

# Franchise Guidelines

*Guidelines for the approval and management of  
Franchised Programmes*

Document Version Number: 2016.01

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PRIFYSGOL  
**BANGOR**  
UNIVERSITY

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## 1. Introduction and Principles

The University welcomes applications from Institutions of high standing to deliver programmes leading to Bangor University awards. Collaborative programmes include articulation agreements, franchised courses, courses delivered in partnership, and validated programmes. These Guidelines provide a summary of the procedures for approving Institutions to deliver franchised programmes and for the ongoing management and delivery of such programmes. These Guidelines apply to franchised programmes and franchised parts of programmes (modules). Institutions wishing to offer validated programmes should refer to the University's Validation Manual. Institutions wishing to offer any other collaborative programmes should refer to the University's Code of Practice for Collaborative Provision ([Code 12](#)).

Franchised programmes are subject to the academic regulations that apply to the University's programmes. The regulations consist of a series of documents that, together, make up the University's Quality Assurance Manual.

The Quality Assurance Manual consists of Regulations, Codes of Practice, Procedures and Guidelines.

### ***Regulations***

Regulations provide the governing precepts and procedures that determine the way in which the University manages its academic programmes, including admitting students and awarding qualifications. Regulations also define the expectations in terms of student conduct.

### ***Codes of Practice***

Codes of practice provide detailed procedures and rules for specified activities. They provide the detail that enables the University's officers and academic schools to comply with the regulations. They also provide instructions that ensure that the University's procedures, as defined in the regulations, or otherwise specified, are interpreted and applied consistently.

### ***Procedures***

Procedures contain details as described for Codes of Practice but also provide operational detail, instructions and advice on implementing specific aspects. Procedures are commonly used where it is appropriate to combine detailed rules, as might be found in a Code of Practice, and operational guidelines in one document.

### ***Guidelines***

Guidelines define the recommended approach for conducting a specific activity. They normally provide operational detail, instructions and advice that facilitate the implementation of a code of practice. Guidelines may also be used to encourage the adoption of practices and standards, and in this context they define what is considered to be best practice.

The academic regulations are available at <http://www.bangor.ac.uk/regulations>. Institutions delivering franchised programmes must use the University's academic regulations for all aspects of managing and delivering the programmes. The University recognises that some adaption of the regulations will be required, for example, to account for differences between the University and Institution in the titles of officers. These Guidelines (Section 20) define the extent to which, and how, the regulations can be adapted by franchise institutions. Modifications beyond that

permissible under these Guidelines, require approval by the University, normally when institutions are approved.

The University will franchise programmes that are delivered and examined in English or in Welsh. Applications to franchise programmes delivered in languages other than English or Welsh will be considered, and may be pursued if the University can assure itself that academic quality and standards can be maintained and that appropriate external moderation can be arranged.

The academic reputation and goodwill of the University depends on maintaining the highest academic standards for all programmes leading to its awards. The University is therefore responsible for the academic standards, quality and direction of all its franchised programmes.

The key principles governing the approval of Institutions to deliver franchised programmes are:

- The need for appropriate due diligence.
- The need to ensure that the Institution's resources and procedures, especially for quality assurance and enhancement, meet the University's requirements.
- The need for a two-stage process that approves the Institution and then, subject to a positive outcome from the first stage, validates specific programmes.

The key principles governing the delivery and ongoing monitoring of validated programmes are:

- Regular dialogue between the University and the Institution to ensure that any emerging issues, problems or proposed changes are discussed and resolved promptly.
- Regular monitoring and reporting, primarily through a Joint programme Board, to demonstrate adherence to the agreed quality assurance and enhancement procedures.
- Scrutiny of programmes by University-appointed External Examiners to ensure that standards are comparable with UK expectations.

Approved Institutions are not allowed to:

- Franchise any part of programmes to a third party (e.g. arranging for another institution or organisation to deliver part of a programme).
- Offer any part of franchised programmes under collaborative arrangements with third parties (e.g. delivering part of a programme as a joint venture with another institution or organisation).
- Offer any part of franchised programmes under serial arrangements with other organisations (e.g. using course content developed by a third party and validated by another institution or organisation).

Where there is a specific need to involve a third party in the delivery of a programme (e.g. to offer work placement modules), the arrangements must be in accordance with the University's regulations and must be agreed as part of the programme approval process.

## **2. University Management of Franchised Provision**

### ***Quality Assurance and Validation Task Group***

The procedures for approving Institutions and programmes are the responsibility of the University's Quality Assurance and Validation Task Group. The Quality Assurance and Validation Task Group oversees the ongoing monitoring of franchised programmes. In relation to franchised programmes, the Quality Assurance and Validation Task Group:

- Maintains a register of approved Institutions and of franchised programmes.
- Receives reports of the External Partnership Scrutiny Group.
- Receives reports of Institution Approval Panels.
- Receives reports of Programme Validation Panels.
- Receives reports from External Examiners.
- Receives summary information on student numbers and completion rates.
- Takes action on any matters of concern relating to the quality and standards of franchised programmes.
- Reports any matters that require the University's attention to the University Executive and/or the Teaching and Learning Task Group.

Minutes of the Quality Assurance and Validation Task Group are presented to the University Executive and the Senate, and are reported to the Teaching and Learning Task Group.

### ***Teaching and Learning Task Group***

The Teaching and Learning Task Group's role is to consider any items relating to franchised provision that may be referred to it by the Quality Assurance and Validation Task Group or the Executive. Such items include:

- Proposed changes to the academic regulations.
- Serious concerns about the management and delivery of programmes requiring termination of franchised programmes.

### ***Senate***

The University's Charter describes the Senate as the "academic authority" of the University, responsible for the "academic work". The Senate is therefore the ruling body on academic matters and considers major academic issues affecting the University. In relation to approved Institutions and franchised programmes, Senate is responsible for all academic matters. Joint Programme Boards and Boards of Examiners responsible for franchised programmes are answerable to Senate and must abide by the Senate's decisions and those of its sub-committees.

### ***Senate Regulations and Special Cases Committee***

The Senate Regulations and Special Cases Committee is a Senate sub-committee. In relation to franchised programmes, the Senate Regulations and Special Cases Committee:

- Scrutinises and approves the University's academic regulations.
- Considers special cases that do not comply with the academic regulations.
- Resolves questions on the interpretation of academic regulations.
- Considers any matters referred to it by Senate, the Teaching and Learning Task Group or the Quality Assurance and Validation Task Group.
- Maintains a list of University awards and approves proposals for any new awards.

Matters requiring urgent attention may be considered by the Chair. The Chair is authorised to take executive action on urgent matters and on matters insufficiently substantial to bring to the committee.

