Quality, Audit, and Review Board to feel that the appointment is no longer tenable.

A letter of premature termination may also be sent in respect of a less serious incident where an External Examiner has received previously an informal warning of the sort described above.

Arbitrating Examiners

36. External Examiners are asked to note that, when the decision of an examiner considering a dissertation submitted for the Master's degree by Examination and Dissertation gives rise to a case of dispute between the External Examiner(s) and internal examiners, it is within the power of the Chair of Academic Board, at the request of the Chair of the Examining Board, to appoint another External Examiner who will be asked to arbitrate. The Chair of Academic Board may take into account any written reports submitted by members of the Examining Board. In choosing a second External Examiner the Chair of Academic Board may also take into account, but need not be bound by, the nomination (if any) of an Examining Board for a second External Examiner. A decision on whether or not to reconvene the Examining Board shall be at the discretion of this second External Examiner whose decision on this matter shall be final.

H2 - EXTERNAL EXAMINER INDUCTION PROCEDURE

1 On appointment, all external examiners receive an appointment letter detailing the programme(s), modules and award(s) to which they have been appointed. They are also provided with full information regarding the validated programme for which they are appointed. This includes:

- the Taught Degrees Handbook which includes, *inter alia*, the University's Regulations and Academic Protocols
- an External Examiner Handbook
- a copy of the External Examiner's Report Form
- full programme documentation, including programme specification (to be supplied by the collaborative centre within a month of appointment).

2 Each newly appointed external examiner will be expected to attend an External Examiner Induction Event as well as an appropriate briefing session with the Registry representative in advance of his/her first examining board meeting. This may be organised to coincide with the new examiner's first visit to the collaborative centre but can, exceptionally, also be undertaken via correspondence.

All newly appointed external examiners will be contacted within one month of appointment to confirm receipt of the required documentation (as listed above).

3 The induction session should focus in particular on:

- the nature of the validated award and the general structure of the University;
- the relationship between the University and the collaborative centre, with particular emphasis on the University's quality assurance procedures;
- the External Examiner's role and responsibilities and the extent of their authority;
- the University's Academic Regulations, protocols, procedures and requirements for assessment and award of its qualifications;
- the precise assessment requirements of the particular scheme of study for which the External Examiner has responsibility;
- any issues highlighted in the reports submitted by previous External Examiners;
- any relevant issues with regard to the 'cultural context' in which the degree is operating/issues regarding translations etc;
- the main duties and functions of the Moderator.

4 For External Examiners based at institutions outside the UK, the following is also covered:

- the precise methods for classifying and awarding the University of Wales degree;
- the importance of drawing issues identified during scrutiny of assessed work to the attention of the Moderator and External Examiner prior to the formal Examining Board;
- the reporting requirement expected of the External Examiner subsequent to the Examining Board meetings.

Prifysgol Cymru
University of Wales

External Examiner Report

The University of Wales requires External Examiners to provide a report on the quality and standards of programmes which they have been appointed to oversee. All examining boards must be approved by the University before they are undertaken.

Name of External Examiner and Title	
Name of Collaborative Centre	
Date of Examining Board	
Type of Visit: Examining Board / Skype/ Mid Term Visit/ Resit Board / Final Visit/ Other (please specify)	
Academic Year	
Title of Programme(s) of Study and approx. number of students examined: Pathways:	
Home Institution / other professional / institutional affiliation. If retired please enter last position e.g. Former Lecturer at xxxxx University	
Email address	

External examiner reports should be submitted in typescript within one month of the date of an examining board. Examiners should note that the payment of fees and expenses can only be authorised once a satisfactory report has been received by the University.

Please email the completed external examiner report form to: academic.unit@wales.ac.uk

Declaration: By submitting this report electronically, I confirm that I undertook the visit detailed above and the contents of this report are accurate. I also confirm that I performed my duties in accordance with the guidelines for the University of Wales External Examiner.

Notes on Completing this Form

It is important that external examiner reports are comprehensive and detailed and that the external examiner provides evidence and a clear rationale to support any statements made.

Master's Part One Examining Board

External examiners are reminded that this report form should only be completed for a **Master's Part One Examining Board (taught element). Reports on individual dissertations** (Part Two) are completed using a separate Result and Report Form.
Submission of Reports

Where external examiners attend the last and final examining board, they will need to complete Section 6 of the report.

Please note that this report will be regarded as a public document within the University and form part of the documentation for reviews, QAA auditors and student representatives. Please note that under the Freedom of Information Act, the University might be required to release external examiner reports to individuals upon request. It is therefore important that individuals should not be named or easily identifiable.

1. STANDARDS

1.1 Programme aims and objectives

Are the aims and objectives of the programme still appropriate for the subject area and relevant to the students? YES / NO Please provide a rationale and evidence for your response in the text box below.

1.2 Comparability of standards

Are the standards of student performance in the programme(s) examined comparable with the standards of similar programmes in other UK higher education institutions? YES / NO Please provide a rationale and evidence for your response in the text box below.

2. ASSESSMENT

2.1 Design and marking of assessments

Are the methods of assessment, marking and classification of an appropriate standard, given the level of the qualification? YES / NO Please provide a rationale and evidence for your response in the text box below.

2.2 Procedures for assessment and examination

Are you satisfied that marking criteria are applied with consistency, rigour and impartiality, and that internal marking is conducted in an appropriate manner? YES / NO Please provide a rationale and evidence for your response in the text box below.

2.3 Participation in the assessment process

Are you satisfied with the opportunities which you were given to: (a) approve the assessment material, whether written examinations, coursework assignments or other forms? YES / NO (b) see samples of student work (including performances, oral examinations etc.)? If not, please provide details. YES / NO Please provide a rationale and evidence for your response in the text box below.

2.4 Conduct of the examining board

Were you satisfied with the arrangements for the conduct of the examining board (module and/or programme)? YES / NO Please provide a rationale and evidence for your response in the text box below.

2.5 Quality of teaching, learning and assessment methods

What does the level of student performance indicate in terms of the quality of teaching, learning and assessment provided by the collaborative centre?

2.6 Administration of the assessment process

Were University of Wales procedures followed, and were the administrative arrangements effective? YES / NO Did you receive copies of all relevant papers, including the programmes of study, regulations, and marking criteria? YES / NO If you have answered NO to any of the above questions, please provide further details.

3 PREVIOUS ISSUES

Are you satisfied that all points noted in your previous report(s) have been addressed appropriately and successfully? YES / NO Please comment below on the appropriateness of the steps taken to address the points that you have raised, and highlight any further action required and /or recommended for action by either the collaborative centre or the University of Wales.

4 ADDITIONAL COMMENTS

4.1 Good practice

Please identify any distinctive or innovative elements of the programme, and any features of good practice.

4.2 Engagement with students

Please provide details of opportunities to meet with students and any matters discussed.

4.3 Action Required

Please identify any items you require the collaborative centre or the University of Wales to take action on. It would be helpful if you could prioritise these requirements.

4.4 Action Recommended

Please identify any items you recommend the collaborative centre or the University of Wales to take action on. It would be helpful if you could prioritise these requirements.

5 FEEDBACK REGARDING THE EXTERNAL EXAMINING PROCESS

Please provide any feedback that you wish to give regarding the external examining processes of the University.

