ACADEMIC REGULATIONS 2022/2023

Contents

Introduction

These Academic Regulations and associated policies and procedures provide a framework for the development, management and delivery of programmes and study at Cardiff University. The purpose of the regulations and associated policies is to ensure that Cardiff University can discharge effectively its responsibilities to all students fairly and effectively and to ensure that the standards of awards are consistent with the relevant national qualification frameworks.

The 2022/23 Academic Regulations apply to students who have enrolled, or re-enrolled since 1 August 2022. For students who have not yet enrolled this academic year, the 2021/22 Academic Regulations will apply.

The regulations have been presented using the following structure:
- *Academic Governance*
- *Admissions*
- *Awards and Programmes*
- *Assessment*
- *Student Study and Engagement*
- *Student Conduct*
- *Student Complaints and Appeals*

Associated policies and procedures have been aligned with this structure. There are links to the appropriate policies and procedures and these can be found in the *Sources of Further Information* section.

If you are a disabled student and require adjustments to these regulations or procedures to be able to fully engage with the process, please contact the Academic Registrar to identify any reasonable adjustments which can be made to support your engagement.

University officers may nominate alternates to act on their behalf.

Changes since 2021/2022

Regulation/ Section	Description of change	Effective from
Sources of Further Information	Addition of the following Admissions policies: • *Complaints Against Applicants Procedure* • *Oversubscription Policy (School of Optometry and Vision Sciences)* • *Presenting Original Documentation at Enrolment* *Programme Development Policy* replaced by *Programme Approval Procedure*	1 August 2022

	Addition of *Institutional Expectations for Programme Structure, Design and Delivery.* *Policy and Procedure on the Deposit of Electronic Theses* changed to *Policy and Procedure on the Final Deposit of Degree Theses*	
Admissions Regulations	Minor textual amendments to improve style and clarity. This includes reordering of list of associated policies, and addition of relevant policies previously omitted.	1 August 2022
Regulations for Modular Taught Programmes	*Master's dissertations* - Minor adjustments to clarify the expected due dates for full-time and part-time master's dissertations to ensure greater consistency. *Mode of attendance for Repeat Assessments* - Additional text added to clarify decision-making. *Repeat Rules* - Amendment to clause 3.6 ending the requirement for internal repeating students to retake all assessments on a module if they have already passed at a previous attempt. *Exclusion from programme* - Clauses relating to the circumstances leading to exclusion from a programme have been consolidated for better clarity and to avoid repetition. *Secondary rules* - Amendments to simplify the table outlining the application of the secondary rule to programmes with a year of experiential learning. Amendment has also been made to the secondary rule for Postgraduate Master's programmes to specify 50% of credits, rather than 90 credits.	1 August 2022
Module Regulations	Subsequent amendments following changes to repeat rules as set out above.	1 August 2022
MB BCh Regulations	Removal of references to the Preliminary Year following its discontinuation	1 August 2022
BDS Regulations	Removal of references to the Preliminary Year following its discontinuation. Sitting attempts - Section 6 ('Assessment') amended to ensure students are only eligible to	1 August 2022

	have two sitting attempts for any assessment in a single year. Clinical requirements for progression – Additional text added to section 7 (Progression) to make clear requirements for clinical engagement. Expectations of repeating students – Wording amended in section 7 to make clear requirements for engagement for repeating students. BSc Exit Award – clarification on eligibility for exit award.	
Dental Therapy and Hygiene	New specific Regulations added for the BSc in Dental Therapy and Hygiene and the DipHE in Dental Hygiene.	1 September 2022
MA Social Work	New specific Regulations added for the MA Social Work following withdrawal of the Regulations for Non-modular Postgraduate Programmes.	1 September 2022
MScD Regulations	New specific Regulations added for the MScD Orthodontics following withdrawal of the Regulations for Non-modular Postgraduate Programmes.	1 September 2022
Non-modular Postgraduate Taught Programmes Regulations	Regulations withdrawn due to increasingly bespoke requirements for remaining non-modular programmes.	1 August 2022
Assessment and Examining Board Regulations	Submission of Late Course work - Removal of statement in relation to submission of Late Course work, which has been moved to the Student Study and Engagement Regulations. Organisations and Conduct of Examinations - The previously separate sections on Organisation of Examinations, and Conduct of Examinations, have been combined into one section. Requests for assessments to be taken outside Cardiff - Sections relating to this procedure have been removed, as this is covered in the *Examination and Assessment Policy and Procedures*.	1 August 2022

	Format of Master's dissertations - Regulations have been added at section 10 to outline basic requirements and special provisions. Role of Examining Boards - Sections 11.8 and 11.9 outlining the operation of Examining Boards has been deleted, the information combined with section 11.1 setting out role of Examining Boards. External Examiners - Section 10, which outlines the role and appointment of External Examiners has been moved to become section 12.	
Research Degree Regulations	Definition of full-time study - amendment to allow for greater flexibility in location of study. Part-time PhD - Change to maximum period of study from 7 to 8 years.	1 August 2022
Regulations for PhD by Published Works	Removal of option for Interruption of Study, as is not relevant to the nature of the programme.	1 August 2022
Student Study and Engagement Regulations	Placements and Study Abroad - Amendment of wording at 1.2 to make clear that students are also expected to meet any engagement requirements from partner institutions. Removal of advice to students regarding non-engagement and disability at sections 1.4 and 1.5, with a reference to the relevant policy links set out in section 4 made instead. Table of Procedures - The table at 4.8 mapping student events to the relevant procedure has been removed, and will be placed in the Student Handbook instead.	1 August 2022
Student Conduct Regulations	Minor amendments have been made to remove general statements at 1.1 and 1.5 which don't set out specific regulations. An additional signpost to the list of related procedures at section 4 has also been added.	1 August 2022

Sources of Further Information

The Academic Regulations are supported by a number of policies and procedures, which can be accessed in the links below.

Admissions

- *Admissions Policy for Undergraduate Dental Programmes*
- *Admissions Policy for Undergraduate Medicine Programmes*
- *Application Verification Policy*
- *Complaints Against Applicants Procedure*
- *Complaints and Appeals Procedure for Applicants*
- *Contextual admissions*
- *Criminal convictions policy procedure and guidance*
- *Data protection*
- *Deposits for Postgraduate Taught Programmes*
- *Determining Applicants' Fitness to Practise and Eligibility to Pursue Regulated Programmes*
- *English language requirements*
- *Extenuating Circumstances*
- *Fee status information*
- *Fitness to Practise (Healthcare)*
- *Genetic and Genomic Counselling Postgraduate Taught Programme*
- *Interview and Audition Policy*
- *Oversubscription Policy (School of Dentistry)*
- *Oversubscription Policy (School of Healthcare Sciences)*
- *Oversubscription Policy (School of Medicine)*
- *Oversubscription Policy (School of Optometry and Vision Sciences)*
- *Presenting Original Documentation at Enrolment*
- *Recognition of Prior Learning and Recognition of Prior Experiential Learning Policy*
- *Safeguarding Policy*
- *Standard Period of Relevance for Previous Qualifications Policy*
- *Terms and Conditions of Offer*
- *Under 18s Policy*

Awards and Programmes

Awards policies and procedures:

- *Academic Dress Policy*

Programme policies and procedures:

- *Programme Approval Procedure*

- *Institutional Expectations for Programme Structure, Design and Delivery*
- *Assessment Principles*
- *Collaborative Provision Policy*
- *Placement Learning Policy*
- *Study Abroad Policy*
- *Blended Learning Framework*

Monitoring and review:

- *Monitoring and Review Policy*
- *Annual Review and Enhancement*
- *Revalidation*
- *Accreditation by Professional, Statutory and Regulatory Bodies*

Assessment

- *Reasonable Adjustment Policy and Procedure*
- *Safety Net Policy*

Taught programmes:

- *Extenuating Circumstances Policy and Procedure*
- *Examination and Assessment Policy and Procedures*
- *Policy and Guidance on IT delivered assessments* (e-assessments)
- *Policy and guidance on structured clinical Assessments*
- *Marking Policy*
- *Academic Assessment Feedback Policy*
- *External Examiners Policy*

Research programmes:

- *Extenuating Circumstances Policy and Procedure*
- *Policy on the Submission & Presentation of Research Degree Theses*
- *Policy on Late Submission of Research Degree Theses*
- *Policy and Procedure for the Appointment of Research Degree Examining Boards (Viva)*
- *Policy and Procedure for the Conduct of Research Degree Examinations*
- *Policy and Procedure for the Arrangement and Conduct of Research Degree Examinations (Viva) in Alternative Formats*
- *Policy and Procedure on Bars on Access to Research Degree Theses*
- *Policy and Procedure on the Final Deposit of Degree Theses*
- *Procedures for the Application, Submission and Examination of PhD by Published Works*
- *Procedures for the Application, Submission and Assessment of Higher Doctorates*
- *Procedure for the Re-Registration of Former Research Degree Students for Examination*

Student Study and Engagement

- *Student Support Intervention Policy and Procedure*
- *Non-engagement with Study Procedure*
- *Return to Study Procedure*

Taught students:

- *Student Academic Engagement Procedure*
- *Interruption of Study Procedure*
- *Personal Tutor Policy*
- *Learning Central Minimum Expectations*

Research students:

- *Policy and Procedure on the Monitoring of Research Students*
- *Unsatisfactory Progress or Engagement Policy and Procedure*
- *Policy on Research Student Supervision*
- *Policy on Supervisor Responsibilities*
- *Interruption of Study and Extension to Time Limit Policy and Procedure (Research Students)*
- *Policy on Maternity, Adoption, Paternity/Partner and Shared Parental Leave for Research Students*
- *Research Students who Teach*
- *Policy on the Induction and Training of Research Students*

Student feedback:

- *Module Evaluation Policy*
- *Student Survey Code of Practice*

Student Conduct

- *Student Conduct Procedure*
- *Fitness to Practise Procedure*
- *Academic Integrity Policy*

Taught students:

- *Academic Misconduct Procedure (Taught Students)*

Research students:

- *Academic Misconduct Procedure (Research Degrees)*
- *Policy on Research Student Responsibilities*

Student Complaints and Appeals

- *Student Complaints Procedure*

- *[Academic Appeals Policy and Procedure](#)*
- *[University Review Procedure](#)*

Academic Governance

Academic Management Regulations

1.   Governance

1.1   The constitutional framework within which the University operates is based upon its Royal Charter and the supporting Statutes and Ordinances. These Academic Regulations, relating to academic management, supplement the content of the Charter, Statues and Ordinances.

Council is the governing body and, as such, the supreme authority of the University. It has the ultimate power of decision in all matters affecting the University (Ordinance 4).

The Senate is our chief academic authority and is responsible, on behalf of the Council, for determining educational policy (Ordinance 5).

The Education and Student Experience Committee is responsible for advising the University on all matters relating to education and the student experience across the full range of its provision for students (Ordinance 10).

The Academic Standards and Quality Committee is responsible for advising the University on all matters relating to the promotion of academic quality and standards (Ordinance 10).

The University Awards and Progress Committee, under authority delegated to it by Senate and Council, receives recommendations from Examining Boards and admits those qualified to degrees, certificates, diplomas or other academic award of the University (Ordinance 10).

2.   College Structure

2.1   Our Academic Schools are organised into three Colleges as specified in Ordinance 9, Academic Bodies.

3.   Responsibilities

3.1   The responsibilities of College Pro Vice-Chancellors and Heads of Schools are specified in Ordinance 9, Academic Bodies.

3.2   All proposals which require the approval of University Committees or have resource implications, will be subject to the written approval of the relevant Head/(s) of School and College PVC.

3.3   The role of committees is, essentially, to decide or to advise upon issues of policy; as far as is possible, the responsibility for day-to-day administrative matters are delegated to named individuals.

3.4   Students will have opportunities to participate in making decisions about academic matters through their membership of relevant committees.

3.5   Accountability for the quality of the educational experiences made available to students, including those pursuing modules offered by the School within jointly-taught and co-taught programmes, and programmes where the first year is inter-School based, will rest with the Heads of the participating Schools.

3.6   Every Module (modular Programmes) or taught Unit of Study (non-modular Programmes) (hereafter, the term 'Module' will be used to refer to both) will belong to one School only; responsibility for Modules cannot be shared.

4.   Basic Structure for Management of Taught Programmes

In accordance with Ordinances, it is the responsibility of each Head of School to establish the basic structure within his/her School for the management of taught Programmes. This will comprise, as a minimum:

4.1   The School Board

In every School there will be a senior committee, advisory to the Head of School and chaired by the Head or his/her nominee, which will be concerned with major issues relating to the School.

4.1.1   In relation to taught Programmes these will include:

.1   the establishment of the School's mission and objectives for their review;

.2   the development of the School's Strategic Plan in line with institutional strategies;

.3   to consider matters relating to learning, teaching and assessment in accordance with the University's priorities, as defined by University strategy outlined in the Way Forward, and University Regulations and Policies;

.4   the allocation and monitoring of resources to taught Programmes;

.5   receiving and considering recommendations from Boards of Studies for new programmes and major changes to existing programmes.

4.2   The School Education and Student Experience Committee

4.2.1   The Head of School will establish a School Education and Student Experience Committee, the Chair being the Director of Learning and Teaching, which shall report to the School Board and College Education and Student Experience Committee.

4.2.2   The School Education and Student Experience Committee will provide oversight of the arrangements for the management of taught programmes

and the student experience, advising/recommending to the Head of School via the School Board, on matters including:

- receiving and considering recommendations from Boards of Studies;
- reviewing and analysing student feedback and considering any recommendations from the Student Staff Panel(s);
- ensuring that the arrangements for teaching, assessment and supporting students adhere to and are aligned with the University's regulations, policies and procedures and the University's strategies;
- identifying enhancement initiatives which contribute to the achievement of the aims of the Education and Student sub-strategy and oversight on the impact and effectiveness of actions taken;
- ensuring the completion of School's Annual Review and Enhancement (ARE) submission;
- providing oversight of the implementation and effectiveness of actions in the Student Experience Enhancement plan;
- promoting opportunities for staff development;
- integrating consideration of equality, and diversity and inclusion and sustainability in all matters falling within its remit.

4.2.3 The School Education and Student Experience Committee will advise and report to the College Education and Student Experience Committee on matters including:

- School's progress in supporting the implementation of the Education and Students sub-strategy;
- opportunities for innovation and enhancement in teaching and assessment;
- opportunities for the enhancement of the student experience, particularly with reference to student feedback;
- issues or concerns relating to education and student experience which require further consideration at University-level.

4.2.4 The School Education and Student Experience Committee will disseminate to the School Board and Boards of Studies, as appropriate, information received and considered at meetings of the College Education and Student Experience Committee and Academic Standards and Quality Committee, and feedback received in respect of the of the School's Annual Review and Enhancement (ARE) submission.

4.2.4 The membership of the School Education and Student Experience Committee will include: Chairs of Boards of Studies; Assessment and Feedback lead; Employability Champion; Senior Personal Tutor; senior student representative; and other members as agreed by the Head of School and Director of Learning and Teaching.

4.3 Boards of Studies

4.3.1 All Programmes must come under the oversight of a Board of Studies. The Head of School will establish such Boards of Studies as are necessary to ensure the co-ordination of all academic and administrative matters associated with taught Programmes provided by the School.

4.3.2 Boards of Studies will report to the School Education and Student Experience Committee. They will be concerned with one or more Programmes, or parts of joint Programmes offered by the School. Their core functions will include the following:

.1 responsible for the Annual Review and Enhancement (ARE) of programmes/ part programmes;

.2 to consider, and where appropriate advise the School Education and Student Experience Committee on, matters such as:

- the continued suitability of programme level aims and intended learning outcomes;

- any revised assessment strategy and structure is in line with principles of programme structure, design and delivery;

- all professional accreditation reports and visits are reviewed and actioned appropriately;

- all collaborative provision programmes are monitored with particular reference to the moderator reports;

- monitoring 'Teach Out' plans for any programmes that have been discontinued;

- all External Examiner reports are reviewed with particular reference to feedback on quality and standards of programmes and any proposals for changes to programmes.

.3 to approve, and where appropriate advise the School Education and Student Experience Committee on, changes to programmes as permitted by the Programme Development Policy;

.4 to advise the School Education and Student Experience Committee on proposals for new programmes or major changes to programmes;

.5 to advise the Head of School on applications for entry with advanced standing in line with the provisions set out in the Recognition of Prior Learning and Recognition of Prior Experiential Learning Policy.