***External Partnership Scrutiny Group***

The External Partnership Scrutiny Group considers proposals from Institutions to deliver franchised programmes. The Group also considers proposals from approved Institutions to deliver new franchised programmes. Proposals are referred to the Group following initial scrutiny and approval by the Academic Registrar or nominee. The External Partnership Scrutiny Group ratifies the recommendations from Institutional approval panels.

The membership and role of the External Partnership Scrutiny Group is described in the Code of Practice for Collaborative Provision (Code 12).

***Academic Registry***

The University's Academic Registry, under the direction of the Academic Registrar, ensures that the University meets its responsibilities for the management of franchised programmes, as defined in the University's regulations. The Academic Registry is also responsible for ensuring that agreements and financial arrangements have been confirmed.

***International Education Centre (IEC)***

The IEC, under the direction of the Director of International Development, provides advice and guidance to potential partners and has delegated responsibilities, for scrutinising proposals received from outside the EU.

### **3. Approval of Institutions to Deliver Franchised Programmes**

#### **3.1. Principles**

The process of approving Institutions to deliver franchised programmes establishes whether Institutions are capable of supporting the delivery of HE programmes. The process includes the key areas listed below:

- Governance.
- Procedures and policies for quality assurance & enhancement.
- Assessment of students.
- Promotion of learning.
- Student support.
- Student accommodation (where appropriate).
- The Institution's links to academic and professional peers.
- Criteria for appointment of teaching staff.
- Resources (including staff).

#### **3.2. Approval Process**

The approval process and the documents that have to be submitted to the University are described in the Code of Practice for Collaborative Provision (Code 12).



## 4. Programme Validation

### 4.1. Initial Validation of Programmes

The approval process and the documents that have to be submitted to the University for approval of programmes are outlined in the Code of Practice for Collaborative Provision (Code 12) and described in detail in the Code of Practice for Programme Approval, Monitoring and Review (Code 08). If there is an intention for an existing programme (i.e. already validated by the University) to be franchised, it may not be necessary to revalidate the programme but the University will assess, as part of its procedure to approve the Institution, that the programme, as previously approved, can be delivered by the Institution.

### 4.2. Module Descriptions

Modules for franchised programmes are approved as part of the initial validation of programmes. The documents that have to be submitted to the University for approval of modules are described in detail in the Code of Practice for Programme Approval, Monitoring and Review (Code 08).

### 4.3. Revalidation of Programmes

All franchised programmes must be revalidated every 5 years. The revalidation process and the documents that have to be submitted to the University for the approval of programmes are outlined in the Code of Practice for Collaborative Provision (Code 12) and described in detail in the Code of Practice for Programme Approval, Monitoring and Review (Code 08).

### 4.4. Changes to Franchised Programmes

Institutions may make minor changes to modules but any such changes must be approved by the Joint Programme Board (Section 5.3). The changes must not alter a module's title, learning outcomes, main themes or methods of assessment. Minor changes include:

- Editorial/typographical corrections.
- The relative emphasis placed on the various themes/topics.
- Removal of minor themes/topics.
- Adding new themes/topics.
- Altering the form of an element of assessment (but without changing the balance between examination and coursework elements).

In exceptional circumstances, Institutions may submit a proposal to amend a Programme Specification. Any changes to a Programme Specification, or any substantial changes to individual modules, must be approved by the University as described in the Code of Practice for Programme Approval, Monitoring and Review (Code 08).

A decision by an Institution to change a Programme does not compel the University to accept the change. The University may withhold approval to change modules or programmes at its absolute discretion. Institutions must not, under any circumstances, change programmes without the University's approval or seek approval for changes that have already been implemented. The University considers such actions to be breaches of its agreement with Institutions.

## 5. Management of Franchised Programmes

### 5.1. University's Responsibilities

The University is responsible for the following, and any other additional items specified in the agreement between the University and the Institution:

- Ensuring that students are properly recorded as students pursuing a programme that leads to an award of the University.
- Maintaining the academic regulations and inform Institutions of any substantive changes that affect an Institution's franchised programmes.
- Selection and induction of External Examiners.
- Ensuring that the academic standards and the quality of the programme(s) are consistent with the standards expected for the awards.
- Ensuring that appropriate groups are established at the University to manage and monitor the programme(s) in accordance with the regulations.
- Establish, with the Institution, Joint Programme Board(s) and Board(s) of Examiners for each programme(s) or group of programme(s).
- Ensuring that the Institution has procedures to protect the health and safety of students.
- Pursuing any accusations against students regarding inappropriate conduct or unfair practice, made after an award has been conferred.
- Conferring awards and issuing of certificates and transcripts.
- Providing the Institution with guidance and information to permit the Institution to deliver the programme(s).
- Keeping a permanent record of students' results for the awards of the University.
- Ensure that information available about the programmes(s) is consistent with the requirements of the Quality Assurance Agency's Quality Code (Part C).

### 5.2. Institutions' Responsibilities

Institutions are responsible for the following, and any other additional items specified in the agreement between the University and the Institution:

Institutions must:

- Manage and deliver the programme(s) in accordance with the terms of the agreement with the University and as defined by the University's academic regulations.
- Obtain the approval of the University before publishing information about the programme(s).
- Assign an officer in the Institution to co-ordinate and direct the programme(s).
- Ensure that the standards required by the University in relation to the programme(s) are met.
- Co-operate fully with the University in relation to any quality assurance processes, monitoring and reports.
- Notify the University of any changes that affect the Institution's status or capacity to deliver franchised programmes.
- Have administrative responsibility for the day to day operation of the programme(s) in accordance with the terms of the agreement between the University and the Institution.
- Be responsible for the recruitment and administration of students.

- Be responsible for the setting, marking and administration of the assessment of programme(s).
- Maintain students' records including information required by the University and students' results.
- Be responsible for the general health, safety and welfare of students and ensure adequate access to resources and services.
- Provide any information as might be reasonably requested by the University or by students.
- Establish, with the University, Joint Programme Board(s) and Board(s) of Examiners for each programme(s) or group of programme(s).
- Provide provision and support for disabled students.
- Ensure that all arrangements for tuition, support and accommodation for students are compliant with the University's Policy for Vulnerable Adults.
- Be responsible for its own policies, planning and financial matters relating to programme(s) not covered by the agreement with the University.
- Be responsible for any additional items specified in the agreement with the University.

### **5.3. Joint Programme Boards**

Franchised programmes are the responsibility of a Joint Programme Board, specifically constituted for individual programmes or groups of cognate programmes. The terms of reference of the Joint Programme Board, and its responsibilities, are defined in the Code of Practice for Collaborative Provision (Code 12).