6 END OF TERM OF OFFICE OVERVIEW

If this is the end of your term of office as external examiner, you are asked to provide an overview of the whole of that period. The University is particularly interested in the following points:

i. whether there is evidence that the quality of provision of programmes for which you have been examiner has been enhanced (or otherwise) during your period of appointment;

ii. whether you are confident that standards of programmes for which you have been examiner can continue to be secured.

Signed…… Date Submitted……..……..

University of Wales

University of Wales
Prifysgol Cymru

PART I: MODERATORS

for programmes of study approved by the University of Wales for Delivery at Collaborative Centres

Approved by the Vice-Chancellor, on behalf of Academic Board for implementation in respect of all candidates following all years of programmes of study at collaborative centres leading to awards of the University of Wales, with effect from 1 October 2026.

Academic Year 2026-27

I1 - ROLE AND DUTIES OF MODERATORS

Introduction

This section describes the expectations of the University in relation to Moderator appointments.

Role of Moderators

1. Students who are enrolled on University of Wales validated programmes are properly regarded as being as much students of the University as those attending programmes of study at any one of the University's Accredited Institutions in Wales. In order to ensure this equivalence, the quality management and standards of a University of Wales validated programme must be managed in accordance with the detailed and documented criteria agreed at validation and within the requirements of the Academic Regulations, protocols and other associated procedures and guidance issued by the University.

2. Where appointed Moderators contribute to ensuring that collaborative centres comply with University regulations and operational and administrative procedures. Specifically, Moderators are charged with:

    - a quality assurance and programme maintenance role for a collaborative centre and its scheme(s) of study;
    - oversight of the quality of the student learning experience and the student experience more generally. Moderators are expected to be familiar with UK Quality Code for Higher Education advice and guidance concerning the student experience and student engagement outlined in the revised UK Quality Code for Higher Education and the advice and Guidance on Student Engagement and to help centres to meet them. Where appointed, Moderators are expected to meet with groups of student representatives to discuss their learning experiences, alongside supporting the advice and guidance outlined in the revised UK Quality Code for Higher Education, and to provide anonymous feedback from these meetings to their centres and to the University of Wales.
    - responsibility to report to Academic Board, principally through its Quality, Audit, and Review Board, as to whether practices and procedures at the collaborative centre and the quality of the student experience meet the requirements of the University and the revised UK Quality Code for Higher Education and that adequate resources are maintained and kept up to date.

3. During the final period in which the University's Exit Strategy is being implements, the scale of the role of the Moderator will be reflective of the diminishing scale and scope of collaborative centre operations. Where appointed they will be expected to work closely with the Academic Officers of the University.

Duties of Moderators

4. Moderators have the following responsibilities with regard to the examination and assessment procedures for a validated scheme of study:

    - assisting, as required, with the preparation of draft examination papers (in order to ensure that they are at the correct levels etc.) prior to their transmission for approval by the External Examiner(s).
    - supporting examining board meetings through either chairing or as an active member of, and ensuring (in co-operation with a University Officer) that, *inter alia*:
      - External Examiners have the necessary information in order to perform their duties

- relevant University Academic Regulations, protocols, procedures and other guidance are followed at all times;
- the aggregation of marks and recommendations for classification of awards occurs in line with standard University of Wales practice and published criteria;
- University conventions and procedures for meetings of examining boards are observed at all times.

5. The University has recognised that, during the delivery of its Exit Strategy, a traditional periodic review process, i.e. one based on a review panel visit to a collaborative centre, is not appropriate in all cases. Accordingly, the University has agreed to adopt two forms of periodic review process. The primary process will take a traditional form which is based on review by a panel of external academic reviewers who will undertake a visit to the collaborative centre. However, for certain centres, the University will employ a desk-based review of documentation by an individual external academic reviewer. Moderators may also be invited (under a separate contractual arrangement) to participate as a periodic reviewer in the review of centres other than those to which they have been assigned. Periodic review is discussed in more detail in Section D of the Handbook.

6. Where appointed to specific collaborative centres, Moderators are expected to perform a key developmental and enhancement role in terms of:

- liaising on a regular basis with principle managerial/ academic/administrative staff at the collaborative centre;
- meeting with staff and conducting staff development sessions as appropriate;
- meeting privately with students alongside external examiners;
- where applicable chairing or participating in meetings of Joint Board of Studies;
- reviewing and implementing external examiner and moderator comments and recommendations;
- commenting on and approving amendments to schemes of study (in line with the University's procedures);
- where applicable assisting with, and supporting the periodic review process;
- disseminating information opportunities and resources made available by the University (such as those of the online library) to staff and students.

7. Where appointed Moderators for distance learning programmes will also be expected to review and comment on learning and teaching material available on the online platform

In order to fulfil these obligations, Moderators are required to pay particular attention to the following:

- development, implementation and review of the schedule of agreed exit tasks for the centre;
- programme specification and module descriptors;
- assessment practice and procedures;
- maintenance of schemes of study;
- physical resources and their enhancement;
- staffing and staff development;
- student engagement mechanisms and student feedback; regular meetings with students should be held wherever possible;

- management and operation of the validated scheme(s) of study;
- External Examiners' reports;
- student handbooks and other information provided to students.

Moderators and the University's Exit Strategy

8. As noted above, the implementation of the final stages of the University's Exit Strategy is likely to decrease the role for Moderators. Where appropriate University Officers will also take a lead role for securing the on-going quality of provision at collaborative centres, safeguarding the learning experiences of students and assessing the effectiveness of centres' processes for securing the standards of awards.

9. The termination of the University's contracts with collaborative centres may create circumstances in which some centres become reluctant to comply fully with University Academic Regulations, protocols, procedures and guidance. Such situations will require forceful, but tactful, intervention by University staff in general. Moderators are likely to be seen by collaborative centres as an important point of contact, and the University will expect Moderators to support University Officers in ensuring compliance at all times to the University's Academic Regulations, protocols, procedures and guidance, and with the Taught Degrees Handbook.

10. Moderators should be aware that a formal exit agreement (and associated schedule of agreed exit tasks) will be in place in respect of each collaborative centre. This agreement will specify the precise terms of each termination, including details of any further recruitment of students which a centre is permitted to make. In some cases, this may continue for some years. The agreement also defines the responsibilities of both the University and the centres in relation to the on-going provision of learning and other resources, and the centres' duties in respect of adherence to the University's Academic Regulations, protocols, procedures and guidance.

Visits to collaborative centres

11. Where appointed Moderator duties will depend on close and regular contact with the collaborative centre and with the University of Wales. Moderators will normally visit each collaborative centre for which they have responsibility at least once during each academic year, which may be undertaken *via* videoconferencing.

12. Moderators will be invited to chair or actively participate in meetings of examining boards during one or more of these visits. It is also expected that they will chair or actively contribute to meetings of Joint Boards of Study and meet regularly with staff and students of the collaborative centre.

13. Moderators should be aware that centres subject to particular requirements may require additional visits.

In undertaking visits to collaborative centres Moderators will be required to:

- hold meetings with institutional managers, programme directors / course leaders and teaching teams;
- hold meetings with students;
- review physical and online resources and facilities and comment upon them in reports.

Moderators are required to submit reports to the University after each visit to a collaborative centre. The University has clear requirements in respect of Moderator reporting as described in section I of the Handbook.

