

UNIVERSITY OF SOUTH WALES

PRIFYSGOL DE CYMRU

CHANGES TO THE REGULATIONS FOR TAUGHT COURSES 2018/2019

Academic Board approved, following recommendation from the Quality Assurance Committee, a number of changes to the following sections of the Regulations for Taught Courses for the 2018-2019 academic session.

- Compatibility between credit systems (A.1.3.8)
- Extenuating Circumstances (A.1.5.10, A2.5.3 and A.2.6.10)
- Foundation degrees (A.2.9.4.1)
- External Examiners (A.2.6.1.2, A.2.6.1.4, A.2.6.2.2 & A.2.6.3.3)
- Conformity with University regulations (A.2.2.2)
- Attendance and Engagement (A.2.4.1 and A.2.4.5)

Please note that new text is in yellow highlight and removed text is in strikethrough.

A.1.3.8 Compatibility between credit systems

Credit levels in relation to qualification levels¹

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

European Credit Transfer System (ECTS)

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

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

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

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

¹ Source: Office of Qualifications and Examinations Regulation

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

A.1.5.10

Welfare advice and counselling

Welfare advice is organised on campuses through the Advice Shops who, together with the tutors, are responsible for receiving students' welfare enquiries, acting as first port of call for students seeking welfare advice, and referring students to other sources of specialist advice, if appropriate. They receive training from the Student Support and Library Services department on welfare matters.

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

The Advice Shops **Zones** receive claims for personal extenuating circumstances in respect of academic progress, and advise students on how to submit such claims and on any supporting evidence required. **They do not decide the claims; this is handled by Advice Zone Team Leaders and/or an extenuating circumstances panel.**

~~The deans of faculty/principal of College appoint an extenuating circumstances panel to receive and assess any claims for extenuating circumstances, which might have unduly affected performance, and to ensure these are taken into account in the assessments. The procedures for this, and guidance on the kind of circumstances that could be taken into account, can be found in the Mandatory Procedures.~~

A.2.5.3

Students' responsibilities for their assessments

[a]

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

If students fail without good cause to do this, they will be allowed a further five working days to submit the work¹⁴ but this work will be awarded a maximum mark of 40%. If students fail without good cause to submit work within five days of the submission date, they will be deemed to have failed the assessments concerned and receive 0% (however see A.2.6.7).

[b]

Students are responsible for ~~providing~~ **informing** the extenuating circumstances panel, **in-line with the timescales set out in the Extenuating Circumstances Regulations** ~~by a published date, with any relevant information on~~ **of any** personal circumstances which may have affected their performance and which they wish the examiners to take into account.

~~Students should note that this is a requirement for an appeal against a decision of the Award and Progression Board (see section A.3)~~

[c]

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

[d] If students are found to have committed any academic offence, for example cheating or plagiarism, in an attempt to gain unfair advantage for themselves, they will be subject to penalty under the ~~Academic Integrity Regulations~~ [Academic Misconduct Regulations](#).

A.2.6.10 Interruption of studies

See Section 11~~0~~ of the [University's Extenuating Circumstances Regulations](#) (which must be complied with).

A.2.9.4.1 Foundation degrees

- [a] Foundation degrees must specify at the validation or review stage:
- the ways in which the work-based learning is appropriate to the particular needs of the relevant employment sector or type of employer, and how the course helps to provide the knowledge and transferable skills needed for employment;
 - the appropriate balance between the intellectual and practical skills of the course;
 - the learning outcomes related to the intellectual and practical skills of the course. The practical learning outcomes should be explicitly relevant to both employers' and, where appropriate, professional needs;
 - the nature of the assessment of the learning outcomes;
 - clear routes of possible progression from foundation degrees towards honours degrees.
- [b] Work-based learning agreements between academic faculties/College and the sector/employers should be specified at the outset of the placement and should include any training for employers that may be required. Such arrangements should be reviewed regularly as part of the on-going monitoring and review of the course.
- [c] A foundation degree is awarded to students who achieve 240 credits of which at least 100 must be at Level 5 (Intermediate) or above and the remaining credits at level 4 or above. Of the 240 credits, ~~20%~~ 25% must be derived from level 5 work based learning.

A.2.6.1.2 External Examiners' roles

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

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

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

They are appointed to maintain oversight of the academic standards, quality and coherence of the modules/courses to which they are appointed.

~~Both subject assessment boards and award and progression assessment boards include external examiners in their membership, although the examiners' roles are different. Subject examiners are experienced subject specialists competent to confirm the standards set as meeting national standards. Award examiners act to ensure the University regulations are fairly and properly applied. Award examiners may also act as subject examiners, or may be entirely independent. Examiners must endorse the outcomes of the board on its completion.~~

A.2.6.1.4 Consent of the ~~award~~ Course External Examiner

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

A.2.6.2.2 Membership

The membership of a subject assessment board is as follows:

- Dean of faculty/principal of College or nominee (Chairperson) ~~The Chairperson must be from outside the subject area;~~
- all staff offering and teaching on modules within the subject, including, where applicable, staff from collaborative partner institutions;
- External Examiner(s) appointed to the subject (mandatory only if in the first year of their tenure);

A.2.6.3.3 Membership

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

- dean of faculty/principal of College or nominee (Chairperson);
- course leaders contributing to the awards;
- ~~representative from the extenuating circumstances panel;~~
- External Examiner(s) for the award(s);

A.2.2.2 Conformity with University regulations

All programmes of study must conform to the standard University regulations as set out in this section, unless amendment is needed to satisfy the requirements of a professional or statutory body. Requests for such amendments are approved by the relevant university committees and must be supported by appropriate evidence. Approved course specific regulations are held on the University website at <http://asaqs.southwales.ac.uk/documents/download/4/>

A.2.4 Attendance and Engagement

A.2.4.1 University/College attendance and engagement - Expectations

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

The University's expectation is that:

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

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

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

~~Students must adhere to relevant University attendance monitoring procedures. It is not the expectation that students on undergraduate or postgraduate taught courses should request absence from their studies. However, there may be exceptional and/or unforeseen circumstances that may require a student to be absent from studies (please refer to Section A.2.4.7 Temporary Absence and/or the 'Student Absence' pages on UniLife).~~

A.2.4.5 Action in cases of non-attendance or lack of engagement

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

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

Students' Right of Appeal

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

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

4. Notice of appeal must be made in writing to the Associate Registrar (Student Administration) and must be received not later than 10 working days after the formal notification of withdrawal dated on this letter.
5. The decision of the Associate Registrar (Student Administration) will be final and will be notified to the student within a period of 5 working days following receipt of the appeal. The decision will be communicated by e-mail and/or first class post to the last known address of the student. Such despatch shall be deemed to be sufficient and complete discharge of the duty to inform the student.

Office of the Independent Adjudicator

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

A.2.4.5 — Action in cases of non-attendance

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²Students have the right to appeal the University's intention to withdraw them from their course. Please see the Student Absence page on Unilife.