### **5.4. Boards of Examiners**

Boards of Examiners must be established for individual programmes or groups of cognate programmes. The terms of reference of the Board of Examiners, and its responsibilities, are outlined in the Code of Practice for Collaborative Provision (Code 12) and described in detail in the Regulations for Taught Programmes (Regulation 01). Information relevant to the Board of Examiners is also presented in the Code of Practice for External Examiners: Undergraduate and Taught Postgraduate (Code 06).

### **5.5. Staff Development and Training**

Institutions must have a documented staff training and development policy. The policy must enable staff to:

- Acquire the knowledge and skills to perform their current roles.
- Enhance their performance in their current roles.
- Respond effectively to change and development.
- Develop their careers within the Institution.

In order to fulfil these objectives, the Institution must provide opportunities for initial and continuing professional development. The Institution must provide training on any statutory or legal matters, such as equality and diversity. There must also be systems to identify training and development needs.

It is expected that Institutions' staff training and development policy is coordinated by a central Staff Development Unit or its equivalent, providing central oversight of the policy and its implementation. Typically, Staff Development Units will:

- Be responsible to and report to senior officers.
- Liaise with academic departments.
- Liaise with Moderators for validated programmes.
- Ensure that training and development opportunities are relevant to the needs of staff.
- Arrange training and development activities.
- Evaluate training and development activities.

It is essential that Institutions provide adequate resources to support the implementation of its staff training and development policy.

## **6. Appointment and Role of Moderators**

The University does not normally appoint Moderators for franchised programmes. However, the University may, at its discretion, appoint a Moderator for a programme or group of cognate programmes. The circumstances under which a Moderator may be appointed include:

- The mode of delivery is complex (e.g. multiple intakes per year or delivery by blended learning).
- The University, as part of the programme approval process, has agreed to modifications of the regulations beyond what is permitted by these Guidelines.
- There is need for detailed guidance and monitoring of the academic content of programmes.

The nomination process and duties of Moderators are described in the University's Validation Manual.

## 7. External Examiners

External Examiners help the University to ensure that:

- The procedures used to assess each programme conform to the University's regulations.
- The academic standard of each programme is at the appropriate level.
- The overall standards of student performance are properly judged.
- The assessment processes measure student achievement appropriately against the intended learning outcomes.
- The assessment processes are rigorous and fair.
- The University is able to compare the standards of its awards with those of other Higher Education Institutions in the UK.

The process for nominating and approving External Examiners, and details of their roles and responsibilities, are outlined in the Code of Practice for Collaborative Provision (Code 12) and described in detail in the Code of Practice for External Examiners: Undergraduate and Taught Postgraduate (Code 06).

## 8. Quality Enhancement

The University uses the widely agreed definition of quality enhancement as “the process of taking deliberate steps at institutional level to improve the quality of learning opportunities”<sup>1</sup>. Quality enhancement should be a continuous process, embedded within an institution’s structures and systems. Quality enhancement must be an integral part of an institution’s teaching and learning strategy, its cycle of regular and periodic reviews, and of its planning cycles.

The University’s view is that quality enhancement is best served by focussing attention on a restricted number of major enhancement projects. A small number of projects may be started in each academic year, and may take 2-3 years to complete. This results in a schedule with several projects running simultaneously with a variety of start and end dates. This approach is preferable to an emphasis on a large number of ad-hoc, small-scale enhancements whose cumulative effect is negligible. Quality enhancement projects should be explicit, major interventions in current provision and practices, affecting all, or almost all, of the Institution. They should be innovative and influential and should benefit the majority of students.

Ideas for quality enhancement projects may come from students, senior managers, academic staff or administrative staff. The role of students as initiators, consultants, evaluators and project members is essential. Quality enhancement projects may be prompted by internal factors (e.g. an analysis of performance indicators or the outcome of audits), External Examiner reports or research. They may also follow visits to other institutions in the UK and internationally, from conferences and meetings, and from external guidance (e.g. Higher Education Academy).

Each quality enhancement project should be championed and led by a senior member of staff with a Task and Finish Group that has expertise in the topic, and enthusiasm for transformational change. Each quality enhancement project should report to the relevant committee at the institution e.g. Senate or Teaching & Learning Committee.

Franchised programmes will be considered as the University develops its quality enhancement projects. It is expected that Institutions will contribute to the projects and that they will develop Institution-specific projects. Quality enhancement projects may target any aspect of the Institution that is linked to teaching and learning including:

- Management processes.
- Quality assurance processes.
- Assessment of Students.
- Recruitment and retention.
- Student welfare and support.
- Student voice and representation.
- Pedagogic processes and standards.

<sup>1</sup> QAA. Handbook for Institutional audit: England and Northern Ireland 2009.

## 9. Quality Assurance

### 9.1. Principles

The University maintains the highest possible standards of teaching, learning and student support. The University has quality assurance procedures to ensure that it continues to deliver teaching of the highest quality. In line with the University's aims and standards, Institutions are expected to have quality assurance procedures for all areas defined by these Guidelines and by the University's academic regulations.

The Institution's quality assurance procedures must be underpinned by the following:

- A partnership between academic departments and the Institution's central committees.
- Robust mechanisms for quality assurance in all academic departments.
- Institutional committee(s) with responsibility for quality assurance.
- A commitment to a continuous upward spiral of quality with individual staff, module teams and course teams assuming responsibility for raising standards in all aspects of teaching and learning.
- A rigorous and actionable system of quality assurance.
- Regular auditing of quality assurance procedures and outcomes.
- Student satisfaction and feedback as key elements in audits, regular reviews and action plans.
- A commitment to responding to changes in the needs, interests and expectations of students, their sponsors, employers and society in general.

### 9.2. Management of Quality Assurance

Institutions must define the structures responsible for managing quality assurance including the role of committees and officers.

There must be a central committee with responsibility for quality assurance that will:

- Ensure that routine quality assurance procedures operate effectively.
- Receive and consider reports on any courses conducted by an external organisation, professional body or other authority.
- Receive and consider any new proposals from national or professional bodies.
- Monitor all quality assurance policies and procedures.
- Review any matters referred to it by Joint Programme Boards.
- Review student feedback (obtained through questionnaires and other means).
- Review teaching and learning strategies.
- Review the adequacy of human and material resources.

Where the size or organisation of an institution requires, some of the functions of the central committee may be devolved to academic departments, but the central committee must retain overall responsibility for quality assurance.



### **9.3. Institution's Administrative Responsibilities**

Institutions must define and document how quality assurance functions are managed and administered. This will include:

- The roles of central committees.
- The roles of committees in academic departments.
- The roles assigned to senior officers.
- The roles of managerial staff in academic departments.
- The roles of students and their representatives.
- The lines of communication between individuals and groups.
- The lines of communication with External Examiners.
- The reporting lines, within the institution, for Joint Programme Boards.