Term of office

14. Moderators are normally appointed for a period of three academic years with the notice periods as per the consultancy agreement.

Terms of Office may be extended beyond an initial period of three years, dependent upon the context of individual collaborative centres and/or programmes during the Exit Phase.

I2 - MODERATOR INDUCTION PROCEDURE

Introduction

This section provides some information on the induction procedure for new Moderators.

Moderator induction

1. On appointment, all Moderators are provided with full information regarding the validated scheme for which they are appointed and the centre responsible for the delivery. This includes:
    - Academic Regulations, protocols, procedures and guidance;
    - Taught Degrees Handbook;
    - Moderator's Handbook;
    - Moderator's report forms;
    - Programme documents, including programme specification.
2. Each newly appointed Moderator will be given an appropriate induction/briefing session conducted by the departing Moderator (where there is a changeover of Moderators) and/or the Registry representative in advance of his/her first examining board meeting. This may be organised to coincide with the new Moderator's first visit to the collaborative centre but can also be undertaken via video conferencing or Skype.

    Moderators in their first role will also be invited to an introductory meeting with relevant staff in the Registry.
3. All newly appointed Moderators will be contacted by the Academic Unit within a month of their appointment to confirm receipt of required documents (as listed above) and to ascertain their precise induction needs. Where there is a changeover of Moderators, the details of arrangements for handover will also be confirmed at this stage.
4. The induction session would normally pay particular attention to:
    - the nature of the validated programme;
    - the relationship between the University and the collaborative centre during the period of Exit Strategy implementation, with particular emphasis on the University's quality assurance procedures and those for the maintenance of standards;
    - the moderator's role and responsibilities;
    - the University's Academic Regulations and Assessment Protocols;
    - the precise assessment requirements of the particular programmes of study for which the moderator has responsibility;
    - any issues highlighted in the reports submitted by previous external examiners, moderators and/or Registry staff;
    - any relevant issues with regard to the 'cultural context' in which the programme is being delivered / issues regarding translations etc.

Prifysgol Cymru
University of Wales

Moderator Report

Moderators contribute to the quality enhancement and student engagement activities and are normally expected to visit centres twice yearly for a mid-term visit and an exam board visit. All visits must be approved by the academic unit before they are undertaken.

Name of Moderator	
Name of Collaborative Centre	
Date of Examining Board / Visit	
Type of Visit: Examining Board / Skype/ Mid Term Visit/ Resit Board / Final Visit/ Other (please specify)	
Academic Year	
Title of Programme(s) of Study	
Home Institution / Other Professional / Institutional Affiliation If retired please enter last position e.g. Former Lecturer at xxxxx University	
Moderator Email Address	

Moderator reports should be submitted in typescript within four weeks of the completion of a visit to a collaborative centre. Moderators should note that the payment of fees and expenses can only be authorised once a comprehensive report has been received and approved by the University.

Please email the completed moderator report to: academic.unit@wales.ac.uk.

Declaration: by submitting this report electronically, I confirm that I undertook the visit detailed above and the contents of this report are accurate. I also confirm that I performed my duties in accordance with the guidelines for the University of Wales moderator.

Moderators are normally expected to visit centres twice yearly. The University anticipates that the majority of visits will be framed around examining boards. However, Section 2 of the Moderator Handbook notes the critical role moderators' play in quality enhancement and student engagement activities, particularly during the Exit Phase and moderators are expected to meet with staff and with students without staff being present on at least one of the two scheduled visits.

When completing the report, please note the following:

Examining Board Visits: Complete all sections, apart from 3, 4, and 5 (unless these activities are undertaken during the visit).

Mid Term Visit: Generally mid-term visits focus on student engagement and staff development activities and you should expect to complete all sections apart from 1 and 2.

Final, End of Term Office visit: If moderators are making a final, end of term of office visit to a centre please complete Section 9 in addition to the relevant sections.

1. EXAMINING BOARDS

1.1 General conduct of the board(s)

Were you satisfied that the board was conducted properly and in accordance with University of Wales' requirements? YES / NO Please comment e.g. the conduct of any internal examining board, the attendance and participation of internal examiners, the quality of discussion of individual cases, any discussions over exam board marking, responses by centre staff to comments by the external examiner(s).

1.2 Presentation of data

Were you satisfied with the presentation of assessment data? YES / NO Please comment as appropriate e.g. Was the recommended spreadsheet format followed? Was the data free from arithmetic (or other) error?

1.3 Standards demonstrated by the students

Was the board satisfied with the general quality of the students' work in reflecting the level of the qualification and the aims and objectives of the programme? YES / NO Please provide a commentary in support of your answer.

1.4 Overall Comments

Please comment on any areas identified for corrective action and any areas of excellence and provide evidence to support the comments made.

1.5 Regulations and Protocols

Were you satisfied that the UW Regulations and Academic Protocols were applied in full by the centre? YES / NO Do you have any concerns that full application is at risk in the future? Please indicate the evidence on which you base this judgement.

2. ASSESSMENT

2.1 Procedures for assessment and examination

Were you satisfied that procedures and protocols were applied with consistency, rigour and impartiality, and that internal marking was conducted in an appropriate manner? YES / NO Please provide a rationale and evidence for your response.

3. ENGAGEMENT WITH STUDENTS

3.1 Arrangements for meeting students

Were you satisfied with the opportunities you were given to meet students? YES / NO Please provide further comment below on the following: - whether the meetings were private; - the number of students you met; - the extent to which they were representative of the programme cohort as a whole; - whether they included nominated student representatives.

3.2 Arrangements for student representation

Were you satisfied that adequate arrangements are in place in the centre to allow the student voice to be heard? (Please refer to quality codes [B4 and B5]). YES / NO Please describe the arrangements that are in place, and provide evidence on their effectiveness. How far does student representation meet the expectations alongside the core and common practices of the UK Quality Code for Higher Education on student engagement. Please indicate how you have helped the centre meet the Quality Code expectations.

3.3 Student satisfaction

What did the meeting(s) with students reveal about their overall level of satisfaction with their learning experiences and the resources provided (including staffing)? How far does the student experience meet the expectations of the UK Quality Code for Higher Education Quality Code? What have you been able to do to help the centre meet the UK Quality Code for Higher Education expectations in this respect? Does the centre's policies and strategies address student experience and student engagement and reflect UK Quality Code of Higher Education expectations alongside its core and common practices? What have you done to address any shortfalls in this respect?

3.4 Student issues

Did students raise issues that they wished to draw to the attention of the University? YES / NO Please provide details of any such issues with any recommendations for action which you might wish the University to consider.

4. ENGAGEMENT WITH STAFF

4.1 Arrangements for meeting staff

Did you have any opportunities (other than at the examining board) to meet staff during the visit? YES / NO If no, please explain. If yes, please provide details of the meetings and specify with whom you met.

4.2 Staff issues

Did staff raise issues that they wished to draw to the attention of the University? YES / NO Please provide details of any such issues which you might wish the University to consider.

4.3 Staff development

Staff development is an essential part of the moderator role. Did you undertake any staff development activity during your visit? YES / NO If yes, please explain if this was at the centre's request, or on your own initiative and what staff development was provided? If no, please explain why this was not required.

4.4 Staff resources

Were you satisfied that adequate staffing resources (both in terms of number and appropriateness of qualifications) are being applied? YES / NO If yes, please provide evidence to support your response. If no, please advise what action is required to address this.