.6 to advise the School Education and Student Experience Committee of matters for further consideration by the School or for onward referral to College or University-level committees;

.7   to review and consider student feedback received from surveys and Student Staff Panel(s) relating to the delivery of programmes.

4.3.3   The composition of Boards of Studies is not be prescribed save that they shall include:

- at least one academic staff representative of each Module under the oversight of the Board of Studies;
- at least one student representative, normally drawn from the Student/Staff Panels administered by the Board of Studies and elected by and from the student members of the Staff/Student Panels. Each Board of Studies will determine the number of additional student representatives (if any) to be included within its membership.

4.4   Student Staff Panel

4.4.1   Student Staff Panels provide students with an opportunity to raise issues and positive experiences with the school relating to their educational experience and provide schools with an opportunity to consult with students on proposals relating to their educational experience.

4.4.2   Each school will have at least one Student Staff Panel for taught programmes and one for postgraduate research, with additional Panels established to ensure that issues can be discussed with appropriate representation, e.g. undergraduate and postgraduate taught.

4.4.3   The Minutes of Student Staff Panels for taught programmes will be submitted to the relevant Boards of Studies and School Education and Student Experience Committee in order that issues raised may be considered. Where deemed appropriate, the Minutes can also be used to refer issues directly with the Director of Learning and Teaching or Director of Postgraduate Research and/or Head of Schools. Minutes will also be submitted to the Students' Union which will produce semester-based reports on activity across the University.

4.4.4   Advice and guidance is available in a code of practice on Academic Representation.

4.5   Examining Boards

4.5.1   Examining Boards will be established in accordance with Senate Assessment and Examining Board Regulations.

4.6   College Education and Student Experience Committee

4.6.1   The College Education and Student Experience Committee will provide oversight of the arrangements for the delivery of taught programmes and the student experience and initiatives to support the achievement of the aims and objectives of the Education and Student sub-strategy, including:

- identifying enhancement initiatives which contribute to the achievement of the aims of the Education and Student sub-strategy;
- reviewing and evaluating student feedback;
- oversight of progress on the implementation, impact and effectiveness of enhancement activities and initiatives;
- evaluating the impact of policies relating to the student experience;
- promoting innovation and enhancement in teaching and assessment;
- promoting opportunities for staff development;
- considering issues raised by School Education and Student Experience Committees;
- integrating consideration of equality, and diversity and inclusion and sustainability in all matters falling within its remit.

4.6.2 The College Education and Student Experience Committee will receive, consider, and disseminate, to the School Education and Student Experience Committees, as appropriate, information received and considered at meetings of the Education and Student Experience Committee and Academic Standards and Quality Committee.

4.6.3 The Committee will be jointly chaired by the College Deans – Undergraduate and Postgraduate – and its membership will include: Director of Learning and Teaching from each School; a Students' Union sabbatical officer nominated by the President; two senior student representatives.

5. Structure for the Management of Research Degrees

5.1 Postgraduate Research (PGR) Strategy Group

5.1.1 The Postgraduate Research (PGR) Strategy Group provides strategic oversight of postgraduate research across the University, reporting into the governance structures of the thematic Pro Vice-Chancellors. In relation to the Education and Students portfolio, the PGR Strategy Group will report to the Education and Student Experience Committee and the Academic Standards and Quality Committee. In relation to Research, Innovation and Enterprise, the PGR Strategy Group will report to the relevant entities, as informed by the outcomes of a current scoping of the governance structure for research, innovation and enterprise, as agreed by UEB.

5.1.2 The Group shall develop and keep under review a PGR strategy, and make recommendations thereon to the Pro Vice-Chancellors, Research, Innovation and Enterprise and Education and Students.

5.1.3 The Group shall provide strategic direction for addressing gaps and maximising opportunities.

5.1.4 The Group shall have responsibility for the delivery of a PGR Action Plan.

5.1.5 The Group shall provide enhanced and informed leadership of postgraduate research recruitment, quality and standards, funding and postgraduate culture and experience.

5.1.6   The Group shall have responsibility to discuss and recommend mechanisms and governance structures that will effectively and efficiently support: Students' Union partnerships projects; PGR recruitment; PGR equality, diversity and inclusion; identification, development and delivery of externally funded Doctoral Training Grants/Entities; informed PGR discussions with external organisations, including collaboration with GW4; PGR cohort building; PGR mental health and wellbeing; PGR culture and training; English language support for PGR students; PGR supervisor training; PGR students who teach; development of new PGR research degree programmes.

5.1.7   The Group may establish, as appropriate, such Sub-Committees or other task-oriented groups as required in order to fulfil its role.

5.1.8   The Group shall integrate consideration of equality, diversity and inclusion in all matters falling within its remit.

5.1.9   The Group shall ensure that sustainability issues are fully considered in all matters falling within its remit.

5.1.10   The PGR Strategy Group shall be chaired by a College Dean (Postgraduate), nominated by the Pro Vice-Chancellor, Research, Innovation and Enterprise.

5.1.11   The membership of the PGR Strategy Group will include the following: College Deans (Postgraduate); One College Dean of International; two Directors of Postgraduate Research Studies from each College; Students' Union Vice-President Postgraduate; One postgraduate research student; two members of the Doctoral Academy; One member of PGR Quality and Operations; One member of Communications and Marketing; One member of Finance; One member of Human Resources; One member of Research and Innovation Services; One member of Student Support and Wellbeing; One member who is an Early Career Researcher.

5.2   School Postgraduate Research Committee

5.2.1   Heads of School are responsible for communicating to students and staff any arrangements for the conduct and management of research degrees, which are supplementary to the University's regulations, policies and procedures governing research degrees.

5.2.2   The Head of School will establish a School Postgraduate Research Committee, the Chair being the Director of Postgraduate Research Studies, which shall report to the School Board and PGR Strategy Group.

5.2.3   The School Postgraduate Research Committee will provide oversight of the arrangements for the management of postgraduate research programmes and academic support for postgraduate research students, advising/recommending to the Head of School via the School Board, on matters including:

1. ensuring that the arrangements for the supervision and monitoring of postgraduate research students comply with the University requirements, and are readily accessible to all staff and students;
2. ensuring that all students have adequate supervision in the pursuit of their research goals and professional development needs;
3. considering and confirming student entitlements, including provision in terms of space / infrastructure, access to funding for conferences, research costs, travel and training, and teaching opportunities;
4. ensuring appropriate arrangements for the consideration of applications and conduct of interviews;
5. reviewing and considering student feedback received from surveys and the Student Staff Panel;
6. reviewing management information, including, progression, submission, completion, feedback from students and examiners, and use such information to inform School actions;
7. ensuring the completion of School's Annual Review and Enhancement (ARE) submission;
8. opportunities for the enhancement of the student experience;
9. proposals for new research programmes;
10. integrating consideration of equality, and diversity and inclusion and sustainability in all matters falling within its remit.

5.2.4   The School Postgraduate Research Committee will advise the PGR Strategy Group, via the College Dean (Postgraduate):

- opportunities for the enhancement of the student experience;
- issues or concerns relating to the arrangements for research degrees and/or student experience which require further consideration at University-level.

5.2.5   The composition of the School Postgraduate Research Committee is not be prescribed save that it shall include academic staff responsible for the supervision and monitoring of postgraduate research students and at least one student representative.

6.   Varying the Basic Academic Decision-Making Structure

Any case to vary the basic academic decision-making structure approved by Senate will be made to the Academic Standards and Quality Committee, which is authorised to approve such variations.

Variation of Arrangements

1.   Changes to University Regulations

1.1   The University reserves the right to add to, delete or make reasonable changes to the Regulations where in the opinion of the University this will assist in the proper delivery of education. Changes are usually made for one or more of the following reasons:

a)   To review and update the Regulations to ensure they are fit for purpose;

b)   To reflect changes in the external environment, including legal or regulatory changes, changes to funding or financial arrangements or changes to government policy, requirements or guidance;

c)   To incorporate sector guidance or best practice;

d)   To incorporate feedback from students; and/or

e)   To aid clarity or consistency of approach.

1.2   The University will consult the Students' Union Elected Officers before making any substantive changes to the Regulations.

1.3   Any changes will normally come into effect at the start of the next academic year, although a change may be introduced during the academic year where the University reasonably considers this to be in the interests of students or where this is required by law or other exceptional circumstances. The University will take all reasonable steps to minimise disruption to students wherever reasonably possible, for example, by giving reasonable notice of changes to Regulations before they take effect, or by phasing in the changes, if appropriate.

1.4   The updated Regulations will be made available on the University's website and may be publicised by other means so that students are made aware of any changes.

2.   Variation to programmes or other services/facilities

2.1   The University will make all reasonable efforts to deliver programmes and research opportunities leading to its awards and related educational and other services and facilities as described in the material information published by the University for the academic year in which you begin the course.

2.2   The University will be entitled to make reasonable changes to its programmes where that will enable the University to deliver an equivalent programme or better quality of educational experience to students enrolled on the programme. Examples of such changes may include:

a) the content and syllabus of the programme where developments in the subject area make that necessary;
b) the timetable, location of the programme and number of classes;
c) the method of delivery of the programme, services and facilities;
d) the structure and/ or timing of the academic year; and
e) the arrangements for and methods of examination and assessment process.

Examples of circumstances in which the University may need to make such changes include:

a) where key staff have taken extended leave or left the University;
b) where the relevant course or module is no longer financially viable;
c) following changes to the funding that the University receives;
d) where the changes will enable the University to deliver a better quality of educational experience to students on the course; and
e) a restructure of the course to improve the student experience and efficiency of the University.

2.3 In making any such changes, the University will aim to keep the changes to the minimum necessary to achieve the required quality of experience and will notify and consult affected students in advance about any changes that are required.

2.4 Sometimes circumstances beyond the reasonable control of the University which could not have been prevented even if the University had taken reasonable care ("**Events Outside our Control**") mean that the University is prevented from, hindered or delayed in providing or otherwise cannot provide the programmes and/ or research opportunities leading to its awards and related educational and other services and facilities as described. Examples of Events Outside Our Control include (but are not limited to):

a) acts of God, flood, earthquake, windstorm or other natural disaster or severe weather condition;
b) pandemics, epidemics of infectious diseases and other threats to public health;
c) fire, explosion or accidental damage;
d) terrorism;
e) political or civil unrest;
f) collapse of building structures, failure of machinery, computers or vehicles;
g) damage, interruption or lack of access to buildings, facilities or equipment;
h) labour disputes, including strikes and industrial and other action;
i) interruption or failure of utility service, including but not limited to electric power, gas or water;
j) the acts, decrees, legislation, regulations or restriction of any government;
k) the unexpected absence or departure of a key member of staff;

l) where the numbers recruited to a programme and/or module are so low that it is not possible to deliver an appropriate quality of education to students enrolled on it;

m) in response to the requirements of an accrediting body or professional regulator;

n) the acts or delays of any governmental or local authority; and/or

o) where an aspect of a course relies on the specific expertise of a member of staff who is ill or leaves, and it is not reasonably possible to find a replacement with the relevant expertise.

2.5 Where Events Outside our Control occur, the University will notify affected students that the events have occurred and take all reasonable steps to minimise the impact on the student learning experience by, for example:

a) delivering a modified version of the same programme;

b) making available to affected students learning or other support and other services and facilities as it considers appropriate;

c) delivering the programme in a different way, from another location or online, or at another time;

d) delivering other services and facilities in a different way, from a different location or online deferring the start date for the course; and/or

e) offering affected students the opportunity where reasonably possible to transfer to another programme or to withdraw and be given reasonable support to move to another university.

2.6 The University will provide continued assurances of the standard and quality of the award. Students will be informed of any changes to learning support, services and facilities by the University as soon as is practicable.

2.7 If any students are not satisfied with any such steps to mitigate the disruption caused by Events Outside our Control, they may terminate your contract with the University and/ or make a complaint under the University's Complaints Procedure.

2.8 Where, as a result of Events Outside our Control, it is necessary to close or discontinue or cease to deliver a programme, the University will provide affected students with an opportunity to transfer to another Cardiff University programme or to withdraw and receive reasonable support to find a place at another university.

Admissions Regulations

Institutional Oversight

The Admissions Regulations and associated policies and procedures have been approved by Senate. The regulations and policies will be kept under regular review to ensure they continue both to support internal processes to function efficiently and effectively, and to fully meet the requirements of the revised UK Quality Code for Higher Education. The expectations and practices noted in the supporting advice and guidance on Admissions, Recruitment and Widening Access being particularly relevant:

Expectations for standards	Expectations for quality
The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.	From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.
Core practices for standards	**Core practices for quality**
The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.	The provider has a reliable, fair and inclusive admissions system.
	The provider actively engages students, individually and collectively, in the quality of their education experience
	The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.

Admissions Regulations

1.   **Introduction**

        The University welcomes applications from people from all backgrounds with the potential and determination to succeed on our programmes. We are committed to promoting equality, diversity, and inclusion in all of our practices and activities relating to student recruitment, selection, and admission.

2.   **General Entrance Requirements**

2.1   The University has general entrance requirements in place to ensure that applicants have the necessary prerequisites to succeed on a programme at the University. The entry requirements set must satisfy the University that applicants will be of appropriate academic standard to complete the programme.

2.2   Applicants must demonstrate a level of English or Welsh language ability that will enable them to benefit fully from their programme; the level required will vary by programme. The level will be specified with reference to a GCSE in English or Welsh Language, higher level study such as A Levels or a degree programme taught through the medium of English, or an IELTS test. A full list of acceptable equivalent tests and qualifications, along with the scores applicants need to achieve, is published alongside Admissions policies on the University website.

        Applicants who require a visa to study in the UK must present an acceptable English language qualification in order to meet UK Government Immigration rules.

2.3   Applicants must satisfy all entry requirement(s) and terms of enrolment as published under the programme entry requirements and/or as stated in a formal offer of study or enrolment. This may include academic requirements, relevant professional experience, and requirements as outlined by professional, statutory, or regulatory bodies including appropriate Disclosure Barring Service (DBS) checks, and health and medical checks, and bursary eligibility.

        Entry to some research programmes is only available via specified funding routes. Applicants will be required to secure, and provide evidence of having secured, the required funding to be eligible for entry for onto these programmes.

        Formal evidence will be required to confirm that all requirements have been met. This evidence must be presented by the specified deadline.

3.   **Degree Programme Entry Requirements**

3.1   Entry requirements are set by the Academic School. For taught degree programmes, entry requirements will be set in agreement with the Recruitment and Admissions Strategy Group. This policy sets out the basis on which entry requirements will be set for programmes of study at Cardiff University.

3.2   Entry requirements will be set in line with the requirements of the QAA UK Quality Code for Higher Education.

3.3   Candidates for all levels of study must meet the General Entrance Requirements as outlined in the Student Admissions Regulations.

3.4   Requirements for specific levels of study are given below:

        Undergraduate degree programmes

Candidates for undergraduate degree programmes are required **either** to hold qualifications at Credit and Qualifications Framework (CQFW) level 3 (or above) or equivalent as determined by Cardiff University in its qualification equivalency guides, **or** to have been assessed by the Academic School as having equivalent professional experience/learning.

Postgraduate taught degree programmes

Candidates for postgraduate taught degree programmes are required **either** to hold qualifications at Credit and Qualifications Framework (CQFW) level 6 (or above) or equivalent as determined by Cardiff University in its qualification equivalency guides, **or** to have been assessed by the Academic School as having equivalent professional experience/learning.

Research degree programmes

Candidates for postgraduate research degrees are required to hold qualifications at Credit and Qualifications Framework (CQFW) level 6 (or above) or equivalent as determined by Cardiff University in its qualification equivalency guides. Irrespective of a candidate's qualifications, the School concerned must satisfy itself that a candidate is of the required academic standard to complete the programme of research proposed

Candidates for the degree of MD must have qualified for the degrees of Bachelor of Medicine and Bachelor of Surgery at least 3 years prior to admission.

For funded research places, entry requirements may be set in line with the funding requirements.

4. **Formal Offer of Study: Terms and Conditions**

4.1   If you are offered a place, a formal offer will be sent to you which will outline the terms and conditions for acceptance onto a specified programme of study.