### **9.4. Monitoring Academic Standards and Achievement**

Academic standards must be reviewed on a regular basis, including consideration of statistical indicators. Statistical indicators are used to inform future curriculum development, and to identify trends and issues. The statistical indicators may comprise the following:

- Student applications and registrations.
- Student Progression.
- Student pass:fail ratio by course.
- Student outcomes (including degree classification).

### **9.5. Internal Quality Audits**

The University will conduct audits of franchised programmes on a regular basis. The University may conduct the audit as part of the audit of the corresponding University School or as a separate activity. The internal audit process is outlined in the Code of Practice for Collaborative Provision (Code 12) and described in detail in the Code of Practice for Programme Approval, Monitoring and Review (Code 08).

### **9.6. Programme and Module Review**

Programmes and modules must be reviewed annually. The processes are outlined in the Code of Practice for Collaborative Provision (Code 12) and described in detail in the Code of Practice for Programme Approval, Monitoring and Review (Code 08).

## **10. Admissions, Enrolment, Registration and Termination of Studies**

### **10.1. Admissions Policy**

Institutions must have an admissions policy. The aim of the policy is to ensure that Institutions' policies and procedures to attract, recruit and admit students are clear, fair and consistently applied. The Institution's policies must conform to the University's Code of Practice for Recruitment and Admissions (Code 09). Admissions policies must address, as defined by Code 09, the following:

- Information provided for prospective students and successful applicants.
- Entry requirements.
- Qualification equivalence and academic standing of overseas institutions.
- Fee Eligibility.
- Criminal Convictions and Fraudulent Applications.
- Staff Training.

### **10.2. Data Management and Registration**

Institutions must have systems to manage data gathered as part of the admissions process. Institutions must also have systems to record students' registration status and achievement. The systems must ensure that:

- Applicants and students can be identified via unique identifiers.
- Staff can only access information that is specifically required for the tasks they routinely undertake.
- Data storage is robust with tested backup and retrieval systems.
- Systems and system developments are properly tested before implementation.
- There are user-friendly procedures for analysis and reporting.

Further information about data systems and requirements for data transfer will be provided by the University when programmes have been validated.

### **10.3. Termination of Studies**

Institutions must have procedures to identify students who are causing concern and to consider whether to terminate a student's studies. There must be no ambiguity about which procedure to use in response to specific circumstances. Normally, a termination of studies procedure would not apply to:

- Disciplinary or unfair practice cases. Such cases should be considered under the disciplinary procedures or unfair practice procedure.
- Students who are in debt. Such cases should be considered under the Institution's procedures for dealing with debtors.
- Students whose studies may be terminated by Boards of Examiners.
- Students whose studies may be suspended or terminated because of ill-health.
- Students whose studies may be terminated by specific procedures (e.g. suitability for practice procedures) approved as part of the validation process for their course.

The grounds and process for terminating the studies of a student are defined in the Termination of Studies Procedure (Procedure 06).

#### **10.4. Interruption of Studies**

Procedures for interrupting (suspending) the studies of a student must be as defined by the Procedures for Approving Interruption of Studies (Procedure 07)

#### **10.5. Transfer of students**

With the consent of students, and by agreement between the University and the Institution, students may be transferred to alternative programmes and/or alternative providers. Such alternative programmes may be delivered by the University, the Institution or another institution approved by the University.

Wherever possible, both the University and the Institution should accommodate any reasonable request from students to transfer to an alternative programme.

Wherever possible, the Institution should allow students to exit from programmes and should provide advice to assist students to decide whether to continue or discontinue their studies.

## **11. Academic Regulations**

### **11.1. General Regulations and Students' Responsibilities**

#### ***General Regulations***

Students must abide by the General Regulations for all Students (Regulation 13). It is expected that Institutions will have campus-specific regulations that apply to all students, supplemented by specific regulations for areas such as use of the library, IT facilities and laboratories. Students must agree to abide by the University's and the Institution's regulations as part of the enrolment/registration procedure.

#### ***Registration and Attendance***

Students are required to register for the correct number of modules at the correct level. They must also attend lectures, seminars, tutorials, examinations or other activities. They must also complete and submit coursework by the defined deadlines. Institutions must have policies covering:

- Attendance at lectures.
- Attendance at tutorials, seminars, laboratory and other sessions.
- The methods used to monitor attendance.

#### ***Responsibilities of Students***

It is the responsibility of students to check their examination schedule, attend examinations and submit coursework. They must also provide examiners, before the Board of Examiners meeting, with any relevant information on personal circumstances which may have affected their performance. If a student does not attend an examination, the Board of Examiners has authority to award a fail mark for the examination. If a student does not submit work for assessment at the right time without good cause, a penalty for late submission will be applied.

### **11.2. Student Discipline**

Institutions must have a student disciplinary procedure that conforms to the University's Ordinance for Student Discipline. The Ordinance defines a two-stage disciplinary process involving:

- An initial stage where the case is considered by a Disciplinary Officer who may deal with minor offences.
- A second stage where, for more serious offences, the case is considered by the Board of Discipline.

It is expected that Institutions' disciplinary procedures define the circumstances under which allegations or suspicion of criminal activity will be reported to the Police. As noted in Section 10.3, Institutions must also ensure that the scope of the procedure is clear, so that there is no ambiguity regarding when it should be used, and when other procedures, like the Termination of Studies Procedure, should be used.

Institutions' student disciplinary procedures must be consistent with the following:

- Officers with disciplinary powers must be identified.
- The powers of disciplinary officers must be as specified in the University's Ordinance for Student Discipline.
- There must be mechanisms to temporarily suspend students if the circumstances demand, pending consideration of the case under the disciplinary procedure.
- A student must be informed about the allegations against him/her before any meeting to consider the case.

### **11.3. Plagiarism and Unfair Practice**

Institutions should have a central strategy to prevent, detect and respond to unfair practice in examinations and assessed coursework. Whilst identifying the roles of the Institution and of academic staff, it is important to emphasise the responsibility of students not to engage in unfair practice. Institutions' policies and procedures must conform to the Code of Practice on Plagiarism (Code 13).

Allegations of unfair practice must be investigated as defined by the Unfair Practice Procedure (Procedure 05).

***Where an allegation of unfair practice arises at any time after an individual has been admitted to an award of the University, the allegation must be considered by the University in accordance with its procedures.***

### **11.4. Recognition of Prior Learning**

Recognition of Prior Learning (RPL) is used generically to include the recognition of prior learning (RPL), recognition of prior certificated learning (RPCL), recognition of prior experiential learning (RPEL), recognition of prior certificated and/or experiential learning (RP[E/C]L) and the recognition of prior learning and achievement (RPL&A). RPL should normally be available to students on all programmes excluding the research project (dissertation) component of taught postgraduate programmes. RPL, as defined here, does not include credit transfer and accumulation (CAT). Where a student has gained credit by study at an approved institution (normally a UK Higher Education institution or its equivalent) such credit may be transferred as part of the credit requirements for a validated programme subject to the limits defined defined in the Regulations for Taught Programmes (Regulation 01).