5. LEARNING RESOURCES

5.1 Resource provision

Were you satisfied that adequate learning resources are being provided to the programme(s)? YES / NO Please comment e.g. are reading list/recommended texts available from the library? What is the centre doing to ensure its library provision remains current? Are students aware of the University's Online Library? Are the ICT facilities adequate? What evidence is there of induction/training on the use of library resources and ICT facilities? Does the centre have VLE software available? Are there arrangements for students to use other libraries in the local area? Do you have any concerns about the library/ICT provision?

6. PREVIOUS ISSUES

If issues were raised in your last report, or in the last report submitted by your predecessor, do you feel that they have been addressed appropriately and successfully? YES / NO / NO PREVIOUS ISSUES Please comment below on any recommended action required by either the centre or the University of Wales.

7. GOOD PRACTICE

7.1 Good practice

Please identify any distinctive or innovative elements of the programme(s), and any features of good practice that you have noted.

8. CONCLUDING COMMENTS AND ITEMS FOR ACTION

8.1 Concluding comments

Were you satisfied that academic standards and the quality of provision have not been compromised through financial, contractual or other considerations? YES / NO Please provide details below.

8.2 Management and Communication by the University of Wales

Please comment on the University's processes for managing and communicating with its moderators and list any recommendations you have for improvement.

8.3 Action Required

Please identify any items you require the centre and/or the University of Wales to take action on. Please prioritise these requirements.

8.4 Action Recommended

Please identify any items you recommend the centre and/or the University of Wales to take action on. Please prioritise these recommendations.

8.5 Proposed Date of Next Exam Board

The University will make all arrangements for the next exam board. To assist us with the process, please agree with the centre a provisional date for the next exam board. The University will take this date into account when planning and will confirm the exact date once finalised. However, please note that preferred dates will depend upon resources and the availability of all parties and therefore the provisional date may be subject to change.

9. END OF TERM OF OFFICE OVERVIEW

If this is the final visit to the centre at the end of your term of office as moderator, you are asked to provide an overview of the whole of that period. In particular:

- Evidence that the quality of provision of programmes for which you have been moderator has been enhanced (or otherwise) during your period of appointment;
- Whether you are confident that standards of programmes for which you have been moderator can continue to be secured.

Signed:…… Date Submitted:……

University of Wales

University of Wales
Prifysgol Cymru

PART J: PUBLICITY GUIDELINES

for programmes of study approved by the University of Wales for Delivery at Collaborative Centres

Approved by the Vice-Chancellor, on behalf of Academic Board for implementation in respect of all candidates following all years of programmes of study at collaborative centres leading to awards of the University of Wales, with effect from 1 October 2026.

Academic Year 2026-27

J1 - EXIT-PHASE PROCEDURES FOR ADVERTISTING AND PUBLICITY MATERIALS: COLLABORATIVE CENTRES

Exit-phase Arrangements

The University of Wales is continuing with the implementation of its exit-phase arrangements, which apply to existing validated partnerships and also to its traditional work as an accrediting body for other Universities in Wales. The exit-phase will conclude when the University transforms itself for the future through merger with other Universities in Wales, a process which accords with the expectations of the Welsh Government's strategy for higher education in Wales.

Introduction

1. These procedures for advertising and publicity materials make clear the University's expectations and requirements for the production of publicity materials by centres offering University of Wales collaborative programmes during the period of the exit-phase.

   These procedures are designed to ensure that:

   - the consistency of marketing and publicity materials using the University's name is maintained;
   - the message communicated is clear and consistent;
   - the University's corporate image is maintained;
   - marketing and publicity materials do not compromise but enhance the image of the University;
   - messages are complementary and not contradictory.

   The potential for damage arising from inappropriate publicity is very real and Registry will continue to exercise great vigilance and to take swift action wherever necessary.

Scope

2. This procedure covers the production and amendment of all marketing and publicity materials and applies to marketing material produced or amended from 1st October 2013.

Definitions

3. Marketing / publicity materials include the following items:

   - Advertisements;
   - Articles;
   - Corporate brochures;
   - Direct marketing material;
   - Posters;
   - Presentation Slides;
   - Press releases;
   - Product brochures and fliers;

- Mail shots;
- Presentations;
- E-mail marketing;
- Stationery;
- Temporary / conference and exhibition fliers and brochures;
- Websites;
- Advertising on social media sites e.g. Facebook and Twitter;
- Text campaigns.

The University's requirement for prior approval of such materials is made clear in each Agreement document in place between the University and centres offering validated programmes.

Procedure for the approval of Marketing/Publicity Materials

4. All marketing materials should be sent in advance of their use in their language of intended use along with an English translation (where appropriate) to the University for review and approval on behalf of the University of Wales. Centres should send materials to registryhelpdesk@wales.ac.uk.

   Alternatively, materials can be sent by post to the University at the following address:

   Registry (Ref: CC Publicity)
   University of Wales Registry
   King Edward VII Avenue
   Cathays Park
   Cardiff
   CF10 3NS

5. The Registry will maintain a record of marketing materials. At regular intervals, officers will also review centres' published materials/websites in order to ensure that they conform to the University's requirements, and that the information they contain is accurate.

6. A review will normally look at the correct use of the University's logo and its corporate colours, the use of standard language, message consistency and monitor web links (where applicable). A review will also check carefully that the correct programme title and location of study (especially if programmes are available at more than one delivery location) are noted and ensure that there are no unsubstantiated claims. A review will also check all spelling and grammar carefully. A review will ensure that programmes are not advertised incorrectly, that no programme is advertised for which approval has not been given, and that during the exit-phase, no programmes is advertised as having an entry point beyond its contracted termination date.

7. Centres should ensure that they submit publicity and marketing materials for approval to the University with as much notice as possible. - at least 10 working days will be required. Lengthy or complex materials or those for which translation has yet to be provided will require more notice.

8. If there is a change in the nature of the collaboration or the detail of the programmes covered by the collaboration then online marketing materials should be changed immediately and printed marketing materials should be updated as soon as practicable.

9. The University shall have absolute discretion as to the contents of any statements, advertisements or other promotional material prepared by the Centre for publication for **the purposes of attracting the candidates to the University's validated programmes.**

New Materials

10. All written material should conform to the standard words/terms, colour branding and layout outlined in these guidelines.

Reviewing Materials

11. The University retains the ownership of copyright, trademarks and any other applicable intellectual property rights at all times.

The use of the logo and/or photographs does not imply an endorsement.

Pro Forma

12. All Centres will be required to complete a pro forma issued annually by Registry in which they will confirm that they are in compliance with these procedures.

Penalties

13. The University reserves the right to impose a range of penalties on centres failing to adhere to these procedures. These would range from limiting or prohibiting a student intake to suspending the right to use the University's name in advertisements and to the withdrawal of validation.

J2 - Presentation and Content of University of Wales Publicity Materials

1. Introduction

In order to maintain a consistent approach, all marketing and publicity materials (including websites) mentioning the University of Wales and its validated programmes of study must conform to the instructions noted in these guidelines.