4.2   The formal offer will include information on your programme of study, tuition fee, deposit (if applicable), your start date, anticipated end date, and any academic/non-academic/enrolment conditions you will need to satisfy.

4.3   Your offer will be either conditional or unconditional:

Conditional means that there are academic, non-academic, or English/Welsh language requirements that will need to be met before a place can be confirmed.

Unconditional means that you have, in principle, satisfied all academic, non-academic, or English/Welsh language requirements and a place will be confirmed upon accepting the place by the required deadline and, if appropriate, paying any required deposit. You will need to provide formal evidence that you have satisfied the requirements before enrolment (such as providing qualification certificates).

4.4   A formal offer of study is only valid for the stated programme of study and start date.

5.   **Start Dates and Deferred Entry**

5.1   The date of entry to the programme applied for is confirmed in the formal offer.

5.2   Before submitting an application, applicants may apply for any available intake, which may include deferred entry.

5.3   After an application has been submitted, or after an offer of study has been made, applicants may request to defer their application/place for up to 12 months from the start date of the programme originally applied for. Approval of the deferral is not guaranteed. Applicants wishing to defer entry for more than 12 months from the start date of the programme are required to reapply.

6.   **Change of Programme**

6.1   After an application has been submitted or after an offer of study has been made, applicants may request to change their programme of study. Approval of the change of programme is not guaranteed and will be subject to places being available and to the applicant meeting the entry requirements for the new programme of study.

7.   **Applicant behaviour and responsibility**

7.1   We are committed to a policy of equality and opportunity, and aims to provide a safe learning, working, and social environment that is free from discrimination. We aim to ensure that students, staff, visitors, and all others associated with the University are treated with dignity, respect, and equity, regardless of inappropriate distinctions such as age, disability, gender reassignment , marriage and civil partnership, pregnancy, maternity, race, religion, belief, sex, and sexual orientation (as identified under the Equality Act 2010 as 'protected characteristics').

7.2   If you display behaviour(s) that are in contravention of the University's Equality and Diversity or Dignity at Work and Study policies (to which all students and staff of the University are required to adhere) we reserve the right to withdraw your admission/enrolment and to terminate any contract.

7.3   It is the responsibility of the named applicant to provide full and accurate information in their application, to ensure that the University is informed of any changes to their contact details or personal circumstances, and to respond in a timely manner to any additional requests for information required that is relevant to their application.

7.4   At the application stage, where false or misleading information has been provided, the application will not be considered further and an unsuccessful application decision will be processed. Following an offer of a place, an offer may be withdrawn or changed if information comes to the attention of the

University which could have influenced the decision or outcome of an application. This includes the submission of false or misleading information in support of an application.

7.5 Where an applicant or third party acting on behalf of an applicant has knowingly or carelessly misled the University by providing false or incorrect information, the University will notify relevant parties. These include UCAS in relation to the undergraduate applications, the Home Office where information declared may be used to falsely obtain a visa for entry into the UK, and the relevant UK police force in relation to matters of serious fraud and deception.

7.6 The University takes its safeguarding duties seriously. Where information is provided to the University in relation to (or potentially in relation to) a safeguarding matter, the University will discharge its duties to record and report as appropriate any concerns to applicable parties within the University, and to relevant external organisations such as the Police (including the Counter Terrorism Agency), Children's Services, or Social Services.

8. Admissions Policies and Procedures

8.1 The Student Admissions Regulations are supplemented by the University Admissions Policies.

8.2 The University's Admissions process is founded on the following principles:

- fairness;
- transparency;
- professionalism;
- accessibility for applicants and their advisors;
- consistent application of policy and procedure.

8.3 The following policies and procedures are associated with these Regulations:

Applicant Verification policy: details the policy and procedure for investigating concerns regarding false, incorrect, or misleading information.

Complaints against applicants procedure: provides the procedures for a third party to submit a complaint about an applicants' behaviour.

Complaints and Appeals procedure for applicants: provides the policy and procedure for an applicant to submit a complaint or an appeal if they are dissatisfied with the conduct of the University's admissions process or its outcome.

Contextual Admissions policy: relating to the use of additional information as part of the admissions process, to provide context for individual applicant's performance and achievement in terms of their application to University.

Criminal Convictions policy, procedure and guidance: details the requirements for the disclosure of criminal convictions and the procedure for consideration of any disclosure.

Deposits for postgraduate programmes (including refunds): details the requirements for who is required to pay a deposit, including exemptions and exceptions, and outlines the criteria for refunds.

English language requirements: details the requirements for undergraduate and postgraduate studies for both academic and to meet UKVI sponsor licence requirements.

Extenuating Circumstances policy and guidance: details the policy and procedure for addressing an applicant's significant personal difficulties or circumstances which have a considerable impact on their academic performance or ability to complete or participate in any type of assessment due to matters outside of their control.

Fee status information: guidance on what fee category an applicant may fall under and how to apply for an additional assessment.

Fitness to Practise policy: details the policy and procedure for the entry of applicants to regulated programmes relating to their conduct and wellbeing.

High Performance Sports Programme policy: relating to the use of additional information as part of the admissions process, to provide context for individual applicant's performance and achievement, in sport and academically, in terms of their application to the University.

Interview and Audition policy: details the policy and procedure for the conduct of admissions interviews and auditions to assess an applicant's suitability for entry onto a programme of study.

Oversubscription policies: provides the policy and procedure for the Schools of Dentistry, Healthcare Sciences, and Medicine as relates to number caps.

Presenting original documentation at enrolment: details the procedure for providing hard copy documentation to the University upon request.

Recognition of Prior Learning and Recognition of Prior Experiential Learning policy: details the policy and procedure for the recognition of prior learning and prior experiential learning to permit entry with advanced standing or exemption.

School-level policies: provides details of additional admissions policies for specialist Schools/programmes.

Standard Period of Relevance for Previous Qualifications policy: details the policy on the period of relevance for academic qualifications for entry to ensure current knowledge.

Student and applicant data protection notice: sets out how we deal with the personal information of people who are applying to, or studying at, the University.

Terms and conditions of offer: a copy of the document provided to applicants when they receive a formal offer of study.

Under 18s Policy: sets out the basis on which University admits students who are under 18 years at the start of their programme and the procedure for doing so.

Awards and Programmes

Awards Regulations

1. **Awards of Cardiff University**

1.1 The Awards of Cardiff University are designated as follows:

Higher Doctorate

DMus	Doctor of Music/Doethur mewn Cerddoriaeth
DD	Doctor of Divinity/Doethur mewn Diwinyddiaeth
DLitt	Doctor of Letters/Doethur mewn Llên
DSc	Doctor of Science/Doethur mewn Gwyddoniaeth
DDSc	Doctor of Dental Science/Doethur mewn Gwyddoniaeth Ddeintyddol
DScEcon	Doctor of Economic and Social Studies/Doethur mewn Astudiaethau Economaidd a Chymdeithasol
LLD	Doctor of Laws/Doethur yn y Cyfreithiau

Doctorate (CQFW credit level 8)

MD	Doctor of Medicine/Doethur mewn Meddygaeth
PhD	Doctor of Philosophy/Doethur mewn Athroniaeth

Professional Doctorates (CQFW credit level 8)

DClinPsy	Doctor of Clinical Psychology/Doethur mewn Seicoleg Glinigol
DEdPsy	Doctor of Educational Psychology/Doethur mewn Seicoleg Addysg
EdD	Doctor of Education/Doethur mewn Addysg
EngD	Doctor of Engineering/Doethur mewn Peirianneg
DSW	Doctor of Social Work/Doethur mewn Gwaith Cymdeithasol
DAHP	Doctor of Advanced Healthcare Practice/Doethur mewn Ymarfer Gofal Iechyd Uwch
DHS	Doctor of Health Studies/Doethur mewn Astudiaethau Iechyd
SPPD	Doctor of Social and Public Policy/Doethur mewn Polisi Cymdeithasol a Chyhoeddus

Research Master (CQFW credit level 7)

MRes	Master of Research/Athro mewn Ymchwil
MPhil	Master of Philosophy/Athro mewn Athroniaeth

Taught Master (CQFW credit level 7)

MA	Master of Arts/Athro yn y Celfyddydau
MSc	Master of Science/Athro mewn Gwyddoniaeth

MScD	Master of Dental Science/Athro mewn Gwyddoniaeth Ddeintyddol
MScEcon	Master of Economic and Social Studies/Athro mewn Astudiaethau Economaidd a Chymdeithasol
MBA	Master of Business Administration/Athro mewn Gweinyddiaeth Fusnes
MDA	Master of Design Administration/Athro mewn Gweinyddu Dylunio
MPA	Master of Public Administration/Athro mewn Gweinyddiaeth Gyhoeddus
MEd	Master of Education/Athro mewn Addysg
LLM	Master of Laws/Athro yn y Cyfreithiau
MTh	Master of Theology/Athro mewn Diwinyddiaeth
MPH	Master of Public Health/Athro mewn Iechyd Cyhoeddus
MClinDent	Master of Clinical Dentistry/Athro mewn Deintyddiaeth Glinigol

Integrated Master and Extended Bachelor (CQFW credit level 7)

MArch	Master of Architecture/Athro mewn Pensaernïaeth
MBiochem	Master in Biochemistry/Athro mewn Biocemeg
MBiol	Master in Biological Sciences/Athro mewn Gwyddorau Biolegol
MBiomed	Master in Biomedical Sciences/Athro mewn Gwyddorau Biofeddygol
MChem	Master in Chemistry/Athro mewn Cemeg
MEng	Master of Engineering/Athro mewn Peirianneg
MSci	Master in Science/Athro yn y Gwyddorau
MESci	Master in Earth Science/Athro mewn Gwyddor Daear
MMath	Master in Mathematics/Athro mewn Mathemateg
MMORS	Master in Mathematics, Operational Research and Statistics/Athro ym Mathemateg, Ymchwil Weithredol ac Ystadegaeth
MNeuro	Master in Neuroscience/Athro mewn Niwrowyddorau
MPharm	Master of Pharmacy/Athro mewn Fferylliaeth
MPhys	Master in Physics/Athro mewn Ffiseg
BDS	Bachelor of Dental Surgery/Baglor mewn Llawfeddygaeth Ddeintyddol
MB BCh	Bachelor of Medicine and Bachelor of Surgery/Baglor mewn Meddygaeth a Baglor mewn Llawfeddygaeth

Postgraduate Diploma and Certificate (CQFW credit level 7)

PG Dip	Postgraduate Diploma/Diploma Ôl-raddedig
PG Cert	Postgraduate Certificate/Tystysgrif Ôl-raddedig

Bachelor (CQFW credit level 6)

BA	Bachelor of Arts/Baglor yn y Celfyddydau
BSc	Bachelor of Science/Baglor mewn Gwyddoniaeth
BScEcon	Bachelor of Economic and Social Studies/Baglor mewn Astudiaethau Economaidd a Chymdeithasol
BEng	Bachelor of Engineering/Baglor mewn Peirianneg
BEd	Bachelor of Education/Baglor mewn Addysg
LLB	Bachelor of Laws/Baglor yn y Cyfreithiau

BMus	Bachelor of Music/Baglor mewn Cerddoriaeth
BArch	Bachelor of Architecture/Baglor mewn Pensaernïaeth
BN	Bachelor of Nursing/Baglor mewn Nyrsio
BMid	Bachelor of Midwifery/Baglor mewn Bydwreigiaeth
BSD	Bachelor of Science in Dentistry/Baglor mewn Gwyddoniaeth mewn Deintyddiaeth
BMedSc	Bachelor of Medical Science/Baglor mewn Gwyddor Feddygol
BTh	Bachelor of Theology/Baglor Diwinyddol

Graduate Diploma and Certificate (CQFW credit level 6)

| Grad Dip | Graduate Diploma/Diploma Graddedig |
| Grad Cert | Graduate Certificate/Tystysgrif Raddedig |

Diploma (CQFW credit level 5)

| DipHE | Diploma of Higher Education/Diploma Addysg Uwch |

Certificate (CQFW credit level 4)

| CertHE | Certificate of Higher Education/Tystysgrif Addysg Uwch |

Foundation Studies (CQFW credit level 3)

Certificate of Foundation Studies/Tystysgrif Astudiaethau Sylfaen

1.2 The following is a list of former designated awards of Cardiff University which are no longer available to be conferred:

Former Awards

MCh	Master of Surgery/Athro mewn Llawfedd
DDS	Doctor of Dental Surgery/Doethur mewn Llawfeddygaeth Ddeintyddol
DNursSci	Doctor in Nursing Science/Doethur mewn Gwyddor Nyrsio
DNurs	Doctor of Nursing/Doethur mewn Nyrsio
DAHSP	Doctor of Advanced Healthcare Science and Practice/Doethur Gwyddoniaeth ac Ymarfer Gofal Iechyd Uwch
MEP	Master of Educational Practice/Athro mewn Ymarfer Addysgol
MMus	Master of Music/Athro mewn Cerddoriaeth
PGCE	Professional Graduate Certificate in Education (PCET)/Tystysgrif Raddedig Broffesiynol mewn Addysg (Addysg a Hyfforddiant Ôl-orfodol) (PCET) Professional Graduate Certificate in Education (PCET – In Service)/Tystysgrif Raddedig Broffesiynol mewn Addysg (Addysg a Hyfforddiant Ôl-orfodol) (PCET) (Yn y Gweithle)
BD	Bachelor of Divinity/Baglor mewn Diwinyddiaeth

National Qualification for Tutors of Welsh for Adults/Cymhwyster Cenedlaethol Tiwtoriaid Cymraeg i Oedolion

Diploma in Legal Studies (for exchange students)/Diploma mewn Astudiaethau Cyfreithiol (ar gyfer myfyrwyr cyfnewid)

1.3   The Credit and Qualifications Framework for Wales (CQFW) provides the common framework that operates across Wales through which the level and volume of credit-based learning is defined.

1.4   Credit is an award made to a student in recognition of the achievement of designated learning outcomes at a specified credit level. The amount of credit attributed to a module is based upon an estimation of the learning time taken by the average student to achieve the learning outcomes specified. Twenty credits comprises a minimum of two hundred study hours including associated contact hours, independent study and assessment.

1.5   The credit level is an indicator of the relative demand, complexity, and depth of learning, and of learner autonomy. It is defined as follows:

CQFW Level 3: Credit normally acquired on foundation programmes, the standard of which is equivalent to GCE A Level, and which would prepare students for entry to undergraduate degree study;

CQFW Level 4: Credit normally acquired in the first year of undergraduate programmes, which is appropriate to the award of a University Certificate of Higher Education;

CQFW Level 5: Credit normally acquired in the second year of undergraduate programmes, which is appropriate to the award of a University Diploma of Higher Education;

CQFW Level 6: Credit normally acquired in the final year of undergraduate programmes, which is appropriate to the award of an honours degree;

CQFW Level 7: Credit normally acquired in taught postgraduate programmes, which is appropriate to the award of an Integrated Master's degree or of a Master's degree;

CQFW Level 8: Credit normally acquired in postgraduate research programmes and appropriate to the award of a doctorate.

1.6   A Graduate Diploma will be the appropriate award to a student admitted with advanced standing to a Cardiff University undergraduate degree on the basis of a first degree in a cognate discipline and where the Credit requirements above have been achieved. This provision serves to prevent double counting of achieved credit towards two separate degree awards.

Taught Programme Regulations

Institutional Oversight

The Regulations for Taught Programmes have been approved by Senate. The regulations will be kept under regular review to ensure they continue both to support internal processes to function efficiently and effectively, and to fully meet the requirements of the revised UK Quality Code for Higher Education. The expectations and practices noted in the supporting advice and guidance on Course Design and Development, Assessment, Enabling Student Achievement, External Expertise, Learning and Teaching, and Partnerships being particularly relevant:

Expectations for standards	Expectations for quality
The academic standards of courses meet the requirements of the relevant national qualifications framework.	Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.	From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.
Core practices for standards	**Core practices for quality**
The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.	The provider designs and/or delivers high-quality courses.
The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.	The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.	The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.	The provider actively engages students, individually and collectively, in the quality of their education experience.
	Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.