Institutions' procedures to consider and approve applications for APL must be as defined in the Regulations for Taught Programmes (Regulation 01).

### **11.5. Boards of Examiners' Discretion**

Within the boundaries imposed by the regulations, Boards of Examiners have discretion when reaching decisions on the classification of awards for individual students. Boards of Examiners are responsible for interpreting the assessment regulations for the programme if any difficulties arise, in the light of the University's requirements and good practice in higher education. The academic judgements made by Boards of Examiners may not, in themselves, be questioned or overturned. The authority of Boards of Examiners to exercise judgement and discretion should be clearly stated in student handbooks.

### **11.6. Regulations for Academic Programmes**

The regulations for programmes, including credits, study periods, and the criteria for achieving awards, must be as defined in the Regulations for Taught Programmes (Regulation 01).

## **12. Assessment**

### **12.1. General Principles**

Institutions' procedures for the assessment/examination of students must be as defined in the Regulations for Taught Programmes (Regulation 01). The Regulation stresses the links between assessment and learning outcomes. The Regulation also notes that examiners may exercise discretion and judgement when details of all a student's marks are available. The Regulation includes details of:

- Marking scales and categorical marking.
- Word limits and length of examinations.
- Double marking.
- Submission of coursework.
- Extenuating circumstances.
- Setting and organising examinations.
- Supplementary assessment.
- Viva voce examinations.
- Marking criteria.

Institutions must ensure that students are informed about the assessment regulations and requirements for individual programmes of study.

### **12.2. Information Provided to Students**

Following the guidance provided in the Regulations for Taught Programmes (Regulation 01), Institutions must ensure that students are informed about their responsibilities under the academic regulations and of the requirements for assessment. This includes details of:

- Teaching timetables.
- Examination timetable.
- Coursework submission deadlines.
- Processes for students to reporting special/extenuating circumstances.
- The criteria for progressing from one level to another.
- The criteria to be eligible for a University award.

### **12.3. Guidelines on Submitting Work in Welsh**

*This section applies only to students studying at approved Institutions in Wales*

Every student studying at approved Institutions in Wales has the right to sit examinations and submit coursework through the medium of Welsh or English, irrespective of the language of the course. This excludes subjects where a language is the subject of study, where students must answer questions in the language which is the subject of the course. Procedures for assessing work submitted in Welsh are provided in the Regulations for Taught Programmes (Regulation 01).

## 13. Student Support and Guidance

### 13.1. Student Support Services

Institutions are expected to provide support services to assist students and to enhance their experiences of studying on higher education courses. The support services must:

- Be developed and managed holistically, within the context of an Institutional strategy for student support.
- Be monitored on a regular basis by mechanisms that report to the Institution's senior officers and/or management committees.
- Gather and respond to students' views on the services provided.
- Provide impartial advice.
- Respect student confidentiality.
- Assist learning, facilitate students' personal development, and safeguard and improve student's health and wellbeing.
- Define the roles and responsibilities of centrally provided services and of academic departments to avoid unnecessary duplication and gaps in student support.
- Be tailored to the specific needs of higher education students and be sufficiently distinct from the services offered by the Institution to any other students.
- Address the needs of all higher education students without a disproportionate emphasis on specific groups of students.
- Address the needs of on-campus, full-time students and the needs of off-campus, part-time and distance learning students.
- Be accessible to all students irrespective of the location or mode of study.
- Have appropriately trained staff, including where necessary, staff trained to professional standards and accredited by professional bodies.

It is expected that the support services available at the Institution will include:

- Library and information services.
- Personal development planning.
- Computing, information technology and e-learning support.
- Learning support for disabled students.
- Financial advice.
- Counselling, mental health and wellbeing.
- Careers and employability.
- Accommodation and housing.
- Registration and academic records.
- Pastoral/personal tutor support.

Procedures and information provided to students must conform to the following regulations:

Career Education, Information and Guidance	Code 04
Placement Learning	Code 07
Provision for Disabled Students	Code 11
Pastoral Support	Code 15
Student Representation	Code 16
Fitness to Study	Procedure 08



### 13.2. Student Complaints and Appeals

Institutions must have procedures to respond to student complaints and appeals. The complaints and appeals procedures must be based on the following principles, as outlined in the Code of Practice for Student Complaints and Appeals (Code 10):

- Institutions must maintain a record of all complaints and appeals.
- Every student has a right to complain or appeal against any service, academic assessment, academic or administrative procedure, perceived discrimination or harassment.
- There must be clearly-documented procedures for dealing with complaints and appeals.
- Complaints and appeals procedures must be non-discriminatory and unbiased.
- Complaints and appeals procedures must ensure privacy and confidentiality.
- The aim must be to resolve complaints and appeals as quickly as possible.
- Complaints should be addressed informally in the first instance, as close to their source as possible, and involving the individuals most directly concerned.
- Formal complaints should only be lodged and pursued if it has not been possible to resolve the issues informally.
- Any disappointment with the eventual resolution should not be aggravated by the processes used to consider the complaint or appeal.
- Complaints and appeals should not be made lightly or maliciously.
- Complaints and appeals should be made by individual students and pursued individually on a case by case basis (i.e. general complaints by groups of students should be resolved by discussion or by appropriate committees and should not be processed as a “group complaint” via the complaints procedure).
- Complaints and appeals should normally be made by the student unless the student has authorised someone to act on his/her behalf.
- Students have the right to receive reasons for decisions following consideration of a complaint or appeal and to be informed of the opportunity for further appeal.
- For any meeting or correspondence in connection with a complaint or appeal, students may be accompanied and/or represented (e.g. by an officer of the Students’ Union, a personal tutor, a family member or a friend).
- If a student feels that a complaint or appeal has not been dealt with satisfactorily by the Institution, the student may pursue a complaint under the University’s Student Grievance Procedure by submitting a formal complaint.
- Students who remain dissatisfied after a complaint has been considered by the University, and after a Completion of Procedures letter has been issued, may complain to the Office of the Independent Adjudicator.
- Institutions must not issue Completion of Procedures Letters, as required by the Office of the Independent Adjudicator, for any procedures involving students studying for an University award.

Complaints must be considered as defined by the Student Grievance Procedure (Procedure 01). Appeals must be considered under the Confirmation and Appeals Procedure (Procedure 02).