2. Use of Standard University of Wales phrases and descriptions

The descriptions of the University of Wales and its collaborative provision within this section may be reproduced for publicity purposes. Any deviation from the standard form of words noted in these guidelines must be granted approval in advance by Registry.

a) About the University of Wales

Founded by Royal Charter in 1893, the University of Wales is the degree-awarding authority for a number of higher education students at institutions in Wales, as well as for many at other partner institutions in the United Kingdom and overseas. To date, the University has awarded over 600,000 degrees.

The University's historic position enabled it to focus not only on its primary functions as a degree-awarding body and provider of services to the Welsh higher education sector but also, as a national institution, it played an enhanced role in protecting and promoting the economy, culture and language of Wales through its traditional services such as the Centre for Advanced Welsh and Celtic Studies, Gregynog Hall, and the University of Wales Press.

The University of Wales is currently in the process of merging with the University of Wales Trinity Saint David.

Working together to create a unified institution under the 1828 Charter of the University of Wales Trinity Saint David, the transformed University will establish itself as one of the key institutions in Wales delivering high quality learning and research opportunities for students both at home and abroad. Until this time, the University of Wales remains a separately chartered institution.

For further information regarding the University, please visit the website – www.wales.ac.uk

University of Wales Alumni Association

Every student who successfully completes a programme of study leading to the award of a Degree, Diploma or Certificate awarded by the University of Wales is entitled to become a member of the University of Wales Alumni Association.

Forming a valuable social and professional network, University of Wales alumni can be found in wide-ranging professions all over the world. Membership is free, and as well as a way of keeping in touch with the University and each other, members are entitled to a range of benefits with regular updates of Alumni news and events happening worldwide.

For more information, visit the University of Wales website – www.wales.ac.uk/alumni

Please note that reference to specific schools or departments within an Accredited Institution of the University of Wales may be mentioned only in exceptional cases (for example, where students studying on validated programmes of study spend part of their studies at an Accredited Institution of the University). The Registry (in consultation with the school or department concerned) will consider such requests on a case-by-case basis, in advance of publication taking place.

Photographs of the University of Wales Registry, copies of the University's logo and other publicity materials are available from the Communications department. Photographs must be identified as being reproduced with the permission of the University of Wales.

b) **The University's Collaborative Provision**

Students pursuing programmes of study at collaborative centres do so under strict academic conditions: they follow programmes of study validated and approved by the University of Wales; they are assessed and examined under the University's Academic Regulations and protocols and their work is subject to the scrutiny of external examiners appointed by the University of Wales.

The maintenance of academic standards is of paramount importance for validated courses, as it is for courses offered within Wales and attention to these matters will continue to be given in detail during the period of the exit-phase.

c) Graduation Celebration

The University of Wales hosts an annual Graduation Celebration in Cardiff to mark the achievements of students graduating with awards from collaborative centres.

Since its inception in 1998, this colourful event has continued to grow in size as graduates from all over the globe join family, friends and officers of the University to celebrate together and take part in these formal proceedings.

The tickets for this memorable event are free and all graduates of programmes delivered at collaborative centres are invited to join in this annual Celebration.

The next event will be held in Summer 2027, the exact date and location, along with information on how to register your interest in attending the event will available on the University's website from autumn 2026. Visit www.wales.ac.uk/graduation for more information.

3. University of Wales Logo

The University of Wales's logos and crest are the most recognisable representation of the University's image. As such, it of utmost importance that they are used consistently to maximise their impact. As the logos form part of the University's corporate image, they should not be altered in any way other than the options specified within these guidelines.

The following guidelines should be used to maintain the brand recognition.

a) Format

The University has two distinct logos which form part of its corporate identity:

the 'Domestic Welsh logo' for use in media that will be seen inside the country of Wales:

and the 'international logo' to be used in media that will be seen exclusively (or, in exceptional cases, principally) outside the country of Wales:

Centres must use the logos stated in this document and may not use former versions of the University's logo.

b) Bilingualism

The University of Wales is committed to supporting the linguistic, cultural and national heritage of Wales. As such, the bilingual logo forms a distinct part of the University's corporate image. Therefore, the University's logo may only be used in its bilingual entirety, i.e.: with both Welsh and English text in place, and given equal prominence.

c) Colour Specification

The University's two logos can be reproduced in two different colour formats:

Blue and white (as above); and

Black and white:

d) Size

Minimum size for print:

The minimum size for the University of Wales logotype should be 31mm width and 8mm height.

Minimum size for web:

The minimum size for the University of Wales logotype on digital media is 146 pixels wide and 37 pixels high.

Please do not use the logo from the University's website. You can request various high quality copies of the University's logo by emailing communications@wales.ac.uk.

e) Bad Examples of Logo Execution

The placing of the University logo should stay true to its clean design.

Never:

- Place the log on a bright background;
- Place the logo on a busy image;
- Change the colour of the logo;
- Change the format of the logo.

f) Accompanying Text

Centres are required to ensure that all advertisements (including brochures, flyers and websites) relating to University of Wales programmes contain the University's logo, featured prominently, as well as standard text explaining the relationship between the University and the centre. Accordingly, all publicity materials (as defined within these procedures) should appear as follows:

Prifysgol Cymru
University of Wales

This award scheme is validated and awarded by the University of Wales, UK.
For further details email registryhelpdesk@wales.ac.uk

It is not correct to state that the University validates or accredits the Centre or that a partnership is in place. The University validates programmes at each Centre; not the Centre itself.

Centres must ensure that there is no ambiguity in any materials that refer to their validated programmes with regards to the respective roles of the centre and the University.

4. References to University of Wales degree certificates

Centres are not permitted to state in their advertising materials that the certificates awarded to University of Wales students at their centres, do not mention the location of study.

The UK's Quality Assurance Agency (QAA) advises that such statements could potentially mislead employers and other interested parties and should not be used as a 'selling point' for attracting students to centres offering validated programmes.

(Reference to the place of study is, of course, noted on the transcript that accompanies students' certificates.)

5. University Titles

Centres and their members of staff should take care not to mis-represent their relationship with the University of Wales, or to present details/titles in ambiguous ways.

6. Recognition of University of Wales degrees in Spain

All publicity materials produced by centres delivering University of Wales validated programmes in Spain should note clearly and unequivocally that, after successfully completing their University of Wales degree, students will need to go through the homologación process in order for the Ministry of Education in Spain to recognise their degree as being equivalent to awards granted within Spain. It should also be noted that homologación will be dealt with by the Ministry of Education on a case-by-case basis and that the University of Wales cannot guarantee that such applications will be successful.

*Please note that the University's Brand Guidelines are available upon request.

University of Wales
Prifysgol Cymru

PART K: UNFAIR PRACTICE

for programmes of study approved by the University of Wales for Delivery at Collaborative Centres

Approved by the Vice-Chancellor, on behalf of Academic Board for implementation in respect of all candidates following all years of programmes of study at collaborative centres leading to awards of the University of Wales, with effect from 1 October 2026.

Academic Year 2026-27

K1 – UNFAIR PRACTICE

Scope of this Procedure

This Procedure shall apply to allegations of unfair practice on any assessed component contributing to an award of the University of Wales at any Collaborative Centre

Where an allegation of unfair practice arises at any time after an individual has been admitted to a degree of the University of Wales, or after a Diploma, Licence or other academic award of the University of Wales has been conferred and granted, the allegation will be considered by the Academic Board of the University of Wales. The Academic Board shall have the power to deprive the individual of the degree or to revoke such a Diploma, Licence or other academic award [Statute 19 (3) and (4)].