Common practices for standards	Common practices for quality
	The provider supports all students to achieve successful academic and professional outcomes.
The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.	The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.
	The provider's approach to managing quality takes account of external expertise.
	The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

Regulations for Modular Taught Programmes

1. Programme Information

1.1 A Head of School is responsible for ensuring that programme information is available for each programme that the School offers, including each variant of a programme e.g. part-time, full-time, programmes with placement year, different start dates.

1.2 The programme information will include the following information:

- intended award;
- approved exit points;
- duration of programme;
- mode of attendance;
- programme description;
- programme-level learning outcomes; aligned with the learning outcomes of core and required modules;
- reference to the QAA subject benchmark statement;
- reference to professional body accreditation;
- the structure of the programme, e.g. total number of credits and level, number of stages;
- progression and award classification rules.

1.3 Each programme will have a designated award, a student's intended award, and may also specify exit award(s) which students may be eligible for following successful completion of a stage of a programme.

1.4 The language of tuition, supervision, and assessment will be English and/or in Welsh, except in programmes that are designed to include the acquisition of language skills.

2. Structure of Modular Programmes

2.1 Modular taught programmes will consist of credits as indicated below:

	Level 4 or higher	Level 5 or higher	Level 6 or higher	Level 7 or higher	Total
Certificate of Higher Education	120				**120**
Diploma of Higher Education	120	120			**240**

Award					Total
Graduate Certificate		20	40		**60**
Graduate Diploma		30	90		**120**
Bachelor's Degree	120	120	120		**360**
Bachelor's Intercalated Degree			120		**120**
Integrated Master's Degree	120	120	120	120	**480**
Postgraduate Certificate			20	40	**60**
Postgraduate Diploma			30	90	**120**
Master's Degree			30	150	**180**

2.2 The structure of modular taught degree programmes will be as follows:

Award	Number of stages	Duration of programme
Graduate Certificate	1 stage	1 semester full-time 1 year part-time
Graduate Diploma	1 stage	1 year full-time 2 years part-time
Bachelor's Degree	3 stages	3 years full-time 6 years part-time
Bachelor's Intercalated Degree	1 stage	1 year full-time 2 years part-time
Integrated Master's Degree	4 stages	4 years full-time 8 years part-time
Postgraduate Certificate	1 Stage	1 semester full-time or 1 year part-time
Postgraduate Diploma	1 stage	1 year full-time 2 years part-time

Master's Degree	1 stage	1 year full-time 2 years part-time
	2 stage Diploma and Master's	1 year full-time 2 years part-time
	3 stage Certificate, Diploma and Master's	1 year full-time 2 years part-time
Master's Degree Postgraduate Diploma Postgraduate Certificate	Continuing Professional Development: 1 stage	7 years

2.3 For three stage undergraduate programmes with a year of Experiential/Professional Learning or a year of study abroad will include an additional stage of 120 credits at level 5.

2.4 Four stage undergraduate programmes with a year of Experiential/Professional Learning or a year of study abroad will include an additional stage of 120 credits at level 6.

2.5 Postgraduate taught programmes with a year of Experiential/Professional Learning or a year of study abroad will include an additional stage of 120 credits at level 7.

2.6 Students may undertake an approved initial period of study, consisting of 120 credits at level 3 or higher, leading to progression to 1 or more specified Programmes.

Time Limits

2.7 The time-limit for a student to complete their Programme is no more than 2 years beyond the approved duration of the Programme.

2.8 The due date for submission of the dissertation for Master's Programmes shall be:

.1 For full-time, one-year Programmes, the due date shall be no more than 50 weeks from the start of the programme unless otherwise varied under 2. 8.3 below.

.2 For part-time Programmes, the due date shall be no less than 28 weeks and no more than 50 weeks from the date of enrolment to the Master's Degree (Dissertation Stage).

.3 In the case of full-time, one-year Master's programmes involving significant clinical or clinically-related engagement at the Master's (dissertation) Stage, the Academic Standards and Quality Committee may, on the recommendation of a Head of School, approve for identified programmes a due date for submission of the Dissertation of no more than 18 months from the start of the programme. This must be agreed at the point of approval of the programme.

.4 The due date for submission of the Dissertation for Master's Programmes shall be extended by three months where a candidate is permitted at the end of the Diploma Stage to re-sit Modules in the next Re-sit Examination Period.

2.9 Within each stage of a programme, a diet of approved modules must be specified. The designation of modules will fall into the following types:

Required Module: A module that all students registered on a particular programme must take and must pass by achieving the minimum pass mark. If students do not pass a required module they will not be able to progress to the next stage of the programme, nor graduate from the programme with the intended award.

Core Module: A module that all students registered on a particular programme must take.

Optional Module: A module which is optional for students registered on a programme.

Free-Standing Module: A module which may be available to any student or identified group of students registered on a programme. Each year, the Board of Studies will decide the modules it will make available to students on degree programmes as free-standing modules and may specify any minimum or maximum intake levels or other restrictions. If a Board of Studies decides to remove any free-standing modules, it must inform the Heads of Schools of all programmes which offer free-standing modules.

3. Progression and Eligibility for Reassessment

3.1 **Progression Rules** specify the circumstances in which students can progress to their next stage of study. To progress to the next stage of their programme, students must have achieved:

- the number of credits specified by the relevant progression rules for their programme; **and**
- credit in any required modules; **and**
- where relevant, the required professional competencies as set out in the programme information.

3.2 One of the progression rules given below must be specified for each programme. This will be used to determine if students are eligible to progress from one stage of a programme to the next.

Progression rules

3 year undergraduate modular taught programmes:

Stage	Progression rule 1 (All credits required).	Progression rule 2 (Students can carry 30 failed credits).	Progression rule 3 (For programmes in which students undertake level 5 modules in the second semester of year 1).
At the end of <u>level 4</u>	120 credits at level 4 or above	90 credits at level 4 or above	60 credits at level 4 or above
At the end of <u>level 5</u>	240 credits (including 120 at level 5 or above)	210 credits (including 90 at level 5 or above)	240 credits (including 180 at level 5 or above)

4 year Modular integrated Master's undergraduate modular taught programmes:

Stage	Progression rule 4 (All credits required).	Progression rule 5 (Students can carry 30 failed credits).
At the end of <u>level 4</u>	120 credits at level 4 or above	90 credits at level 4 or above
At the end of <u>level 5</u>	240 credits (including 120 at level 5 or above)	210 credits (including 90 at level 5 or above)
At the end of <u>level 6</u>	360 credits (including 120 at level 6 or above)	330 credits (including 90 at level 6 or above)

4 year modular taught undergraduate programmes that include a year of Experiential and/or Professional Learning (E/PL) or study abroad:

Stage	Progression rule 6 (All credits required).	Progression rule 7 (Students can carry 30 failed credits).	Progression rule 8 (For programmes in which students undertake level 5 modules in the

			second semester of year 1).
At the end of <u>level 4</u>	120 credits at level 4 or above	90 credits at level 4 or above	60 credits at level 4 or above
At the end of <u>year 2</u> (<u>i.e. before the year of E/PL or study abroad)</u>	240 credits (including 120 at level 5 or above)	210 credits (including 90 at level 5 or above)	240 credits (including 180 at level 5 or above)
At the end of <u>level 5</u> (<u>i.e. at the end of the year of E/PL or study abroad)</u>	360 credits (including 240 at level 5 or above)	330 credits (including 210 at level 5 or above)	360 credits (including 300 at level 5 or above)

5 year modular taught / integrated Master's undergraduate programmes that include a year of Experiential and/or Professional Learning (E/PL) or study abroad.

Where the year of E/PL or study abroad is taken between years 2 and 3:

Stage	<u>Progression rule 9</u> (All credits required).	<u>Progression rule 10</u> (Students can carry 30 failed credits).
At the end of <u>level 4</u>	120 credits at level 4 or above	90 credits at level 4 or above
At the end of <u>year 2</u> (i.e. before the year of E/PL or Study Abroad)	240 credits (including 120 at level 5 or above)	210 credits (including 90 at level 5 or above)
At the end of <u>level 5</u> (i.e. at the end of the	360 credits	330 credits

year of E/PL or study abroad)	(including 240 at level 5 or above)	(including 210 at level 5 or above)
At the end of <u>level 6</u>	480 credits (including 120 at level 6 or above)	460 credits (including 100 at level 6 or above)

Where the year of E/PL or study abroad is taken between years 3 and 4:

Stage	<u>Progression rule 11</u> (All credits required).	<u>Progression rule 12</u> (Students can carry 30 failed credits).
At the end of <u>level 4</u>	140 credits at level 4 or above	110 credits at level 4 or above
At the end of <u>level 5</u>	280 credits (including 120 at level 5 or above)	250 credits (including 120 at level 5 or above)
At the end of <u>year 3</u> (i.e. before the year of E/PL or study abroad)	400 credits (including 120 at level 6 or above)	370 credits (including 90 at level 6 or above)
At the end of <u>level 6</u>	520 credits (including 240 at level 6 or above)	490 credits (including 210 at level 6 or above)

Master's programmes

	<u>Progression rule 1 (3 stage programmes)</u> (All credits required)	<u>Progression rule 2 (2 stage programmes)</u> (All credits required)	<u>Progression rule 3 (programmes that include a year of Experiential and/or Professional Learning (E/PL)</u> (All credits required)

At the end of the Diploma stage	Students who have been awarded 120 credits at level 6 or above, at least 90 of which are at level 7, shall: • **either** progress to the Master's Degree stage of their programme; • **or** be awarded a Postgraduate Diploma	Students who have been awarded 120 credits at level 6 or above, at least 90 of which are at level 7, shall: • **either** progress to the Master's Degree stage of their programme; • **or** be awarded a Postgraduate Diploma	Students who have been awarded 120 credits at level 6 or above, at least 90 of which are at level 7, shall: • **either** progress to the year of E/PL; • **or** be awarded a Postgraduate Diploma
At the end of the year of E/PL			Students who have been awarded 240 credits at level 6 or above, at least 210 of which are at level 7, shall: • **either** progress to the Master's Degree stage of their programme; • **or** be awarded a Postgraduate Diploma

A student may, with the Head of School's approval, begin supervised or unsupervised preparatory work on the Dissertation prior to completion of the Postgraduate Diploma Stage, but may not submit work for examination until the Postgraduate Diploma Stage of the Programme has been passed.

Resit rules

3.3   All resit assessments will be held in the Resit Examination period, prior to the start of the following academic session.

3.4   If a student has not achieved sufficient credit to progress, the student will be permitted to resit failed assessments/module(s) during the Resit Examination period provided they have not failed more credit than in the resit rule adopted by their School. If the amount of credit failed is more than permitted by the relevant resit rule, students may be permitted to repeat study if they are within the threshold set for the Repeat rule adopted by their School (see 3.5 below).

Undergraduate modular taught programmes:

	Credits failed
Resit rule 1	60 credits
Resit rule 2	40 credits

Postgraduate modular taught programmes:

	Credits failed
PGT Resit rule 1	60 credits
PGT Resit rule 2	40 credits
PGT Resit rule 3	30 credits

3.5   Where a student has failed assessments/module(s) **and** has assessment(s) or module(s) that they are permitted to (re)take as a first attempt (e.g. where assessment(s) or module(s) have been impacted by extenuating circumstances), the Examining Board will determine whether it is reasonable for the student to be assessed in all of these assessment/modules in the Resit Examination period.

Repeat rules

3.6   Repeat assessments will be held in the following academic session, either by internal or external modes of attendance. The mode of attendance for repeat assessments of individual students will be agreed based on discussion with the student and the relevant academic staff, and will be confirmed no later than the start of the programme for that year.

3.7   If a student has not achieved sufficient credits to progress or resit, the student will be permitted to repeat failed module(s) during the following academic session provided they have not failed more credits than in the rule adopted by their School.

Undergraduate modular taught programmes:

	Credits failed
Repeat rule 1	60 credits
Repeat rule 2	80 credits

Repeat rule 3	100 credits

Postgraduate modular taught programmes:

	Credits failed
PGT Repeat rule 1	105 credits
PGT Repeat rule 2	80 credits
PGT Repeat rule 3	60 credits
PGT Repeat rule 4	90 credits

3.8   Where a student repeats module(s) as an internal student, the student will attend all teaching and be assessed in the same way as other students taking the module during the session. Internal repeating students will only be assessed in elements of the assessment that they have not successfully completed in that module, against the original learning outcomes of the module. Students will be credited with the highest mark achieved for any failed component.

If a module has substantially changed or has been replaced with a new module, internal repeating students will undertake all of the assessment elements specified for the new module.

3.9   Where a student repeats module(s) as an external student, the student will not be required to attend teaching sessions and will only be assessed in elements of the assessment that they have not successfully completed in that module, against the original learning outcomes applicable when the student attempted the module as an internal student. Students will be credited with the highest mark achieved for any failed component.

Exclusion from programme

3.10   A student will only be permitted to continue to pursue a programme providing it remains possible for them to complete the programme within the approved time-limit. Where an Examining Board does not permit a student to be re-assessed or to progress to the next academic stage of the programme, the student will be excluded from their programme.

3.11   An undergraduate student who has failed one or more modules on 3 occasions will be excluded from the programme.

3.12   A postgraduate student who has failed one or more modules on 2 occasions will be excluded from the programme.

Failed Students at the Master's Degree Stage

3.13   **Failure by non-submission:** Where a student who has progressed to the Master's Degree Stage fails to submit a dissertation within the specified deadline, and an extension has not been granted by the University, the student will have failed the assessment of the Dissertation by non-submission and be awarded a mark of zero.

3.14   Where a student has failed their dissertation (including failure by non-submission), they will be permitted one opportunity for resubmission within six months of formal notification of the failed mark.

3.15   Where the re-submission of a dissertation will take place in the following academic year, a student may be required to re-register and pay a re-registration fee.

4.   **Award**

4.1   A student who has achieved a minimum of credits specified in the following table is eligible for the award indicated, subject to their enrolment on a relevant programme of study.

Credits	Level 4 or above	Level 5 or above	Level 6 or above	Level 7 or above	Total
Certificate of HE	120				**120**
Diploma of HE	120	120			**240**
Graduate Certificate		20	40		**60**
Graduate Diploma		30	90		**120**
Bachelor's Pass Degree	120	120	80		**320**[1]
Bachelor's Honours Degree	120	120	100		**340**[1]
Bachelor's Intercalated Degree			120		**120**
Integrated Master's Degree	120	120	120	100	**460**[1]
Postgraduate Certificate			20	40	**60**[2]

Postgraduate Diploma			30	90	**120²**
Master's Degree			30	150	**180**

4.2 The **Intended Award** is the named award being pursued as part of the programme of study registered upon. An **Exit (Subsidiary) Award** is an approved alternative award that may be made in the event that a student has not achieved the full requirements of their intended award, but has achieved sufficient credit requirements for an alternative award that has been aproved on their programme of study.

4.3 Undergraduate students registered on Programmes that include a Year of Experiential or Professional Learning or Study Abroad shall, in addition, be required to achieve a further 120 Credits at a level indicated in Programme Information.

4.4 For students pursuing Master's programmes, the exit award must not include credits awarded for a dissertation or equivalent project.

5. **Classification of Awards**

5.1 The final mark used to classify degrees is the combined average of the module marks (calculated as specified in the module regulations) contributing to the final award, weighted according to the classification rule for the programme and credit value of the modules, calculated, rounded, and recorded as a whole number.

5.2 For each programme, one of the below classification rules will be specified to be used to determine the final mark.

Undergraduate programmes

1 year (Intercalated Degree) programmes and where students transfer to Cardiff University direct to the final year of undergraduate degrees, either via articulation agreements with other institutions or individually through entry with advanced standing:

Rule 1	
Level	Weighting
6	100%

3 year programmes:

Either: Or:

Rule 2	
Level	Weighting
5	30%
6	70%

Rule 3	
Level	Weighting
5	40%
6	60%

4 year Integrated Master's programmes:

Rule 4	
Level	Weighting
5	20%
6	30%
7	50%

4 year programmes where year 3 is a year of Experiential and/or Professional Learning (E/PL) and/or a year of study abroad:

Either: Or:

Rule 5	
Level	Weighting
5	20%
Year of E/PL	10%
6	70%

Rule 6	
Level	Weighting
5	30%
Year of E/PL	10%
6	60%

5 year Integrated Master's programmes where year 3 or year 4 is a year of Experiential or Professional Learning (E/PL) or year of study abroad:

Either: Or:

Rule 7	
Level	Weighting
5	10%

Rule 8	
Level	Weighting
5	10%

6	30%
Year of E/PL	10%
7	50%

Year of E/PL	10%
6	30%
7	50%

Where programmes offer level 6 modules in year 2, the level 5 weighting will be applied to modules taken in year 2.