## 14. Student Voice/Representation

Students on franchised programmes will normally, unless specified otherwise in the agreement between the Institution and the University, be eligible to become members of the University's Students' Union. Institutions must also allow and facilitate opportunities for students, as a body or as cohort groups, to form a body, linked to the University Students' Union, to represent students. The procedures and structures adopted at the Institution must comply with national and/or regional legislation regarding Students' Unions (or their equivalent). Institutions must ensure that officers, delegates and representatives of the student body are chosen democratically. Within the constraints imposed by legislation it is expected that students will:

- Be able to create a body to promote the general interests of students and to arrange academic, social or other activities.
- Be represented on groups or committees responsible for facilities, teaching and quality assurance of higher education programmes at the Institution.
- Participate in staff-student committees in academic departments.
- Have opportunities to provide feedback, via questionnaires or surveys, on the quality of teaching and other services.
- Participate in external surveys as requested by the Institution or the University.
- Be able to create structures to provide support to individual students to pursue grievances against the Institution, and where appropriate, organisations or individuals outside the Institution.
- Represent students in reviews and audits conducted by the University.
- Become affiliate members of regional or national student organisations.

Institutions must ensure that students on the University's franchised programme(s) are represented in the wider student body at the Institution and have opportunities to raise concerns specific to their courses and needs. The University recommends the establishment of groups at the Institution to represent the interests of higher education students.

Details about student representation and the organisation of staff-student committees are in the Code of Practice for the Course Representative System (Code 16).

## 15. Awards and Certificates

### 15.1. Data Transfer

Institutions must provide the University with student records as defined in this Section, or as specified by the University. Data must be transferred electronically using text files or any other common format (e.g. Excel file or Access database).

Data is transferred on two occasions in each academic year:

- Registration records (normally before 1 December).
- Completion records (normally after Boards of Examiners' meetings and before 1 July).

The data must include:

For Registration and Completion Records	
Student name	
Student ID	
Date of birth	
Gender	
Student's home address	
Email address	
Name of award (i.e. BA, BSc etc.)	
Programme title	
Language for correspondence (Institutions in Wales only)	
+ For Registration Records	+ For Completion Records
Year of study	Date of Board of Examiners
Student's term-time address	Classification of award
	Date of ceremony (if applicable)*

\* See Section 15.2

### 15.2. Producing and Issuing Certificates

The University is solely responsible for producing and issuing certificates to students who successfully complete franchised programmes. The procedures are as defined in the Regulations for Confirming Awards and Issuing Certificates (Regulation 19).

Institutions may arrange ceremonies to celebrate students' achievements. Certificates produced by the University may be presented at the ceremonies. The arrangements for ceremonies must be approved by the University's Academic Registrar. Any costs incurred by the University related to participation in a ceremony must be agreed in advance. At the ceremony graduates and diplomates are entitled to wear the appropriate academic dress (including gown, hood and cap) as specified by the University.

### **15.3. Transcripts**

The University will provide a transcript for each student to record the modules completed, and the credits and marks achieved on the programme. Transcripts will be produced in accordance with the requirements of the Higher Education Achievement Report and Diploma Supplements and will include:

- The location of the Institution
- The language of assessment and study
- Information identifying the holder of the qualification.
- Information identifying the qualification.
- Information on the level of the qualification.
- Information on the contents of the programme and the results gained.
- Information on the function of the qualification including, where applicable, professional accreditation.
- Official certification.

## **16. Agreement and Financial Arrangements**

An agreement must be signed between the University and the Institution. Normally, there will be one agreement covering all the franchised programmes delivered by the Institution. Agreements will be renewed whenever new programmes are validated and when programmes are revalidated. The Agreement must set out the rights and obligations of both parties. The terms of the Agreement must be discussed and agreed in parallel with the approval and (re)validation process. The agreement will be drawn up by the Academic Registrar or nominee in consultation with the Institution. It will be signed on behalf of the University by the Vice-Chancellor (or his/her nominee) and by the Principal (or equivalent) at the Institution.

The term of the Agreement will be defined and the agreement will be reviewed at the end of the term by the University's Academic Registrar (or nominee) and his/her counterpart at the Institution.

The Agreement must contain details of the costs to the Institution and when payments are due. The costs of Institutional approval and programme validation will be subject to negotiation between the University and the Institution on a case by case basis, and without reference to the financial arrangements between the University and any other institution. The University will exercise its rights to agree costs that are appropriate to each case, depending on how the proposed collaboration meets its strategic objectives and depending on the resources required to approve and manage the agreement. The University may apply a non-refundable charge for Institutional approval regardless of the outcome of the approval Panel.

Template Agreements are available from the University's Academic Registrar.

## **17. Termination Agreement**

The Agreement between the University and the Institution may be terminated by either party giving not less than twelve months notice. Any conditions (e.g. delays in payments to the University) that might lead to termination of the Agreement within a shorter notice period must be defined in the Agreement. Those authorised to terminate the Agreement are the Vice-Chancellor and the Institution's Authorised Officer.

In the event of termination, the parties will normally enter into a Termination Agreement which must set out the responsibilities and rights of both parties and of students. The Termination Agreement must remain in force (but only so far as may be necessary) until all students enrolled on the validated programmes have completed their studies, have transferred to alternative programmes, have withdrawn, or until the time periods allowed for their studies have expired. The Termination Agreement must also detail any outstanding financial commitments and all costs due during its term.

Template Termination Agreements are available from the University.

## **18. Data Management and records**

Institutions are responsible for maintaining students' records and for managing data in accordance with these Guidelines and the Data Protection Act (1998).

The University will maintain records that include lists of:

- Current and previously approved Institutions.
- Current and previously validated programmes.
- Current and past students and the classification of their awards.

The University will retain copies of all institutional approval and programme validation documents. The documents will be kept for 5 years after the termination of an Agreement or the end of a Termination Agreement, whichever is the most recent.

## 19. Welsh Language Policy

*This section applies to approved Institutions in Wales.*

Institutions in Wales must have a Welsh Language Policy constructed in-line with extant legislation and/or policy. Institutions' Welsh Language Policies must ensure that students on the University's franchised programmes have the same opportunities as any other University student and must be consistent with the following principles:

- Students must have access to personal support from Welsh-speaking members of staff.
- Students should be able to access support services through the medium of Welsh
- Students may take examinations and submit coursework through the medium of Welsh (subject to the conditions in Section 12.3).
- Correspondence with individual students must be conducted in the students preferred language (Welsh or English). Students must be asked to indicate when they first enrol at the Institution in which language they would like to receive correspondence.
- Publicity material for students (e.g. Prospectus) must be available in Welsh and English.
- Welsh Medium teaching and learning (and related activities) must be monitored and reviewed in the same way as any other teaching and learning activities, and in accordance with the requirements of these Guidelines.