Throughout this document, the term "Superintendent of Examinations" shall include a Superintendent of Assessment or other equivalent designated officer.

1. Definition of Unfair Practice

It is an unfair practice to commit any act whereby a person may obtain for himself/herself or for another, an unpermitted advantage. This shall apply whether the candidate acts alone or in conjunction with another/others. Any action or actions shall be deemed to fall within this definition whether occurring during, or in relation to, a formal examination, a piece of coursework, or any form of assessment undertaken in pursuit of a qualification of the University of Wales. The University of Wales has distinct procedures and penalties for dealing with unfair practice in examination or non-examination conditions.

Without prejudice to the generality of the foregoing, examples of unfair practice are shown below. These examples are not exhaustive and other cases may fall within the general definition of unfair practice.

2. Examples of Unfair Practice in Non-Examination Conditions

(i) Plagiarism, which can be defined as using without acknowledgement another person's words or ideas and submitting them for assessment as though it were one's own work, for instance by copying, translating from one language to another or unacknowledged paraphrasing. Further examples of plagiarism are given below:

- Use of any quotation(s) from the published or unpublished work of other persons, whether published in textbooks, articles, the Web, or in any other format, which quotations have not been clearly identified as such by being placed in quotation marks and acknowledged.

- Use of another person's words or ideas that has been slightly changed or paraphrased to make it look different from the original.

- Summarising another person's ideas, judgements, diagrams, figures, or computer programs without reference to that person in the text and the source in the bibliography.

- Use of services of essay banks and/or any other agencies.

- Use of unacknowledged material downloaded from the Internet.

- Re-use of one's own material except as authorised by the department.

(ii) Collusion, which can be defined as when work that has been undertaken by or with others is submitted and passed off as solely the work of one person. This also applies where the work of one candidate is submitted in the name of another. Where this is done with the knowledge of the originator both parties can be considered to be at fault.

(iii) Fabrication of data, making false claims to have carried out experiments, observations, interviews or other forms of data collection and analysis, or acting dishonestly in any other way.

(iv) Presentation of evidence of special circumstances to Examining Boards, which evidence is false or falsified or which in any way misleads or could mislead Examining Boards.

3. Examples of Unfair Practice in Examination Conditions

(i) Introduction into an examination room and/or associated facilities any unauthorised form of materials such as a book, manuscript, data or loose papers, information obtained via any electronic device, or any source of unauthorised information.

(ii) Copying from or communication with any other person in the examination room and/or associated facilities except as authorised by an invigilator.

(iii) Communication electronically with any other person, except as authorised by an invigilator.

(iv) Impersonation of an examination candidate or allowing oneself to be impersonated.

(v) Presentation of an examination script as one's own work when the script includes material produced by unauthorised means.

(vi) Presentation of evidence of special circumstances to Examining Boards, which evidence is false or falsified or which in any way misleads or could mislead Examining Boards.

4. Unfair Practice in a Formal Examination - Initial Stages

4.1 Unfair Practice in the Examination Room

Where it is considered or suspected that a candidate is engaging in unfair practice, the candidate shall be informed, preferably in the presence of a witness, that the circumstances will be reported. The candidate shall, however, be allowed to continue the examination and any subsequent examination(s) without prejudice to any decision, which may be taken. Failure to give such a warning shall not, however, prejudice subsequent proceedings.

Where appropriate, the invigilator shall confiscate and retain evidence relating to any alleged unfair examination practice, so that it is available to any subsequent investigation. The invigilator shall as soon as possible report the circumstances orally, in the first instance and thereafter in writing, with any evidence retained, to the Examinations Officer who shall in turn notify the Chair of the relevant Examining Board and the Superintendent of Examinations.

In the case of an unseen written test contributing to the final module result, which is conducted under the aegis of the department, the invigilator should report the case to the Head of Department in the first instance, who in turn shall report the case to the Superintendent of Examinations.

4.2 Suspected Unfair Practice Detected During or Subsequent to the Marking Period

An internal or external examiner or any other person who, whether in the course of the marking period or subsequently, considers or suspects that a candidate has engaged in an unfair practice, shall report the matter in writing to the Chair of the relevant Examining Board as soon as possible. The Chair shall retain any relevant evidence and shall forthwith report the matter in writing to the Superintendent of Examinations. The Superintendent of Examinations shall then take the action prescribed below.

4.3 Further Action to be taken by the Superintendent of Examinations

On receipt of a report concerning an allegation of unfair practice, the Superintendent of Examinations shall discuss the matter with the Chair of the relevant Examining Board to determine whether, in the light of all the circumstances, a *prima facie* case has been established.

If it is decided that no further action against the candidate should be taken, the Chair of the relevant Examining Board shall, where appropriate, inform the candidate in writing that the matter is closed.

If satisfied that such a case exists, the Superintendent shall report the case in writing to the designated senior officer of the Collaborative Centre and shall send to him/her copies of any relevant supporting evidence. The procedure shown shall then operate as described.

The candidate shall be informed in writing by the Collaborative Centre of the allegation, and that a Committee of Enquiry will be constituted to consider the case. The candidate's attention shall be drawn to the appropriate regulations/procedures.

5. Unfair Practice in Work Completed Under Non-examinable Conditions - Initial Stages

5.1 If a member of staff considers, or suspects, that unfair practice has occurred in relation to work submitted as a piece of coursework, or any work completed under non-examination conditions, he/she shall report the matter in writing to the Chair of the relevant Examining Board, normally within five working days.

5.2 The Chair of the Examining Board shall first decide whether there is a *prima facie* case for treating the matter as a case of unfair practice by referring to documentation. The Chair may also consult with the relevant external examiner(s). Relevant means of arriving at such a decision may be employed, for instance through the use of plagiarism detection software.

If the Chair of the Examining Board believes that a *prima facie* case exists, the Chair shall inform the designated senior officer of the Collaborative Centre concerned.

If no case exists, and the candidate is aware of the investigation, the candidate shall be informed that the matter is closed.

5.3 If a case exists the candidate shall be informed by designated officer of the centre concerned of the allegation. The candidate's attention shall be drawn to the appropriate regulations/procedures of the University of Wales.

The candidate shall also be informed that a Committee of Enquiry will be constituted to consider the case.

Where the allegation concerns alleged unfair practice in work totalling 20 credits or fewer, which was completed under non-examinable conditions, the candidate shall be informed by the designated officer of the centre that he/she may elect either for the matter to be heard by a Committee of Enquiry or for the matter to be dealt with by the Examining Board Furthermore, if the Examining Board indicates that it may be more appropriate for a case to be heard by a Committee of Enquiry, a case shall be presented to the designated officer at the Collaborative Centre. Such instances shall include a second offence, an extremely serious case which may in the view of the Examining Board result in a serious penalty or where impartiality may be compromised.

6 Establishment of the Committee of Enquiry to deal with cases of Unfair Practice

6.1 Each institution shall establish a 'Committee of Enquiry' for the purpose of investigating allegations of unfair practice in University examinations. The Panel shall consist of members of the contracted academic staff of the Collaborative Centre.