Programmes leading to the **target award** of Diploma of Higher Education:

Rule 9	
Level	Weighting
5 or above	100%

Master's awards

Rule 1			Rule 2	
	Weighting			Weighting
Taught modules	2/3 (66.$\dot{6}$%)		Taught modules	1/2 (50%)
Master's Degree stage	1/3 (33.$\dot{3}$%)		Master's Degree stage	1/2 (50%)

Rule 3 (programmes that include a year of Experiential and/or Professional Learning i.e. a year out)	
	Weighting
Taught modules	9/20 (45%)
Year out	1/10 (10%)
Master's Degree stage	9/20 (45%)

Rule 4 (MBA programmes)	

	Weighting
Taught modules	5/6 (83.3̇%)
Master's Degree stage	1/6 (16.6̇%)

Rule 5 (Programmes that include a year of Experiential and/or Professional Learning i.e. a year out)	
	Weighting
Taught modules	60%
Year out	10%
Master's Degree stage	30%

Rule 6 (1 stage programmes)	
	Weighting
Stage	100%

Rule 7 1 stage programme that includes a year of Experiential and/or Professional Learning i.e. a year out)	
	Weighting
Taught and dissertation/project modules	90%
Year out	10%

5.3 The overall classification for a student will be determined by applying the final mark as detailed below:

Bachelor's Honours Degree and Integrated Master's Degree

Final Mark	Classification of Degrees
70% +	First Class Honours
60%<70%	Second Class Honours, Division I (2:1)

50%<60%	Second Class Honours, Division II (2:2)
40%<50%	Third Class Honours

Intended awards of Diploma of Higher Education, Graduate Certificate, Graduate Diploma, Master's Degree, Postgraduate Diploma, Postgraduate Certificate

Final Mark	Classification of Degrees
70% +	Distinction
60%<70%	Merit

If a student is eligible for an award which is not classified it will be designated as 'Pass'.

5.4   Classification is not available for the following awards:

Certificate of Higher Education
Exit Awards of Diploma of Higher Education.

5.5   In addition to the provisions of 5.3 above the following apply, with the exclusion of credits obtained during a Year of Experiential and/or Professional Learning, or a Year of Study Abroad:

For 1 year Intercalated Degree
• Students who achieve a final mark of 68% or 69% will be awarded a degree classification of First Class Honours provided that they have achieved a module mark of 70% or more in modules at Level 6 to the value of at least 60 credits.
• Students who achieve a final mark of 58% or 59% will be awarded a degree classification of Second Class Honours, Division I (2:1) provided that they have achieved a module mark of 60% or more in modules at level 6 to the value of at least 60 credits.
• Students who achieve a final mark of 48% or 49% will be awarded a degree classification of Second Class Honours, Division II (2:2) provided that they have achieved a module mark of 50% or more in modules at level 6 to the value of at least 60 credits.
• Students who achieve a final mark of 38% or 39% will be awarded a degree classification of Third Class Honours provided that they have achieved a module mark of 40% or more in modules at level 6 to the value of at least 60 credits.
For 3 Bachelor's Degree

• Students who achieve a final mark of 68% or 69% will be awarded a degree classification of First Class Honours provided that
   - they have achieved a module mark of 70% or more in modules at level 5 or level 6 to the value of at least 120 credits, **and**
   - at least 60 of these credits were achieved at level 6.

• Students who achieve a final mark of 58% or 59.% will be awarded a degree classification of Second Class Honours, Division I (2:1) provided that:
   - they have achieved a module mark of 60% or more in modules at level 5 or level 6 to the value of at least 120 credits, **and**
   - at least 60 of these credits were achieved at level 6.

• Students who achieve a final mark of 48% or 49% will be awarded a degree classification of Second Class Honours, Division II (2:2) provided that:
   - they have achieved a module mark of 50% or more in modules at level 5 or level 6 to the value of at least 120 credits, **and**
   - at least 60 of these credits were achieved at Level 6.

• Students who achieve a final mark of 38% or 39% will be awarded a degree classification of Third Class Honours provided that:
   - they have achieved a module mark of 40% or more in modules at level 5 or level 6 to the value of at least 120 credits, **and**
   - at least 60 of these credits were achieved at level 6.

For Integrated Master's Degree

• Students who achieve a final mark of 68% or 69% will be awarded a degree classification of First Class Honours provided that:
   - they have achieved a module mark of 70% or more in modules at level 6 or level 7 to the value of at least 120 credits, **and**
   - at least 60 of these credits were achieved at level 7.

• Students who achieve a final mark of 58% or 59% will be awarded a degree classification of Second Class Honours, Division I (2:1) provided that:
   - they have achieved a module mark of 60% or more in modules at Level 6 or Level 7 to the value of at least 120 credits, **and**
   - at least 60 of these credits were achieved at level 7.

• Students who achieve a final mark of 48% or 49% will be awarded a degree classification of Second Class Honours, Division II (2:2) provided that:
   - they have achieved a module mark of 50% or more in modules at level 6 or level 7 to the value of at least 120 credits, **and**
   - at least 60 of these credits were achieved at level 7.

• Students who achieve a final mark of 38% or 39% will be awarded a degree classification of Third Class Honours provided that:
   - they have achieved a module mark of 40% or more in modules at level 6 or level 7 to the value of at least 120 credits, **and**
   - at least 60 of these credits were achieved at level 7.

For Postgraduate Master's Degree
• Students who achieve a final Mark of 68% or 69% will be awarded a classification of Distinction provided that they have achieved a

module mark of 70% or more in modules at level 7 to the value of at least 50% of credits.
• Students who achieve a final mark of 58% or 59% will be awarded a classification of merit provided that they have achieved a module mark of 60% or more in modules at level 7 to the value of at least 50% of credits.
For Postgraduate Diploma
• Students who achieve a final mark of 68% or 69% will be awarded a classification of Distinction provided that they have achieved a module mark of 70% or more in modules at level 7 to the value of at least 60 credits.
• Students who achieve a final mark of 58% or 59% will be awarded a classification of Merit provided that they have achieved a module mark of 60% or more in modules at level 7 to the value of at least 60 credits.

Module Regulations

1.   A module is an identifiable component of learning with a defined unit of credit and credit level.

2.   Modules will be delivered in units of 10 credits, 15 credits, (postgraduate programmes only), 20 credits, 30 credits or 40 credits. No module will be greater than a 40 credit module or extend for more than 1 session, save in respect of projects and dissertations and of periods of professional/industrial training or study/work experience abroad.

3.   A description of a module will include the following information:

   - CFQW/FHEQ level and guided learning hours,
   - learning outcomes,
   - syllabus content,
   - how the module will be assessed, including the weighting for each element of assessment,
   - opportunities for formative assessment,
   - how the module will be reassessed.

4.   Modules may include the following designations:

   Co-requisite module: A module that must be studied concurrently by students registered on a particular programme.

   Precursor module: A module a student must have completed in order to proceed to a subsequent specified module, but for which credit may not yet have been awarded prior to the commencement of the subsequent module.

   Prerequisite module: A module in which a student must be required to have received credit in order to proceed to a subsequent specified module.

   No module which is timetabled for the Autumn Semester can be a prerequisite for entry into a module which is scheduled for the Spring Semester immediately following.

   Module Mark

5.   The mark for an individual module will be calculated according to the weightings for each element of summative assessment, specified in the module description, rounded and recorded as a whole number. The marks for each element of summative assessment will be whole numbers between 0 and 100.

6. The minimum mark to pass in a module is:

    .1   40% for level 3, 4, 5, and 6 modules;

    .2   50% for level 7 and 8 modules[1];

        [1]   for students studying level 7 modules as part of an Integrated Master's programme who entered before 2019/20, the pass mark is 40%.

7. A student who is re-assessed in a module, resitting or repeating, and who passes an assessment in which they have previously failed, will be credited with the minimum **assessment** mark for a pass; if re-assessment is by a synoptic assessment, the **module** mark will be capped at the minimum pass mark.

Module Attempts

8. Subject to being able to continue on a programme:

    .1   an undergraduate student is permitted three attempts to achieve the award of credit in a module (a first attempt and two re-assessment attempts, which will normally be held in the resit period and/or by repeating the next academic session).

    .2   a postgraduate student is permitted two attempts to achieve the award of credit in a module (a first attempt and a re-assessment attempt).

9. A student who has been awarded credit in a module will not be permitted to be re-assessed in that module to gain a higher mark.

Research Degree Regulations

Institutional Oversight

The Research Degree Regulations have been approved by Senate. The regulations will be kept under regular review to ensure they continue both to support internal processes to function efficiently and effectively, and to fully meet the requirements of the revised UK Quality Code for Higher Education. The expectations and practices noted in the supporting advice and guidance on being particularly relevant:

Expectations for standards	Expectations for quality
The academic standards of courses meet the requirements of the relevant national qualifications framework.	Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.	From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.
Core practices for standards	**Core practices for quality**
The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.	The provider has a reliable, fair and inclusive admissions system.
	The provider designs and/or delivers high-quality courses.
	The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
	The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
	Where the provider offers research degrees, it delivers these in appropriate and supportive research environments.

Common practices for standards	Common practices for quality
	The provider supports all students to achieve successful academic and professional outcomes.
The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.	The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.
	The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

Research Degree Regulations

1.   General Statements

1.1   These regulations are for research degree programmes leading to the award of the following degrees: PhD (Doctor of Philosophy); MD (Doctor of Medicine); EngD (Doctor of Engineering); Doctoral Degrees by Examination and Thesis (Professional Doctorates); and MPhil (Master of Philosophy).

1.2   Where there are specific regulations for individual awards, these are defined below. Where specific awards are not mentioned, the regulation applies to all research degrees named above.

1.3   These regulations do not apply to the PhD by Published Works, to Higher Doctorates, or to MRes (Master of Research) programmes.

1.4   A research degree programme is centred on independent study and research, while including training to support the research student's academic work and their broader development as a professional researcher.

1.5   When undertaking a research degree programme, the student is expected to take responsibility for the progress and integrity of their academic work, their development as a professional researcher and, barring unforeseen and exceptional circumstances, for the submission of their final thesis within the period permitted for their degree and method of study.

1.6   All students will be expected to participate in relevant training activities and contribute to the research environment as fully as is compatible with the successful and timely completion of their studies.

2. Entry Requirements

2.1 An applicant for admission to a research degree programme will be required to:

.1 meet the conditions of the <u>General Entrance Requirements and the Degree Programme Requirements as outlined in the Student Admissions Regulations;</u>

.2 meet the particular requirements for the research degree programme;

.3 where relevant, satisfy the School that they have experience of, and/or are engaged in, an appropriate level of professional activity to provide the necessary professional context for the completion of the programme;

.4 satisfy the School that they are academically able to complete the research degree programme.

2.2 A research student may formally commence their period of research on the first day of October, January, April or July, subject to the agreement of the Head of School or their nominee, or in accordance with the relevant programme information in the case of Professional Doctorates.

2.3 Admission decisions will be made by the Head of School or their nominee who will do so in accordance with the Student Admissions Regulations.

3. Method of Study

3.1 A candidate may study for a research degree as a full-time or a part-time student, or, when a member of University staff, as a staff candidate[1], subject to the following programme constraints:

.1 the DClinPsy and the DEdPsy may be studied full-time only prior to professional qualification, or part-time only after professional qualification;

.2 the EngD may be studied full-time only.

3.2 A full-time research student will undertake their programme of study and research at the University, or with regular attendance at the University (which must be agreed by the Head of School/nominee in advance), except where period(s) of study at a partner organisation are supported by a University-approved agreement, or where the student is permitted to pursue full-time research in an external place of employment.

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[1] Staff candidature is restricted to members of staff holding a contract of salaried employment equivalent to at least one-third of that of a full-time member in the appropriate categories of staff.

3.3 Where a School considers admitting a student who will pursue full-time research in an external place of employment, the following written assurances must be provided by the employer:

    .1 the student will be working on full-time research, and on a particular, agreed project;

    .2 the research work will be undertaken under the direction and supervision of a main University supervisor nominated by the Head of School (in accordance with section 6 below); such control shall include the right of the supervisor to have reasonable access to the student and their work in their place of employment.

3.4 Research students may apply to change from full-time to part-time, or part-time to full-time study while they are in their fees-payable period[2]. Part-time study must equal at least 50% of the full-time equivalent. If approved, a revised period of registration and earliest/latest dates for the submission of the thesis will be determined on a pro-rata basis.

4. Periods of Study

4.1 Research students should register at the University, pay the required fee and follow the programme for the period of study defined below, this being the fees-payable period:

    .1 PhD as a full-time student, <u>or</u> as a member of staff[3]: a minimum of 3 years and a maximum of 4 years (with the exception of the 2+2 model);

    .2 PhD as a part-time student, <u>or</u> on a part-time basis as a member of staff, where the case for a period of registration commensurate with part-time study has been demonstrated: a minimum of 5 years and a maximum of 7 years;

    .3 2+2 model PhD as a full-time student, a minimum of 2 years and a maximum of 3 years for the PhD stage;

    .4 2+2 model PhD as a part-time student, a minimum of 3 years and a maximum of 5 years for the PhD stage;

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[2] Funded students should check the terms and conditions of their funding before applying to change their mode of study.

[3] For a staff PhD candidate who commenced their study before 1 August 2017, the maximum period is 7 years.

[4] The maximum period of study for a part-time student may be increased to 8 years, where a longer period of registration is required as part of an individual studentship agreement or formal collaborative arrangement.

.5 MD as a full-time student, or as a member of staff: a minimum of 2 years and a maximum of 3 years[4];

.6 MD as a part-time student, or on a part-time basis as a member of staff, where the case for a period of registration commensurate with part-time study has been demonstrated: a minimum of 3 years and a maximum of 5 years;

.7 EngD as a full-time student: a minimum of 4 years and a maximum of 4 years and 6 months;

.8 Professional Doctorate as a full-time student: a minimum of 3 years and a maximum of 4 years;

.9 Professional Doctorate as a part-time student, or as a member of staff, where the case for a period of registration commensurate with part-time study has been demonstrated: a minimum of 5 years and a maximum of 7 years;

.10 MPhil as a full-time student, or as a member of staff: a minimum of 1 year and a maximum of 2 years[5];

.11 MPhil as a part-time student, or on a part-time basis as a member of staff, where the case for a period of registration commensurate with part-time study has been demonstrated: a minimum of 2 years and maximum of 3 years[6].

4.2 Doctoral students are permitted to submit their thesis no earlier than 6 months before the end of their fees-payable period.

4.3 MPhil students are permitted to submit their thesis no earlier than 1 month before the end of their fees-payable period.

4.4 A student who has successfully completed the requirements of their doctoral degree and is accepted for the award, may request to extend their doctoral programme registration for a period of up to 12 months in order to undertake activities commensurate with consolidating their doctoral training and supporting their transition to a post-doctoral career pathway: such as publishing their work, making grant applications, developing professional networks. The extended registration period will allow access to University IT resources (email, intranet and electronic library resources).

5. Entry with Advanced Standing

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[5] For all staff candidates for MD who commenced their study before 1 August 2017, the maximum period is 5 years.
[5] For a full-time MPhil student who commenced their study before 1 August 2016, the maximum period is 3 years.
[6] For a part-time MPhil student who commenced their study before 1 August 2016, the maximum period is 5 years.

5.1   Students may be permitted to enter a research degree programme with advanced standing at the discretion of the Head of School or their nominee, within the limits below.

5.2   PhD students may be exempted from a maximum of 1 year of a full-time registration, or a maximum of 2 years of a part-time registration, if they can demonstrate that they are **exceptionally prepared** for the research degree programme. In all cases, they should, as a minimum, hold a postgraduate Master's degree in a relevant field and/or have undertaken a minimum of 1 year (or part-time equivalent) supervised academic work in the same discipline.

5.3   EngD and Professional Doctorate students may be exempted from elements of the assessed directed learning component of their programme.