## **20. Assigning Roles and Responsibilities**

### **20.1. Introduction**

This Section defines the extent to which, and how, the University's regulations can be adapted by franchise institutions. Any modifications beyond that permissible under these guidelines require approval by the University, normally when institutions are approved. Sections 20.1 - 20.6 specify roles and functions that have to be assumed by the Institution. The information is presented by procedures in Section 20.7.

When assigning roles and responsibilities, Institutions must ensure that there is no conflict of interest. For example, the same individual cannot be assigned to assume the responsibilities of Academic Registrar and Head of School.

### **20.2. General Terms**

Each franchised programme is the responsibility of a specified academic School at the University. The School, and the Head of School, must assume responsibility for the programme(s) as defined by the regulations. However, roles and tasks assigned to Schools/Heads of School in the regulations are normally devolved by the School to the department at the Institution that is responsible for delivering the programme(s).

Franchised programmes are managed through a Joint Programme Board (Section 5.3). The Joint Programme Board may assume responsibilities as defined by the regulations, but may not replace the overall responsibilities of the School Board of Studies for overseeing academic provision within a School, including franchised programmes.

In some instances, the regulations use the term Institution when referring to the University. Where this occurs, franchise Institutions can assume, unless specified otherwise in these Guidelines, that the responsibilities are assigned to the University, and use of the term Institution should not be interpreted as referring to franchise Institutions.

Where franchise Institutions assume roles assigned by the regulations to the University's Colleges, the roles are normally assigned to academic departments, except in Institutions with franchised programmes in several departments, in which case cross-institution committees can assume the roles assigned to Colleges.

### **20.3. Committees, Boards and Panels**

Institutions must establish committees, boards and panels as defined below. Where it is not possible for an Institution to establish a committee, board or panel (for example, if there are insufficient numbers of staff who have no previous involvement with a case), the Institution must contact the University to seek advice on how the group can be established. In such cases, the University may specify that the group must be established by the University as defined by the regulations.

### ***Board of Discipline***

Applies to: Regulation 13, Ordinance for Student Discipline

Institutions must arrange a Board of Discipline when required under the regulations. Membership of the Board of Discipline must be senior member of staff (Chair) and three members of the academic staff. A member of the student body (usually chosen by the Students' Union or its equivalent) must be invited to attend as an observer.

### ***Senate Appeal Panel***

Applies to: Regulation 14, Procedure 02

Institutions must arrange an Appeal Panel to act as the Senate Appeal Panel when required under the regulations. Membership of the Appeal Panel must be senior member of staff (Chair), four members of staff, a senior member of staff acting as the Academic Registrar's nominee (see Section 20.5) and a member of support staff responsible for student support/welfare.

### ***Panels/Committees of Enquiry***

Applies to: Procedure 01, Procedure 05 and Procedure 06

Institutions must arrange Panels/Committees of Enquiry when required under the regulations. The composition must be:

Panel of Enquiry under Procedure 01. Chair - Senior Member of Staff (other than the person acting as the Pro Vice-Chancellor (Teaching & Learning)'s nominee), 2 members of the academic staff, an independent external person from outside the Institution and a secretary appointed by the Institution.

Committee of Enquiry under Procedure 05. Chair - Person acting as the Chair of the Quality Assurance and Validation Task Group, 2 members of the academic staff, an independent external person from outside the Institution and a secretary appointed by the Institution.

Panel of Enquiry under Procedure 06. Chair - Person acting as the Pro Vice-Chancellor (Teaching & Learning), 2 members of the academic staff, an independent external person from outside the Institution and a secretary appointed by the Institution.

### ***Course Reps Council***

Applies to: Code 16

Institutions with franchised programmes in more than one academic department are encouraged to establish a group to fulfil the roles defined for the Course Reps Council in Code 16.

## **20.4. Service Departments**

### ***Academic Registry***

Applies to Regulation 01, Code 11, Procedure 07

Institutions must ensure that it has administrative procedures to receive, collate, manage and store documents and reports on behalf of the Academic Registry as specified in Regulation 01, Code 11, and Procedure 07.

### ***Student Services***

Applies to Regulation 13, Code 15

Institutions must establish a means to provide support to students who wish to interrupt or terminate studies as defined for Student Support Services under Regulation 13. Institutions must also establish structures to facilitate student pastoral support as defined by Code 15.

### ***Disability Service***

Applies to Regulation 01, Code 07, Code 11

Institutions must establish a means to provide support to disabled students as defined under Regulation 01, Code 07 and Code 11. In small institutions, the functions of the Disability Service and Dyslexia Support Service may be combined.

### ***Dyslexia Support Service***

Applies to Regulation 01, Code 07, Code 11

Institutions must establish a means to provide support to dyslexic students as defined for the Dyslexia Support Service under Regulation 01, Code 07 and Code 11. In small institutions, the functions of the Disability Service and Dyslexia Support Service may be combined.

### ***Careers Education Service***

Applies to Code 04, Code 07

Institutions must establish a means to provide careers and employability guidance and support to students as defined for the Careers Education Service in Code 04 and Code 07. Institutions are only expected to fulfil those requirements of Code 04 that relate directly to franchised programmes. For example, they are not expected to fulfil the strategic and advisory role that the Careers Education Service fulfils at the University.

### ***Central Admissions Office***

Applies to: Code 09

Institutions must ensure that it has administrative procedures to receive and process applications for franchised programmes as specified in Code 09.

### ***Students' Union***

Applies to: Code 15, Code 16

As outlined in Section 14, Institutions must facilitate the creation of a student body that can fulfil the role of the Students' Union as specified in Code 15 and Code 16. Institutions are only expected to fulfil those requirements of Code 15 and Code 16 that relate directly to franchised programmes.

### **20.5. Officers**

#### ***Pro Vice-Chancellor (Teaching & Learning)***

Applies to Regulation 13, Code 10, Procedure 01, Procedure 02, Procedure 07 and Procedure 08

Institutions must assign a senior member of staff as the Pro Vice-Chancellor (Teaching & Learning)'s nominee to consider:

- Applications for late registration under Regulation 13.
- Whether to suspend or terminate the studies of a student on health grounds under Regulation 13 (Procedure 08)
- Complaints and appeals as specified in Code 10, Procedure 01, Procedure 02 and Procedure 07.

Note: The person acting as the Pro Vice-Chancellor's nominee should not assume responsibility for appeals against the decision of a Committee of Enquiry under Procedure 05. Such appeals must be referred to the Pro Vice-Chancellor (Teaching & Learning) at the University.

#### ***Academic Registrar***

Applies to Regulation 13, Regulation 14, Procedure 01, Procedure 02 and Procedure 06

Institutions must assign a senior member of staff as the Academic Registrar's nominee to:

- Receive information from students under Regulation 13.
- To determine which procedure to use to deal with complaints under Procedure 01.
- Sit on Appeal Panels under Regulation 14/Procedure 02.
- Manage applications for confirmation and appeals under Procedure 02
- Consider requests to terminate the studies of a student under Procedure 06
- Act as defined in Procedure 05 for unfair practice allegations.