6.2 On receipt of an allegation of unfair practice submitted by a Superintendent of Examinations, the designated officer of the Collaborative Centre concerned shall arrange for an appropriate Committee of Enquiry to be convened as soon as possible, normally within 6 working weeks of the allegation being made, and an officer of the centre to act as Secretary to the Committee. The Superintendent of Examinations, who shall present the case against the candidate, shall not act as Secretary to the Committee.

6.3 Each Committee of Enquiry shall normally consist of three members. Whenever possible the Committee of Enquiry shall not contain members of staff from a department in which the student is studying. If that is not possible, one of the three members may be external to the Collaborative Centre concerned. An independent person may be appointed as an additional member of the Committee at the discretion of the centre concerned.

6.4 All Collaborative Centres shall invite the Deputy Vice-Chancellor of the University of Wales or his/her nominee to attend, as an observer, all meetings of the Committee of Enquiry. The centre concerned shall supply to the University details of the allegations of unfair practice and any other information relevant to the meeting of the Committee of Enquiry.

6.5 The University of Wales reserves the right to send a member of staff to attend as observer meetings of a Committee of Enquiry of any Collaborative Centre where the unfair practice is alleged to have been committed on an assessed component contributing to a University of Wales award.

6.6 Meetings of Committees of Enquiry shall normally be held on a campus of the centre concerned unless alternative regulations have been agreed such as a Collaborative Partner's campus.

6.7 As soon as reasonably practicable after the appointment of the Committee of Enquiry and bearing in mind the University of Wales' expectation that such cases should be heard normally within 6 working weeks of the allegation being communicated to the candidate, the Secretary of the Committee shall:

(i) notify the Superintendent of Examinations and members of the Committee of Enquiry of the date, place and time of the meeting and supply them with copies of the allegation and of any statements or documents;

(ii) inform the candidate of the date, place and time when the Committee of Enquiry intends to meet and that he/she has the right to be represented or accompanied, to hear all the evidence, to call and question witnesses and to submit other evidence, including evidence of mitigating circumstances;

(iii) send to the candidate copies of statements of witnesses and of documents to be placed before the Committee of Enquiry, and offer the candidate an opportunity to indicate any statement or documents which may be in dispute.

6.8 Documentary evidence shall be sent by the candidate to the designated officer prior to the date of the meeting and circulated to members of the Committee. Any further evidence made available on the date of the meeting may be presented to the Committee but only with the express permission of the Chair.

6.9 The candidate shall be required to inform the Secretary whether or not he/she intends to attend the meeting of the Committee of Enquiry. If the candidate indicates that he/she does not wish to attend the meeting, the Committee of Enquiry shall proceed in his/her absence. In such a case the student can elect to be represented at the meeting. Where no response is received from the candidate, there may be one postponement of the Committee of Enquiry pending investigation (e.g. to establish whether the candidate has received the communications). Should a candidate not respond to an invitation to attend a meeting, provided all reasonable means have been taken to contact the student, the meeting shall proceed in his/her absence.

6.10 Should a candidate not attend the meeting of the Committee of Enquiry, having previously indicated to the Secretary that he/she would attend, and provided that all reasonable means have been taken to contact the candidate, the meeting shall proceed in his/her absence.

6.1 The candidate will be notified of his/her entitlement to be represented or accompanied by a friend, adviser or representative who may speak on their behalf but may not be a solicitor or barrister acting in a professional capacity. Any person accompanying and/or representing the candidate shall be asked by the Committee to identify themselves at the beginning of the proceedings and may be invited by the Committee during the hearing to speak in reference to the case. A candidate who intends to be accompanied and/or represented shall inform the Secretary of the name of the person accompanying and/or representing him/her in writing in advance of the meeting.

7 Functions of the Committee

The functions of the Committee of Enquiry shall be:

(i) to consider the evidence submitted to it on the allegation of unfair practice;

(ii) to determine whether the allegation has been substantiated. Such a determination shall normally be made on the balance of probabilities;

(iii) to determine, in appropriate cases, the penalty to be imposed.

8 Procedure during the meeting

8.1 In cases where two or more candidates are accused of related offences, such as in the case of collusion, the Chair may decide to deal with the cases together. However, each candidate shall be given the opportunity to request that the cases be heard separately.

8.2 The Superintendent of Examinations shall present the case against the candidate, calling such witnesses and presenting such evidence as the Superintendent thinks fit. Additional documentary evidence in support of the case against the student may only be presented to the Committee on the day of the hearing, with the express permission of the Chair.

8.3 The Superintendent may question both the candidate and witnesses. The candidate may question the witnesses called by the Superintendent of Examinations.

8.4 The candidate shall have the right to be represented or accompanied, to hear all the evidence brought against him/her, to call and to question witnesses, and to submit other evidence. Additional documentary evidence including evidence of mitigating circumstances may only be presented to the Committee on the day of the hearing, with the express permission of the Chair. The Chair may invite contributions from the person accompanying the student.

8.5 Members of the Committee of Enquiry may ask questions of the candidate, the Superintendent of Examinations and of the witnesses.

8.6 Witnesses shall be concerned only with evidence relating directly to the allegation and shall normally withdraw after questioning. The Chair may wish to consider allowing witnesses to remain in the hearing throughout the submission of evidence. The agreement of both parties to this shall be obtained.

8.7 When the submission of evidence and the questioning of witnesses are completed, all persons, other than the members of the Committee, the Secretary and observers from the Collaborative Centre and/or the University of Wales Registry, if present, shall withdraw.

8.8 The Chair of the Committee may approve an adjournment of the hearing following a reasonable request from any party.

8.9 The Committee of Enquiry shall then consider whether the allegation has been substantiated. The Committee would not normally be required to prove intent on the part of the candidate to engage in an act of unfair practice in order to substantiate the allegation, but additional proof of intent may be relevant to the Committee in arriving at an appropriate penalty.

8.10 The Committee of Enquiry shall not normally be informed, before reaching its verdict on the allegation under consideration, of any evidence of previously substantiated allegations of unfair practice. The Committee shall however be so informed before determining the penalty in appropriate cases. In exceptional cases, evidence of previous substantiated acts of unfair practice may be disclosed prior to the verdict of the Committee where such evidence:

(i) rebuts a claim of previous good character made by the candidate/representative;

(ii) is relevant to the allegation under consideration (other than merely showing that the candidate had a disposition to commit the facts alleged) and that its prejudicial effect does not outweigh its probative value.

8.11 If the Committee finds that the case has been substantiated, it shall then consider the penalty to be imposed. Penalties are divided into:

(i) penalties available for unfair practice in examination conditions;

(ii) penalties available for unfair practice under non-examination conditions;

(iii) penalties for unfair practice by candidates for research degrees.

8.12 When determining the penalty to be imposed, the Committee shall consider the candidate's record, including profile of marks, and any assessment conventions and regulations for the scheme of study in question. The Committee should also consult any guidelines issued on the appropriateness of penalties for different levels of offences.

8.13 If the Committee finds that the case has not been substantiated the candidate shall be informed of the outcome in writing. All record of the case shall be removed from the student's file.

9. Penalties available to the Committee for Unfair Practice in Examination Conditions

The Committee of Enquiry shall apply one or any combination of the following penalties:

9.1 The issue of a formal reprimand to the candidate, a written record of which shall be kept.

9.2 The cancellation of the candidate's marks in part or in whole for module(s) concerned, or in all of the modules for the year in question or the equivalent for a part-time candidate, with a recommendation as to whether or not a re-assessment should be permitted, either with eligibility for the bare pass mark only or for the full range of marks.