5.4   DClinPsy and the DEdPsy students admitted to the part-time, post-qualification route of the programme will enter with advanced standing, in accordance with the programme requrements.

5.5   Research students may be permitted to transfer from another university, either to accompany a supervisor or as a result of a change in circumstances at their former institution, where:

   .1   the combined periods of registration will equate to, or exceed, the minimum period of study permitted for the Cardiff University award;

   .2   the Head of School or their nominee is satisfied that the student has made sufficient progress to be able to complete the programme of research in the remaining period;

   .3   in those cases where the reason for transfer is other than to accompany the supervisor, the student registers and pays the required fee for at least 12 months full-time or 18 months part-time, regardless of the period of study already undertaken at the other university;

   .4   as appropriate, agreements concerning the transfer and ownership of research data and intellectual property rights are in place between the losing and gaining departmental/School heads.

6.   Supervision and Monitoring

6.1   Heads of School are responsible for the appointment of a supervisory team in accordance with the Policy on Research Student Supervision.

6.2   Supervisors are responsible for supporting the research students assigned to them in accordance with the Policy on Supervisor Responsibilities.

6.3   The Policy and Procedure on the Monitoring of Research Students formally monitors a student's progress on their research degree programme. Continued

registration on a research degree programme is conditional on the student maintaining adequate progress, demonstrated through the Research Student Progress Monitoring Procedure.

6.4 Compliance with the Policy and Procedure on the Monitoring of Research Students is mandatory and applies to all students registered for research degrees, including full-time, part-time and staff candidates.

6.5 Should there be concerns about a student's progress, these will be addressed through the Unsatisfactory Progress or Engagement Policy and Procedure (Research Students).

7. Time Limits

7.1 Reseach students must present their thesis for examination within the maximum periods of study permitted for their degree:

     .1 PhD, full-time: 4 years;

     .2 PhD under 2+2 model, full-time: 3 years (PhD stage);

     .3 PhD, part-time: 7 years;

     .4 PhD under 2+2 model, part-time: 5 years (PhD stage);

     .5 MD, full-time: 3 years;

     .6 MD, part-time: 5 years;

     .7 MPhil, full-time: 2 years[7];

     .8 MPhil, part-time: 3 years[8];

     .9 EngD: 4 years and 6 months;

     .10 Full-time Professional Doctorates: in accordance with programme information and within a maximum of 4 years;

     .11 Part-time Professional Doctorates: in accordance with programme information and within a maximum of 7 years.

7.2 Research students who are permitted entry with advanced standing must present their thesis for examination within the remaining time-limit permitted for the programme.

7.3 Failure to submit within the time-limit, defined as the final submission deadline (or the next working day if the University is closed), where this has

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[7] Where study commenced after 1 August 2016.
[8] Where study commenced after 1 August 2016.

not been extended by the University, will result in termination of the programme.

8. Interruptions and Extensions to Time Limit

8.1   A period of study may be interrupted or a time limit extended by the University in accordance with the <u>Interruption and Extension to Time Limit Policy and Procedure (Research Students)</u>.

9. Overall Time Limit[9]

9.1   An interruption and/or extension approved by the University will result in an adjustment to the latest date by which the student may submit their thesis. The overall adjustment resulting from one or more interruptions and/or extensions cannot exceed the overall time limit which is permitted for the programme.

9.2   The overall time limit for each research degree programme is the maximum period of study defined above, plus two years.

9.3   The overall time limit will be extended, if necessary, to allow for an Examining Board to recommend a resubmission decision.

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[9] The overall time limit applies only to students commencing study from 1 August 2019.

Regulations for PhD by Published Work

Institutional Oversight

The Regulations for PhD by Published Works have been approved by Senate. The regulations will be kept under regular review to ensure they continue both to support internal processes to function efficiently and effectively, and to fully meet the requirements of the revised UK Quality Code for Higher Education. The expectations and practices noted in the supporting advice and guidance being particularly relevant:

Expectations for standards	Expectations for quality
The academic standards of courses meet the requirements of the relevant national qualifications framework.	Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.	From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.
Core practices for standards	**Core practices for quality**
The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.	The provider has a reliable, fair and inclusive admissions system.
The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.	The provider designs and/or delivers high-quality courses.
	The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
	The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
	Where the provider offers research degrees, it delivers these in appropriate and supportive research environments.

Common practices for standards	Common practices for quality
	The provider supports all students to achieve successful academic and professional outcomes.
The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.	The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.
	The provider's approach to managing quality takes account of external expertise.
	The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

Regulations for PhD by Published Work

1.   General Statements

1.1   These regulations apply to the PhD by Published Works only.

1.2   The Published Works route to a PhD award is open to those eligible candidates who, over a period of years, have been engaged in independent scholarship and research. A candidate is assessed on the basis of work undertaken and published prior to their registration, as opposed to work undertaken as a student of Cardiff University. During their registration period, the candidate produces a critical commentary which accompanies the works and forms part of the submission.

1.3   A PhD by Published Works submission is assessed against the criteria defined in the Research Degree Assessment Regulations for Cardiff University doctoral awards.

2.   Definition of Published Works

2.1   For the purpose of these Regulations, a work is regarded as published only if it is traceable through ordinary catalogues, abstracts or citation indices, and copies are available in the public domain. Research reports prepared for a restricted readership and/or on a confidential basis are not eligible for inclusion in a submission for this degree.

2.2 Examples of eligible published work include, but are not limited to: academic papers; journal articles; monographs; chapters; books.

2.3 Electronic works may be eligible, where the candidate provides evidence that the work will continue to be publicly available for the foreseeable future in its present form.

2.4 The works should not have been published more than 10 years prior to the date of registration for the degree.

2.5 The published works should be of a standard that is comparable to the content of a traditional PhD thesis, and demonstrate the candidate's original contribution to learning.

2.6 The published works should also constitute a body of work that tends toward a coherent thesis, rather than a series of disconnected publications.

2.7 The number of works will depend on the academic area and the type of published works included in the submission. The submitted works must be sufficient in quantity and quality to meet the criteria for a doctoral award.

2.8 A candidate may include co-authored works in their submission. The majority of the work must be single-authored or first-authored. The candidate must be able to demonstrate clearly their own contribution in any co-authored works.

3. Eligibility

3.1 To be eligible to register for the PhD by Published Works, an applicant must satisfy one or more of the following criteria:

.1 be a graduate of Cardiff University, or of the University of Wales following candidature at Cardiff University, of at least six years' standing prior to registration;

.2 be a member of Cardiff University staff of at least six years' standing prior to registration;

.3 be a holder of an honorary title of Cardiff University of at least six years' standing prior to registration.

3.2 A candidate for PhD by Published Works cannot hold a concurrent registration on a PhD programme at Cardiff University or other awarding institution.

3.3 Applicants for a PhD by Published Work must meet the conditions of the University General Entrance Requirement.

4. Period of Study and Fees

4.1   A candidate for PhD by Published Works is required to enrol at the University and pay the appropriate fee.

4.2   The candidate will be registered for a period of 12 months from their enrolment date, and will be required to submit for the degree of PhD by Published Works no later than 12 months from their enrolment date.

4.3   The combined registration and submission fee for PhD by Published Works is equivalent to the standard annual tuition fee charged by the University to part-time PhD students, as current at the time of enrolment.

4.4   Members of staff of Cardiff University are exempt the registration fee but are required to pay a submission fee, equivalent to that charged to standard PhD staff candidates.

5.   The Advisers

5.1   The Head of School/nominee will appoint an adviser or advisers for the candidate's period of registration. At least one of the advisers will be a member of staff from the School concerned.

5.2   The candidate's adviser(s) will possess an appropriate understanding of the topic and be experienced in PhD supervision and examination.

5.3   The adviser(s) will support, advise and guide the candidate through the drafting of the critical review that accompanies the published works, in accordance with an agreed schedule of contacts, and the process of submission and examination.

5.4   The Policy and Procedure for the Monitoring of Research Students, and the Policy on Research Student Supervision will not apply.

6.   Extensions to Time Limit

6.1   The period of registration may be extended by the University in accordance with the Interruption and Extension to Time Limit Policy and Procedure (Research Students).

7.   Assessment

7.1   A PhD by Published Works will be assessed in accordance with the Research Degree Assessment Regulations for Cardiff University doctoral awards.

Regulations for Higher Doctorates

1.   General Statements

1.1   These regulations apply to Higher Doctorates of Cardiff University. The Higher Doctorates available are listed in the Awards Regulations: Awards of Cardiff University.

1.2   Higher Doctorates are earned awards of the University, made in recognition of excellence in academic scholarship, evidenced by a submission of publications.

1.3   The submitted publication may be any combination of books, articles and creative works, printed or otherwise reproduced, which are traceable through ordinary catalogues, abstracts or citation indices, and available in the public domain.

2.   Eligibility

2.1   To be eligible to apply for a Higher Doctorate, a candidate must satisfy one of the following criteria:

   .1   be a member of Cardiff University staff of at least six years' standing, and be the holder of a doctoral, Master's or Bachelor degree of at least eight years standing from any university or recognised awarding authority; or

   .2   be an alumnus/alumna of Cardiff University (including graduates of the University of Wales presented by Cardiff University or by one of its predecessor institutions), having obtained a doctoral, Master's or Bachelor degree from the University, with at least eight years' standing.

3.   Application and Assessment

3.1   Application and assessment will be in accordance with the Procedures for the Application, Submission and Assessment of Higher Doctorates.

3.2   A fee will be charged in two stages: a deposit upon application and the remainder upon full assessment where a submission is successfully referred following preliminary review.

4.   Criteria for the award

4.1   The submission will be required to demonstrate:

   .1   excellence in academic scholarship;

   .2   work of a high and distinctive quality;

.3   work that is substantial in scale and a sustained contribution to knowledge;

.4   international importance and global reach;

.5   impact of the work on others in the field.

5.   Reapplication

5.1   A candidate who is not invited to full assessment or whose full submission did not merit the awarding of a Higher Doctorate, is eligible to re-apply on one further occasion.

Assessment

Assessment and Examining Board Regulations

Institutional Oversight

The Assessment and Examining Board Regulations have been approved by Senate. The regulations will be kept under regular review to ensure they continue both to support internal processes to function efficiently and effectively, and to fully meet the requirements of the revised UK Quality Code for Higher Education. The expectations and practices noted in the supporting advice and guidance on Assessment, Enabling Student Achievement, and External Expertise being particularly relevant:

Expectations for standards	Expectations for quality
The academic standards of courses meet the requirements of the relevant national qualifications framework.	Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.	From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.
Core practices for standards	**Core practices for quality**
The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.	The provider designs and/or delivers high-quality courses.
The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.	The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.	The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.

Common practices for standards	Common practices for quality
The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.	The provider actively engages students, individually and collectively, in the quality of their education experience.
	The provider supports all students to achieve successful academic and professional outcomes.
Common practices for standards	**Common practices for quality**
The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.	The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.
	The provider's approach to managing quality takes account of external expertise.
	The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

Assessment and Examining Board Regulations

1.   **General**

1.1   These regulations apply to all students on Undergraduate and Postgraduate taught programmes leading to a specific award of the University.

2.   **Assessment and Examination through the medium of Welsh**

2.1   The University recognises the importance of the Welsh language and, wherever possible, requests to be assessed through the medium of Welsh will be granted.

2.2   Any student who wishes to be examined in whole or in part through the medium of Welsh must notify the Academic Registrar of the request, in writing, as soon as possible and by the end of **week 9** of each semester, at the latest, to ensure that appropriate arrangements can be made.

2.3   If it is not possible to make appropriate arrangements for an assessment, the student will be notified promptly and in writing stating the reasons for that decision.

3.   **Religious Observance Days**

3.1 Any student who anticipates that they will be unable, on religious grounds, to sit examinations or to undertake any other assessment on certain days must submit a written request to the Academic Registrar as soon as possible and by the end of **week 3** of each semester, at the latest, to ensure that the circumstances can be taken into account.

3.2 The University recognises the importance of religious observance and whilst every effort will be made to accommodate such requests, it may not be possible to meet these in all cases. Where the request is refused, the student will receive the decision in writing along with the reasons for that decision.

4. **Student Carers**

4.1 The University recognises that students with carer responsibilities may require adjustments to the programme of study to allow them to fully and fairly engage in University programmes. A student who is a carer for someone with disabilities, who anticipates that they will require adjustments to their programme of study to account for the carer responsibilities, should apply to the Head of School for adjustments to be made.

4.2 Adjustments can be made to the programme to enable students to engage in their studies, for example reviewing assessment submission dates, when examinations take place, or the mode of study. Changes to the academic content or methods of assessment requirements cannot be made.

4.3 Student carers who experience changes to their carer responsibilities, which impact on assessment where adjustment has not been made, can apply for extenuating circumstances under the Extenuating Circumstance Procedure.

5. **Students with Disabilities**

5.1 The University recognises that students with disabilities may require adjustments to assessments in order to allow students to fully and fairly engage in University programmes. In accordance with relevant legislation, the University will consider reasonable adjustments for students with disabilities, provided it does not impact on academic competency standards.

5.2 The Reasonable Adjustment Policy and Procedure details the process for students with disabilities to request reasonable adjustments.

5.3 Any adjustments to an assessment will continue to demonstrate that students may achieve the specified learning outcomes or competencies and that academic standards and, where relevant, standards of professional, statutory and regulatory bodies are not compromised.

6. **Extenuating Circumstances**

6.1 The University recognises that students will on occasion have personal circumstances which may impact on their studies. Extenuating Circumstances are defined as those that are:

- severe and exceptional; and
- unforeseen or unavoidable; and
- close in time to the assessment, or where the student can demonstrate that the circumstances continued to have an impact on academic performance in the assessment.

6.2 Extenuating circumstances will be considered to have had an adverse impact on the student's academic performance in assessment and/or have prevented a student from submitting a coursework assessment and/or attending a scheduled assessment.

6.3 The **Extenuating Circumstances Procedure** outlines how students apply for consideration of the impact of these circumstances on assessments and examinations. If extenuating circumstances are accepted, the Examining Board will apply the appropriate remedy. Students will be provided with details of the Extenuating Circumstances Procedure at the start of each session by the Head of School.

7. Late Submission of Coursework

7.1 Students will be informed of the deadlines for the submission of coursework and the requirement for submission to be by the specified deadline. In cases where coursework is submitted late, and where there are no extenuating circumstances:

.1 If the assessment is submitted no later than 24 hours after the deadline, the mark for the assessment will be capped at the minimum pass mark;

.2 If the assessment is submitted more than 24 hours after the deadline, a mark of 0 will be given for the assessment.

8. Examinations

Organisation and Conduct of Examinations

8.1 All Examinations for modular programmes will be held during the designated examination periods or in the resit examination period. The Academic Registrar is responsible for the scheduling of examinations.

8.2 The Autumn and Spring semester examination periods are set aside exclusively for the conduct of examinations and students' private study.

8.3 The scheduling of examinations, and the format of the examination paper rubrics will be in accordance with the guidelines specified in the examination procedure.

8.4 Expectations of student conduct in examination venues, and details of permitted dictionaries and calculators in examination venues are specified in the Examination Procedure.

8.5 The arrangements for invigilating examinations, including the number of invigilators and their duties, are specified in the Examination Procedure.

Examinations away from Cardiff

8.6   The University permits forms of assessment, including examinations, to be conducted in locations away from Cardiff and Cardiff University.

8.7   The University considers requests from individual students to undertake assessments, including examinations, outside Cardiff in the summer resit examination period, and in exceptional circumstances, requests from individual students to undertake assessments, including examinations, outside Cardiff at other times. The procedure for this is detailed in the [Examinations and Assessment Policy and Procedures](#).

9.   **Marking and Feedback**

9.1   Schools will make information available to students in advance of assessments, which specifies the standards expected within that assessment and clearly indicates the assessment criteria and/or marking schemes that will be used.

9.2   The Head of School will put in place procedures and processes that ensure equity, consistency, and transparency of marking.

9.3   All assessments will, where possible, be marked by number.

9.4   Heads of School will put in place procedures to ensure that marks and feedback are made available to students in a timely manner. Students will receive feedback as outlined in the [Academic Feedback of Taught Student Policy](#).

9.5   Heads of Schools are required to put in place procedures to ensure that assessors are appropriately skilled in assessing student work.