Note: The person acting as the Academic Registrar's nominee should not assume responsibility for receiving and handling appeals that are to be referred to the Vice-Chancellor under Procedure 01. Such appeals must be referred to the Academic Registrar at the University.

#### ***Chair of the Quality Assurance and Validation Task Group***

Applies to Procedure 05

Institutions must appoint a person to act as the Chair of the Quality Assurance and Validation Task Group to consider unfair practice cases as defined by Procedure 05. The person cannot be the same person as either the person assuming the role of the Superintendent of Examinations or acting as the Pro Vice-Chancellor (Teaching & Learning)'s nominee.

***Disciplinary Officers***

Applies to: Regulation 13, Ordinance for Student Discipline

Institutions must assign at least 2 members of staff to be Disciplinary Officers under the Ordinance for Student Discipline.

***Head of Admissions/Senior Assistant Registrar (Admissions)***

Applies to: Regulation 13, Code 09, Code 11

Institutions must assign a member of staff to act on behalf of the Head of Admissions to:

- Decide whether a student who is in debt can be granted temporary registration under Regulation 13.
- Receive and consider complaints related to admissions as specified in Code 09.
- Liaise with the Disability Service on admissions matters as defined by Code 11.

***Senior Tutor***

Applies to: Code 15, Procedure 01, Procedure 07

Institutions must assign a member of staff to oversee the pastoral support provided to students in an academic department, fulfilling the roles assigned to Senior Tutors in Code 15, Procedure 01 and Procedure 07.

***Head of Student Services***

Applies to: Procedure 08

Institutions must assign a member of staff to coordinate a response under Stages 2 and 3 of Procedure 08.

***Disability Adviser***

Applies to: Code 11

Institutions must assign a member of staff to coordinate the support provided to disabled students, and specifically to fulfil duties of the Disability Adviser as specified in Code 11. In small Institutions the roles of the Disability Adviser and School Disability Adviser may be combined.

***School Disability Adviser***

Applies to: Code 11

Institutions must assign a member of staff to coordinate the support provided to disabled students within academic departments, and specifically to ensure that students are supported as specified in Code 11. In small Institutions the roles of the Disability Adviser, School Disability Adviser and Dyslexia Coordinator may be combined.

### ***Dyslexia Coordinator***

Applies to: Code 11

Institutions must assign a member of staff to coordinate the support provided to dyslexic students, and specifically to ensure that students are supported as specified in Code 11. In small Institutions the roles of the Disability Adviser, School Disability Adviser and Dyslexia Coordinator may be combined.

### ***School Placement Staff***

Applies to: Code 07

Institutions must assign a member, or members, of staff to assume the role(s) of School Placement Staff as defined in Code 07.

### ***APL Coordinator***

Applies to Guideline 01

Institutions must assign a member, or members, of staff to assume the role of APL coordinator as defined in Guideline 01.

## **20.6. Other**

### ***Regulation 13***

Students on franchised courses are expected to have access to medical services at or near the franchise Institution. The types of service will depend on whether programmes are delivered to students who reside at, or near, the campus.

### ***Code 02***

- JISC Software. Institutions may use an alternative means of detecting plagiarism.
- Bangor Portal. Institutions are encouraged to release marks to students using an appropriate electronic system, although for programmes involving small numbers of students, paper-based reporting is acceptable.

### ***Code 04 and Code 15***

Institutions are encouraged to provide students with a means to demonstrate the acquisition of transferrable skills via a personalised portfolio comparable to the Bangor Employability Award.

### ***Code 06***

Code 06 specifies when former staff/students of the University can become External Examiners. The same constraints apply to former staff/students of a franchised Institution.

### ***Code 07***

The Institution must ensure that its insurance policy covers students whilst on placement, as defined for the University in Code 07.

### ***Code 15***

The Institution is encouraged to establish systems in which new students are supported/guided by current students in a peer guiding scheme or its equivalent.

***Code 12, Procedure 01, Procedure 02, Procedure 05, Procedure 06, Procedure 07, and Ordinance for Student Discipline***

As specified in Section 13.2, Institutions must not issue Completion of Procedures Letters. As specified in Section 20.7, Completion of Procedures Letters must be issued by the University under Procedure 01, Procedure 05, Procedure 06, and the Ordinance for Student Discipline. Completion of Procedures Letters must not be issued by the Institution under Procedure 02, or Procedure 07 without the approval of the University's Academic Registrar.

**20.7. Allocation of Roles and Responsibilities by Procedure**

This section provides a summary of roles and responsibilities by procedures. It should be read with Sections 20.1 - 20.6 and Institutions must also refer to the procedures as published at <http://www.Bangor.ac.uk/regulations>.

***Ordinance for Student Discipline***

Disciplinary Officers - Roles assumed by Institution  
Board of Discipline - Convened by Institution  
Board of Appeal - Convened by University  
Termination of Procedures Letter - Must be issued by the University

***Student Grievance Procedure (Procedure 01)***

Head of School - Roles assumed by Institution  
Pro Vice-Chancellor (Teaching & Learning) - Role assumed by Institution  
Panel of Enquiry - Convened by Institution  
Vice-Chancellor - Role retained by University  
Termination of Procedures Letter - Must be issued by the University

***Confirmation and Appeals (Procedure 02)***

Head of School - Roles assumed by Institution  
Pro Vice-Chancellor (Teaching & Learning) - Role assumed by Institution  
Appeal Board - Convened by Institution  
Termination of Procedures Letter - Must be approved by the University

***Unfair Practice (Procedure 05)***

Head of School/Chair of the Board of Examiners - Roles assumed by Institution  
Chair Quality Assurance & Validation Task Group - Role assumed by Institution  
Committee of Enquiry - Convened by Institution  
Pro Vice-Chancellor (Teaching & Learning) - Role retained by University  
Termination of Procedures Letter - Must be issued by the University

***Termination of Studies (Procedure 06)***

Head of School - Roles assumed by Institution  
Panel of Enquiry - Convened by Institution  
Vice-Chancellor - Role retained by University  
Termination of Procedures Letter - Must be issued by the University

***Approving Interruption of Studies (Procedure 07)***

Academic Registry - Roles assumed by Institution

Pro Vice-Chancellor (Teaching & Learning) - Role assumed by Institution

Termination of Procedures Letter - Must be approved by the University

***Fitness to Study Procedure (Procedure 08)***

Head of Student Services – Role assumed by Institution

Pro Vice-Chancellor (Teaching & Learning) - Role assumed by Institution

Vice-Chancellor - Role retained by University