9.3 The reduction of the degree result by one class or the non-award of a distinction, as appropriate.

9.4 The disqualification of the candidate from any future University of Wales examination.

If a Committee of Enquiry decides that the above penalties are inappropriate, the Committee may use its discretion to decide upon the appropriate penalty.

In exceptional circumstances where an allegation has been substantiated and the Committee is concerned that this may affect the candidate's ability to practise in a particular profession, the case shall also be considered under the institution's procedure for Unprofessional Conduct and Unfitness to Practise.

10. Penalties Available to the Committee for Unfair Practice in Non-Examination Conditions

The Committee of Enquiry shall apply one or any combination of the following penalties:

10.1 The issue of a formal reprimand to the candidate, a written record of which shall be kept.

10.2 An instruction to the examiners, when marking, to ignore any plagiarized text, which may result in a reduced mark.

10.3 The cancellation of the candidate's marks in part or in whole for module(s) concerned, or in all of the modules for the year in question or the equivalent for a part-time candidate, with a recommendation as to whether or not a re-assessment should be permitted, either with eligibility for the bare pass mark only or for the full range of marks.

10.4 The reduction of the degree result by one class or the non-award of a distinction, as appropriate.

10.5 The disqualification of the candidate from any future University examination.

If a Committee of Enquiry decides that the above penalties are inappropriate, the Committee may use its discretion to decide upon the appropriate penalty.

In exceptional circumstances where an allegation has been substantiated and the Committee is concerned that this may affect the candidate's ability to practise in a particular profession, the case shall also be considered under the institution's procedure for Unprofessional Conduct and Unfitness to Practise.

11. Penalties available to the Committee for Unfair Practice for Research Degrees

The committee of Enquiry shall apply the following penalties:

11.1 A recommendation to the Examining Board concerning the level of academic misconduct and that the examination should proceed with the Examining Board arriving at a result in light of the academic merit of the thesis and in light of the Unfair Practice Panel's findings.

11.2 Termination of candidature on the grounds of gross misconduct and no examination of the thesis.

12. Action to be taken following the Committee of Enquiry

12.1 Where the candidate has received a formal reprimand, the Committee may recommend that the candidate should receive advice from an appropriate member of staff, in order to make clear the reasons for the Committee's decision and to ensure that the cause of the action (e.g. unintentional plagiarism) is discussed with the student to ensure that any future repeat offence by him/her cannot then be classed as 'inadvertent'.

12.2 When the Committee of Enquiry has investigated the facts of the alleged unfair practice the Secretary shall in his/her report state whether or not the allegation has been substantiated and the penalty imposed where appropriate. The report shall be submitted, to the designated officer of the institution as soon as possible after the Enquiry has been completed.

12.3 If the finding of the Enquiry is that a case has not been substantiated, the Chair of the Committee of Enquiry may inform the candidate orally of this. Irrespective of whether or not the candidate is informed orally, the Academic Registrar/Secretary or other designated officer of the Collaborative Centre concerned shall notify the candidate formally in writing of the Committee of Enquiry's findings and that the matter is therefore closed.

12.4 If the finding of the Enquiry is that the allegation has been substantiated, the Chair of the Committee of Enquiry may inform the candidate orally, *but there shall be no discussion of the Committee's decision with the candidate*. Irrespective of whether or not the candidate is informed orally, the designated officer of the centre concerned shall inform the candidate of the findings and the penalty imposed as soon as possible. The penalty shall be recorded on the student's record.

12.5 At the same time, the designated officer of the centre concerned shall send to the Deputy Vice-Chancellor (Ref: Unfair Practice) of the University of Wales a copy of the report on the Committee of Enquiry and a copy of the letter sent to the candidate informing him/her of the decision and the penalty imposed, where appropriate.

12.6 The designated officer of the centre concerned shall further inform the candidate of his/her right of appeal to the University of Wales. Any such appeal shall be sent, in full, in writing to the Deputy Vice-Chancellor (Ref: Appeals) of the University of Wales and must reach him/her not later than 15 working days after dispatch to the candidate by the centre of the

Committee's decision. *The address to which any such correspondence shall be sent is shown in the Appendix to this Procedure.*

12.7 Where the allegation has been substantiated, the designated officer of the centre shall require the Examining Board concerned to determine the candidate's overall examination result in the light of the penalty imposed by the Committee of Enquiry. If the Committee of Enquiry has decided that the mark obtained for the unit of assessment in which unfair practice has occurred shall be cancelled, the Examining Board shall award a mark of zero for the unit and shall then determine the candidate's overall result.

12.8 Normally, the University will not make any public pronouncements of decisions of Committees of Enquiry. However, a candidate, in respect of whom a determination has been made, shall have the right to require the Collaborative Centre concerned to publish any determination should the candidate so wish and the institution shall maintain a record of all such cases, which will be available to the public on request.

13. Examination Pass-Lists

13.1 Should a case be under investigation when a pass-list is due for completion and publication, the name of the candidate concerned shall be withheld from the pass-list and a supplementary pass-list issued as appropriate.

13.2 An Examining Board shall also have authority to cancel a result previously published and to publish a supplementary pass-list, if a case of unfair practice arises subsequent to the publication of the original pass-list.

14. Appeal to the University of Wales

Details of the relevant Appeals Procedure are given in Section F of this Handbook. This procedure does not apply in the case of candidates who have elected to have their case dealt with by the Examining Board concerned (under paragraph 5.3 (ii) of the Unfair Practice Procedure, above) rather than by a Committee of Enquiry. Such candidates are advised that, instead, they may have recourse to appeal against the decision of the Examining Board under the University's separate Appeals Procedure (also given in Section F).

15. Report to the Academic Board of the University of Wales

A list of substantiated unfair practice cases at each Collaborative Centre shall be reported to each meeting of Academic Board. The Secretary to the Academic Board or his/her nominee shall send a request to each Centre to provide a list of all substantiated unfair practice cases prior to each meeting of the Board. Centres are required to submit the list of cases on or before the stipulated deadline, and the name of any Centres who fail to respond shall be reported to the Board. If there should not be any substantiated cases of unfair practice in the given period, the Centre should provide confirmation of a nil return.

The Secretary to the Academic Board or his/her nominee shall also submit a report on the outcome of each case of unfair practice considered by the University.

Appendix

Committee of Enquiry Report Guidelines

As a minimum, the following information must be recorded in the reports of Committees of Enquiry:

- Date, location and time of Committee of Enquiry
- Full student name
- Student Number
- Collaborative Centre
- Scheme of Study
- Module(s) affected
- Type of unfair practice (e.g. plagiarism, collusion etc.)
- Attendees – it should be noted if the student has chosen not to attend the meeting
- A list of documentation considered by the committee
- A record of each question that the student/witness is asked
- Full details of the responses given to each question by the student/witness
- Confirmation of whether the allegation has been substantiated or not
- Penalty applied (if applicable)
- Justification for the application of the particular penalty
- Further action to be taken (if applicable).

The outcomes of Committees of Enquiry must be reported to the University of Wales Academic Board. Following Committees of Enquiry, please submit reports to unfairpractice@wales.ac.uk.

University of Wales Registry
King Edward VII Avenue
Cathays Park
CARDIFF
CF10 3NS