9.6   The marking policy will specify further information regarding expectations for marking assessments.

10.   Master's Dissertations

10.1   The Dissertation Stage of a taught Master's degree Programme shall take the form of a Dissertation. This may include any non-standard forms of submission/assessment approved by the Academic Standards and Quality Committee in respect of particular Programmes.

10.2   The length of a standard dissertation will not exceed 20,000 words. Specific programmes may also stipulate a minimum word-length for the Dissertation.

10.3   In the case of students following approved Taught Master's Programmes of Study which fall within the subject area of Creative Writing and Performing Arts, the Dissertation may take one or more of the following forms: musical score, portfolio of original works, or performance. 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. audio or visual materials).

11.   **Examining Boards**

11.1   The Rules of Debate for Examining Boards are specified in the Standing Orders, Ordinance 11. The role of an Examining Board is to:

- consider the performance of each student in assessments;
- confirm module/unit marks and confirm progression decisions for students in accordance with the Programme Progression, Resit and Repeat rules;
- recommend to the University Awards and Progress Committee the awards, to students, in accordance with the appropriate award and, where relevant, classification rules;
- monitor the quality and standard of awards and make recommendations relating to the enhancement of quality and standards to Boards of Studies.

11.2   Examining Boards will not change, amend, or estimate marks.

Structure of Examining Boards

11.3   Examining Boards will be established by Heads of School, in accordance with one of the following structures:

11.3.1 **Unitary Structure**

Programme Examining Board: A Programme Examining Board is wholly responsible for one or more programmes without reference to a Subject Examining Board. Programme Examining Boards will, where appropriate:

.1   consider any defects or irregularities in the conduct of examinations;

.2   determine the action to be taken for a student who has extenuating circumstances;

.3   receive a record of all students who have submitted applications for reasonable adjustments and record whether reasonable adjustment was approved;

.4   receive a record of those students permitted a supplementary assessment or an extension to the submission date of coursework.

.5   confirm marks for each student for individual modules or units of study;

.6   confirm whether each student has passed or failed each module or unit of study;

.7   confirm the opportunities, if any, for the retrieval of failed modules or units of study;

.8   confirm whether or not a student is permitted to progress to the next stage of the programme;

.9   confirm whether or not a student will be eligible for any exit-point award for the programme, should they subsequently withdraw or otherwise fail to complete the programme;

.10   confirm whether or not a student shall be awarded the intended award for the programme;

.11   confirm, where appropriate, the classification for each student.

11.3.2 2 Tier Structure

Subject Examining Board: A Subject Examining Board is a sub-board which is responsible for one or more modules or units of study and which makes recommendations to a Composite Examining Board. Subject Examining Boards shall make recommendations, in writing, to the Composite Examining Board on:

.1   the marks to be awarded for each student for each module or unit of study;

.2   any defects or irregularities in the conduct of examinations.

Composite Examining Board: A Composite Examining Board is responsible for one or more programmes and receives recommendations from more than one Subject Examining Board. Composite Examining Boards shall, where appropriate:

.1   consider any defects or irregularities in the conduct of examinations, and the recommendations of the Subject Examining Board thereon, if any;

.2   determine the action to be taken for a student who has extenuating circumstances;

.3   receive a record of all students who have submitted applications for reasonable adjustments and record whether reasonable adjustment was approved;

.4   receive a record of those students permitted a supplementary assessment or an extension to the submission date of coursework.

.5   confirm marks for each student for individual modules or units of study;

.6   confirm whether a student has passed or failed each module or unit of study;

.7   confirm the opportunities, if any, for the retrieval of failed modules or units of study;

.8   confirm whether or not a student is permitted to progress to the next year or academic stage of the programme;

.9   confirm whether or not a student will be eligible for any exit-point award for the programme, should they subsequently withdraw or otherwise fail to complete the programme;

.10   confirm whether or not a student shall be awarded the designated award for the programme;

.11   confirm, where appropriate, the classification for each student.

Membership

11.4   The membership of Examining Boards will include:

.1   The Chair of the Examining Board

The Chair of a Programme or Subject Examining Board will be the Head of School or will nominate an alternative member of staff. In the absence of Chair from a meeting, the Board will appoint a deputy, where possible from amongst the senior staff present at the meeting.

.2   The Internal Examiner(s)

Internal Examiners shall be appointed by the Head of School on the advice of the School Board and shall include a spokesperson for each module/unit of study.

All **Internal Examiners** shall be expected to attend all meetings of the Examining Board unless absence has been authorised by the Chair of the Examining Board.

.3   The External Examiner(s), where a module or unit of study contributing to the final assessment is considered.

.4   The Chair of the Extenuating Circumstances Group or nominee.

.5   Advisory members

The Chair of an Examining Board may invite appropriate persons to attend a meeting of an Examining Board in an advisory capacity. Such persons shall possess no voting rights.

Declaration of Personal Interest

11.5   Staff must inform Head of School of any personal interest relating to a student at the earliest opportunity to allow appropriate arrangements to be put in place to protect the probity of the assessment.

11.6   Where a member of staff informs a Head of School of a personal interest relating to a student, the Head of School, having consulted the Academic Registrar, shall as they deem appropriate:

.1   put in place arrangements to ensure that the member of staff is not responsible for the setting of examination question papers to be

taken by the student or the marking of any of the student's assessments, and shall advise the Academic Registrar of the measures taken;

.2 inform the Chair of the Examining Board of the member of staff's interest relating to the student and that they should be required to withdraw from the meeting of the Examining Board when the student's case is discussed;

.3 instruct the Chair of the Examining Board to ensure that a declaration of interest, and withdrawal of the member of staff from the Examining Board, shall be recorded in the minutes of the meeting of the Examining Board.

Quorum

11.7 The quorum for Examining Boards will be when the Chair is satisfied that an appropriate spokesperson(s) for each module/unit of study is/are present.

<u>Condonement</u>

11.8 An Examining Board will award a student credit in module(s) to permit progression or an award where:

.1 for **level 3, 4, 5, or 6 credit** a module mark of 35%, 36%, 37%, 38% or 39% has been achieved **and** the student's level/year result in that level/year of study, in all contributing modules, is at least 45%;

or

for **level 7 & 8 credit** a module mark of 45%, 46%, 47%, 48% or 49% has been achieved **and** the student's level/year result in that level/year of study, in all contributing modules, is at least 55%;

and

.2 the module(s) is/are **not** required module(s); **and**

.3 in the case of a module where a qualifying mark is required for one or more assessment components, the qualifying mark(s) has been achieved, **and**

.4 the student has failed no more than the condonable limits specified in the table below:

Programme duration (in stages)	Credit that can be condoned in 1 stage (maximum)	Credit that can be condoned in 1 programme (maximum)
Undergraduate programmes		

1 or 2	30	30
3 or more	30	60
Master and Postgraduate Diploma programmes		
1 or more	30	30

11.9 In awarding credit, the module mark confirmed by the Examining Board will not be changed and will be used, where applicable, in calculating any award classification and will appear on the transcript. Examining Boards are not permitted to change individual module marks.

11.10 Condonement will not be applied for modules affected by extenuating circumstances, unless the student can be recommended for an intended award. If condonement is applied to modules affected by extenuating circumstances, the module will remain eligible for discounting from the award classification.

11.11 Condonement **will not operate**:

.1 where a student has failed more credits than indicated in the table above, **or**

.2 in Required Modules, **or**

.3 in the case of a module where a qualifying mark is required for one or more assessment components, the qualifying mark(s) has/have **not** been achieved.

.4 Where a Professional, Statutory, or Regulatory Body does not permit condonement, or limits the maximum amount of condonement permitted. In such cases, the Head of School must ensure that students are notified of any variation to the condonement rules at the commencement of the programme.

Discounting

11.12 Final Examining Boards may discount module marks that have been affected by extenuating circumstances or a defect or irregularity in the conduct of the assessment when calculating the final mark to classify a student's award **if:**

.1 a sufficient remedy has not been applied previously;

.2 it benefits the student;

.2 the student has achieved sufficient credit for the award.

11.13 A maximum of 1/6th of the total taught credits, excluding year of Experiential/Professional Learning, or a year of study abroad, which contribute to the final award can be discounted.

11.14   In exceptional circumstances a Head of School may make a request to Awards and Progress Committee to permit the Exam Board to discount further credits from the award classification.

12.   **External Examiners**

12.1   External examiners are appointed to provide impartial and independent advice, to comment on quality and standards of the programme(s) in relation to the national standards and frameworks, and to comment on the comparability with standards at other UK universities. External examiners are also asked to confirm that the policies and procedures to ensure academic rigour have been applied consistently and fairly, and to comment on good practice and make recommendations on enhancement.

12.2   External examiners will have sufficient standing, credibility, and breadth of experience within the discipline to be able to command the respect of academic peers, and where appropriate, professional peers.

12.3   External examiners will be appointed for Programme/Composite and Subject Boards which consider modules or units of study which contribute towards the final award.

12.4   External examiners will be appointed by the Academic Standards and Quality Committee on the recommendation of the Head of School.

12.5   The role and duties of external examiners, information relating to their induction, and reporting requirements are specified in the External Examiners Policy.

13.   **Aegrotat Awards - Taught Programmes**

13.1   If a student is prevented by illness or other medical reasons from completing final examinations or other final assessments of a programme, the Examining Board, having considered the relevant evidence (which should include satisfactory medical certification) may recommend to the Awards and Progress Committee, via the Academic Registrar, that an Aegrotat award be made.

13.2   An Examining Board recommending the award of an Aegrotat award must be satisfied that the student's prior performance shows on the balance of probabilities that they would have passed but for the illness/event which occurred. The Awards and Progress Committee must be satisfied that the student is unlikely to be able to return to complete their study at a later date within a reasonable period.

13.3   The Chair of the Examining Board must require the student to confirm in writing that they are willing to accept an Aegrotat award. The student's signed confirmation of willingness to accept an Aegrotat award will be presented by the Chair of the Examining Board with the recommendation to the Awards and Progress Committee for an Aegrotat award.

13.4   If a student is unwilling to accept and Aegrotat award, the Examining Board may consider, where appropriate, an exit award or may seek an appropriate

extension to the student's period of study and permit the student to complete the examinations/assessments at a later time.

13.5   An Aegrotat degree, diploma, or certificate will 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 exemption from the requirements of any professional qualification, or progression to another academic programme or another stage of a programme which might otherwise be associated with the programme concerned.

13.6   No student will be exempted from presenting a Master's dissertation (or equivalent presentation) where such is required. Aegrotat taught Master's degrees may be awarded only where the work done for the dissertation can be examined. This requirement does not prevent the issuing to the student of any relevant award which might be made in respect of study completed previously.

14.   **Posthumous Awards - Taught Programmes**

14.1   An Examining Board may recommend to the Awards and Progress Committee, via the Academic Registrar, that a posthumous award be made where a student pursuing a taught award has died and where the Examining Board is satisfied on the balance of probabilities that the student's performance on the programme shows that they would have passed.

15.   **Results, Transcripts, and Disclosure of Marks**

15.1   The Academic Registrar will inform students in writing of decisions taken by the Examining Board(s) in respect of module marks, module results, progression, award and classification as appropriate.

15.2   On completion of a student's studies, the Academic Registrar will issue each student with a full transcript, in an approved form, and where appropriate a degree certificate.

15.3   No fee will be charged for the issue of a certificate and transcript. An administrative fee will be charged for a replacement certificate or transcript.

16.   **Re-registration Fees**

16.1   The Academic Registrar shall inform students in writing of any re-registration Fees payable by candidates required to be re-assessed in one or more module(s) or unit(s) of study.

17.   **Exemption**

17.1   In cases where the application of these regulations would unfairly disadvantage an individual student, but not impact on academic standards, a Chair of an Examining Board may request the Pro Vice-Chancellor (Student Experience and Academic Standards) to exempt a student from part of these regulations.

Institutional Oversight

The Research Degree Assessment Regulations have been approved by Senate. The regulations will be kept under regular review to ensure they continue both to support internal processes to function efficiently and effectively, and to fully meet the requirements of the revised UK Quality Code for Higher Education. The expectations and practices noted in the supporting advice and guidance on being particularly relevant.

Expectations for standards	Expectations for quality
The academic standards of courses meet the requirements of the relevant national qualifications framework.	From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.
The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.	From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.
Core practices for standards	**Core practices for quality**
The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.	The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.	The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
	Where the provider offers research degrees, it delivers these in appropriate and supportive research environments.
	The provider supports all students to achieve successful academic and professional outcomes.
Common practices for standards	**Common practices for quality**
The provider reviews its core practices for standards regularly and uses the	The provider reviews its core practices for quality regularly and uses the

outcomes to drive improvement and enhancement.	outcomes to drive improvement and enhancement.
	The provider's approach to managing quality takes account of external expertise.
	The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

Research Degree Assessment Regulations

1. **General Statements**

1.1 These assessment regulations are for research degree programmes leading to the award of the following degrees: PhD (Doctor of Philosophy), including PhD by Published Works; MD (Doctor of Medicine); Doctoral Degrees by Examination and Thesis (Professional Doctorates), including EngD (Doctor of Engineering); and MPhil (Master of Philosophy).

1.2 A research degree may be awarded by the University in recognition of the successful completion of a programme of independent study and research, which may include periods of approved professional practice.

1.3 Assessment for the award of a research degree comprises the examination of a written thesis, or an equivalent approved format, and the candidate's oral defence of that thesis by a viva examination. Assessment for the award of a Doctoral Degree by Examination and Thesis (a Professional Doctorate) includes, additionally, the examination of taught components and/or professional practice.

2. **Criteria for the Award of the Degree**

2.1 **For the award of a doctoral degree**, the results of the programme of independent study and research will be judged to constitute an original contribution to learning and give evidence of:

    .1   the creation and interpretation of new knowledge, through original research, that extends the discipline, and is of a quality to satisfy peer review and merit publication;

    .2   a systematic understanding of a substantial body of knowledge which is at the forefront of the academic discipline or area of professional practice;

    .3   an ability to relate the results of such study to the general body of knowledge in the discipline;

.4   an ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding, and to adjust the project design where necessary;

.5   a detailed understanding of applicable techniques and methodologies for research and advanced academic enquiry;

.6   the evaluation of techniques and methodologies, the development of critiques and, where appropriate, the proposal of new hypotheses.

2.2   **In addition, in respect of the award of MD**, the results of the study and research will be judged to constitute an original contribution to medical or surgical knowledge, and provide evidence of originality either by the discovery of new facts or by the exercise of independent critical power. The candidate shall indicate in what respects the thesis advances clinical knowledge and/or practice.

2.3   **In addition, in respect of Doctoral Degrees by Examination and Thesis (Professional Doctorates)**, taught and/or professional components <u>and</u> the component(s) of independent research (which may be referred to as a 'thesis' or 'research portfolio') must be passed in order to qualify for the award.

2.4   **For the award of the MPhil degree**, the results of the programme of independent study and research will be judged to constitute a critical evaluation and analysis of a body of knowledge, and to give evidence of:

.1   a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study, or area of professional practice

.2   a comprehensive understanding of techniques applicable to the research or advanced scholarship

.3   originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline

.4   conceptual understanding that enables the critical evaluation of current research and advanced scholarship in the discipline, and of techniques and methodologies.

3.   **Assessment of Taught Components and/or Professional Practice (Professional Doctorates)**

3.1   Programme information shall include details of:

.1   the nature and timing of assessment(s);

.2   the decisions open to Examining Boards, including any progression;

.3   decisions and opportunities for the reassessment of failed assessments;

.4   the timing of reassessments.

3.2   Examination of taught components and the evaluation of professional practice, where applicable, will comprise assessments of an advanced character in fields of study set out in the programme information.

3.3   The taught components and/or professional practice will be assessed by an Examining Board which operates in accordance with the Senate Assessment Regulations for Taught Programmes.

3.4   A candidate who fails an examination of a taught or practice component may, at the discretion of the Examining Board, re-take the examination on one further occasion only. A re-examination fee will be payable.

4.   **Assessment of the Thesis/Research Portfolio**

4.1   All theses (which may be referred to as a 'research portfolio' in the case of Professional Doctorates) accepted and referred for examination in full or partial fulfilment for the requirement of the award shall be assessed by an Examining Board convened in accordance with the Policy and Procedure for the Appointment of Research Degree Examining Boards (Viva Examination).

4.2   The oral examination (viva) forms an integral, mandatory element of the examination process. It will be arranged and conducted in accordance with the Policy and Procedure for the Conduct of Research Degree Examinations.

4.3   The requirement to hold a second viva for a resubmitted thesis may be waived by the examiners, but only where they are unanimously of the view that the resubmitted thesis meets the requirement of the intended award.

4.4   The viva must be held at the University, on a face-to-face basis, with all parties present in the same room at the same time, unless approval has been given to hold the viva by electronic media or in a location outside the University, in accordance with the Policy and Procedure for the Arrangement and Conduct of Research Degree Examinations (Viva) in Alternative Formats.

5.   **Recommendations for the Award**

5.1   Examining Boards, in recommending the candidate for the degree, shall certify that the thesis/research portfolio submitted meets the required criteria. Upon assessing the work, they shall make one of the following recommendations:

.1 Doctoral degrees <u>excluding</u> DClinPsy, DEdPsy and PhD by Published Works

- The candidate is approved for the award.

  The examiners may require no corrections, or may require minor typographical corrections to be made to the thesis. Any corrections shall be completed within 1 week of the examination and are of the order that neither examiner would ordinarily check their satisfactory completion.

- The candidate will be approved for the award upon completion of corrections and amendments.

  The candidate is required to complete corrections and amendments stipulated by the examiners within 12 weeks of the examination. One or both of the examiners will be asked to confirm that the corrections have been completed satisfactorily.

- The candidate is invited to revise and resubmit their thesis for the award.

  The candidate is allowed to resubmit their thesis on one further occasion only. The thesis shall be resubmitted no less than 12 weeks and no more than 1 year from the date of the examination. A fresh examination of the thesis, normally by the original examiners, is required. The candidate is required to pay a resubmission fee.

- The candidate is not approved for a doctoral award but is approved for MPhil or the subsidiary award specified for the programme.

  The examiners may require no corrections, or may require minor typographical corrections to be made to the thesis. Any corrections shall be completed within 1 week of the examination and are of the order that neither examiner would ordinarily check their satisfactory completion.

- The candidate is not approved for a doctoral award but will be approved for MPhil or the subsidiary award specified for the programme upon completion of corrections and amendments.

  The candidate is required to complete corrections and amendments stipulated by the examiners within 12 weeks of the examination. One or both of the examiners will be asked to confirm that the corrections have been completed satisfactorily.

- The candidate is not approved for a doctoral award but is invited to revise and resubmit their thesis for MPhil or the subsidiary award specified for the programme.

  The candidate is allowed to resubmit their thesis for a subsidiary award on one further occasion only. The thesis shall be resubmitted no less than 12 weeks and no more than 1 year from the date of the examination. A fresh examination of the

thesis, normally by the original examiners, is required. The candidate is required to pay a resubmission fee.

- The candidate is not approved for the award and no further submission is permitted.

.   .2 *DClinPsy and DEdPsy: assessment of major research component*

- The candidate is approved for a pass in their thesis or research portfolio.
  The examiners may require no corrections, or may require minor typographical corrections to be made to the thesis/portfolio. Any corrections shall be completed within 1 week of the examination and are of the order that neither examiner would ordinarily check their satisfactory completion.

- The candidate will be approved for a pass in their thesis or research portfolio upon completion of corrections and amendments.
  The candidate is required to complete corrections and amendments stipulated by the examiners within 12 weeks of the examination. One or both of the examiners will be asked to confirm that the corrections have been completed satisfactorily.

- The candidate is invited to revise and resubmit their thesis or research portfolio.
  The candidate is allowed to resubmit their thesis/portfolio on one further occasion only. The thesis/portfolio shall be resubmitted no less than 12 weeks and no more than 1 year from the date of the examination. A fresh examination of the thesis/portfolio, normally by the original examiners, is required. The candidate is required to pay a resubmission fee.

- The candidate is not approved for a pass in their thesis or research portfolio and no further submission is permitted.

.3 DClinPsy and DEdPsy: programme assessment

- A Programme Examining Board shall consider all final assessments of taught, clinical and research components at the end of the programme.

.4 MPhil

- The candidate is approved for the award.
  The examiners may require no corrections, or may require minor typographical corrections to be made to the thesis. Any corrections shall be completed within 1 week of the examination and are of the order that neither examiner would ordinarily check their satisfactory completion.

- The candidate will be approved for the award upon completion of corrections and amendments.

     The candidate is required to complete corrections and amendments stipulated by the examiners within 12 weeks of the examination. One or both of the examiners will be asked to confirm that the corrections have been completed satisfactorily.

- The candidate is invited to revise and resubmit their thesis for the award.

     The candidate is allowed to resubmit their thesis on one further occasion only. The thesis shall be resubmitted no less than 12 weeks and no more than 1 year from the date of the examination. A fresh examination of the thesis, normally by the original examiners, is required. The candidate is required to pay a resubmission fee.

- The candidate is not approved for the award and no further submission is permitted.

.5 PhD by Published Works

- The candidate is approved for the award.

     The examiners may require no corrections, or may require minor typographical corrections to be made to the critical commentary. Any corrections shall be completed within 1 week of the examination and are of the order that neither examiner would ordinarily check their satisfactory completion.

- The candidate will be approved for the award upon completion of corrections and amendments.

     The candidate is required to complete corrections and amendments to the critical commentary, as stipulated by the examiners, within 12 weeks of the examination. One or both of the examiners will be asked to confirm that the corrections have been completed satisfactorily.

- The candidate is not approved for the award.

     Where an Examining Board recommends that a candidate for the PhD by Published Works is not approved for the award, they may, <u>at their discretion</u>, recommend that the candidate be permitted a further submission, upon payment of a resubmission fee, to include additional published work(s). The resubmission must be made within a period not exceeding 5 years from the date of the examination.

6.   **Aegrotat awards: research degrees**

6.1   A research degree may be awarded if a student is unable to complete their programme of study due to a terminal illness. Where an aegrotat award is conferred, the University will be satisfied that, but for their illness, the student

would have completed the research degree.

6.2 An aegrotat research degree may be awarded in the following circumstances:

.1 Following the viva where the student's illness would preclude them from making modifications to the thesis, or from resubmitting the thesis for further examination.

.2 After the thesis has been submitted (or resubmitted) but before the viva examination (where required for a resubmission) and the student is not able to attend the viva examination.

.3 Before the thesis has been submitted for examination, where a sufficient amount of work has been completed of a standard equivalent to the requirements of the degree under examination.

6.3 The student must provide medical evidence of their condition and confirm in writing that they are willing to accept an aegrotat award before the assessment process begins.

Consideration of an aegrotat award following the viva

6.4 Where a viva examination has taken place and the student's illness prevents them from making revisions to the thesis that are required by the examiners for an award to be recommended in the usual way, the examiners may be asked to consider the recommendation of an aegrotat award.

Consideration of an aegrotat award after the thesis has been submitted

6.5 After the thesis has been submitted (or resubmitted) but before the viva examination (where required for a resubmission) and the student is unable to attend the viva examination, examiners will be appointed, and the thesis will be assessed in the usual way. The examiners will be notified that a viva examination will not take place, and that corrections and revisions to the thesis will not be required.

Consideration of an aegrotat award before the thesis has been submitted

6.6 Where a student has not yet submitted their thesis, a sufficient amount of work must have been completed, of a standard commensurate with the award. The submission may include a full draft thesis, a partial thesis, draft chapters, and/or any related material that would have been incorporated into the thesis.

6.7 The student's supervisors may support the student in compiling their submission but they cannot enhance the student's work. The student's lead

supervisor must provide a written statement of support, explaining why an aegrotat award should be recommended. The supervisor may include progress reports and other evidence (e.g. of the student's particular achievements) with their supporting statement.

6.8 The Head of School will appoint an independent reviewer who is appropriately specialist in the subject area to consider whether there is a sufficient quantity of material to represent the thesis, and to advise whether the submission should be accepted for examination.

6.9 Where the advice is to proceed to examination, examiners will be appointed in the usual way. The examiners will consider the student's submissions and the supervisor's statement of support. The examiners will be notified that a viva examination will not take place, and that corrections and revisions to the thesis will not be required.

6.10 The examiners may request additional information from the supervisors before making their recommendation.

Recommendation and conferment of an aegrotat award

6.11 The examiners may make one of the following recommendations:
   • an aegrotat award of the intended degree
   • an aegrotat exit award, where available
   • no award.

6.12 Where the examiners have recommended that an aegrotat award be made, the Head of School will submit this recommendation to the Awards and Progress Committee, via the Academic Registrar.

6.13 The Awards and Progress Committee will receive the student's written confirmation that they are willing to accept an aegrotat award, the supervisor's statement of support (where applicable) and the examiners' reports on the thesis or work considered for the award. The Head of School will also recommend to Awards and Progress Committee whether the work, if approved for an award, should be made available in the University's digital repository: if appropriate, a note may be added explaining that the nature of the award means that the thesis may be incomplete or contain some errors.

6.14 An aegrotat award does not necessarily entitle the holder to registration with a professional body, or exemption from the requirements of any professional qualification.

6.15 An aegrotat award will be considered as the conclusion of a student's registration on the research degree programme.

7.   **Posthumous awards: research degrees**

7.1   An Examining Board may recommend to the Awards and Progress Committee, via the Academic Registrar, that a posthumous award be made where a candidate for a postgraduate research degree has died:

.1   after the thesis has been examined, or submitted for examination, but before the oral examination (where required) can be held.
In such a case, the Board shall consider the work presented and, provided that it is satisfied that the work is the student's own (by means of the receipt of reports from the Head of School and the supervisor), may decide to recommend that an award be made.

.2   before submitting the thesis.
In such a case, the Board shall consider available evidence of the research work completed by the student. Normally, such evidence shall be supplied by the student's supervisor, who shall also submit a report for consideration by the examiners. The Head of the School concerned shall also submit an argued recommendation regarding the award of the degree. The following criteria must also be satisfied:

- enough of the research project must have been completed to allow a proper assessment to be made of the scope of the thesis;

- 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;

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

Student Study and Engagement Regulations

Institutional Oversight

The Student Study and Engagement Regulations have been approved by Senate. The regulations will be kept under regular review to ensure they continue both to support internal processes to function efficiently and effectively, and to fully meet the requirements of the revised UK Quality Code for Higher Education. The expectations and practices noted in the supporting advice and guidance on Concerns, Complaints and Appeals, Enabling Student Achievement, and Learning and Teaching being particularly relevant:

Expectations for quality
Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education
Core practices for quality
The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
The provider supports all students to achieve successful academic and professional outcomes.
The provider designs and/or delivers high-quality courses.
The provider actively engages students, individually and collectively, in the quality of their education experience.
The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.
Common practices for quality
The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.
The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement

Student Study and Engagement Regulations

1. **Introduction**

1.1. These regulations apply to all students registered on taught and research degrees or modules which may involve engagement, whether face-to-face study, distance or blended learning, or a placement or a period of study abroad.

1.2. Students of the University are expected to engage fully with their programme of study in accordance with the University regulations and policies and any

additional requirements of the programme, including any requirements from partner institutions when students are undertaking a placement or a period of study abroad.

1.3.   All students benefit from full engagement with their studies, and members of University staff have a responsibility to respond to any concern of patterns of student non-attendance and/or non-engagement.

1.4.   Where events or circumstances may have an impact on students' ability to attend and engage as expected they should be referred to the relevant policies and procedures set out in section 4.

2.   **Responsibilities**

Student responsibilities

2.1.   We expect students to be engaged with their programme for its full duration and to satisfy the University's specified points of engagement. It is expected that students will also demonstrate that they are attending study sessions and making satisfactory academic progress as well as meeting the specified points of engagement as detailed below.

2.2.   All new and continuing students must complete enrolment and show evidence that they have the right to study at the University no later than 14 days after the start of study in any academic year. New students will be issued their student card following completion of enrolment.

2.3.   All students should have completed enrolment and have a valid student card to attend any study-related activity. This might include lectures, seminars, tutorials, and being on campus.

2.4.   Distance learning students are expected to complete online enrolment within 14 days of the start date of their course. The School may arrange for the issue of Student Cards if required.

2.5.   You are required to notify your School of all absences from the programme for any reason. If you are absent for longer than the period specified in the relevant Interruption of Study Procedure, you should either apply for an interruption of study or, for taught students, apply for extenuating circumstances as detailed in the Extenuating Circumstances Policy.

2.6.   Students are expected to respond promptly to any request from the University regarding their attendance or wellbeing, and should check their Cardiff University email account on a regular basis for any notifications.

Staff responsibilities

2.7.   The Academic Registrar is responsible for ensuring that all students receive information about how to register with the University each year, and that all students (except distance learning students) are issued with a Student Card.

2.8.   The Chief Financial Officer is responsible for ensuring that students receive information about the level of fees that are due and how to make a fee payment to the University.

2.9.   The Head of School is responsible for:

- ensuring that students are informed of the requirements of their programme, including the required engagement points, any supplementary engagement points – for example, as required by professional, statutory, and regulatory Bodies – the academic requirements of the programme, and any relevant placement learning requirements;

- ensuring that points of engagement and any absences are recorded for all students studying in their School;

- instigating the relevant procedure if the points of engagement are not met if the reasons for student absence have not been notified;

- responding to concerns where students do not satisfy the academic requirement of their programme of study;

- notifying the Head of the partner school where a student is on a joint honours programme or jointly supervised research degree if there are any issues with a student's attendance or engagement;

- liaising with any partner organisation if there are any issues with a student's attendance or engagement.

2.10.   University officers may nominate alternates to act on their behalf.

3.   **Engagement points**

3.1.   Attendance is monitored by student contact with defined engagement points throughout the academic year. There may be programme-specific attendance requirements, confirmed to students at enrolment, which students should adhere to. However, **all students must** within the first two weeks of the academic year:

- complete enrolment;
- collect their student card (except distance learning students);
- pay their tuition fees or confirm the details of their sponsor;
- confirm their programme of study (including confirmation of module selection).

3.2.   **Taught programmes**

In addition to the requirements for all students, taught students must engage with their programme and absences of **5 consecutive engagements** will

result in the appropriate procedure being applied. The engagement points are as follows:

- confirmation of module selection (where appropriate);
- submission of coursework;
- attendance at examinations and class tests;
- contact with personal tutors – at least once per semester;
- engagement with University IT systems – monitoring reports will indicate an absence of use of 14 days.

3.3. Research students

Research students must complete enrolment and will be monitored in accordance with:

- Policy and Procedure on the Monitoring of Research Students;
- Unsatisfactory Progress or Engagement Policy and Procedure (Research students);
- Interruption and Extension to Time Limit Policy and Procedure (Research students).

4. Policies and procedures

4.1. **Interruption of Study Procedure** (Taught Programmes)

This procedure specifies the requirement for students on taught programmes to inform the University of any absence, whether it be short- or long-term. It also specifies the requirement for students on taught programmes who are absent for 14 consecutive days or more to submit an application for an interruption of study in order that the University can support their absence and plan for their return to study.

4.2. **Interruption and Extension to Time Limit Policy and Procedure** (Research Students)

This procedure specifies the requirement for students to apply to the University for an absence from their research studies if they are absent for more than a short period in order that the University can support their absence and plan for their return to study. It also specifies how students may submit an application to extend the time they have to complete their research.

4.3. **Non-Engagement with Study Procedure** (No student engagement)

The procedure is used where students do not complete enrolment, including collecting a Student Card, or if taught students are not engaging with their programme for 5 consecutive engagement points, as defined in the procedure, and have not submitted an application for an interruption of study.

4.4. Student Academic Engagement Procedure (Taught Programmes – partial student engagement)

This procedure is used where taught students do not fully engage with their programme of study and where concerns are raised with the Head of School about a student's engagement.

4.5. Research Monitoring Regulations Policy and Procedure (Research Students)

Progress will be supported and monitored to maximise the likelihood of students completing their research degree within the expected timescale and in accordance with this Policy and Procedure.

4.6. Unsatisfactory Progress or Engagement Policy and Procedure (Research Students)

If students fail to engage in their research studies and meet with their supervisor regularly it may result in action being taken under this procedure.

4.7. Return to Study Procedure

The procedure details the actions to be taken to ensure that appropriate arrangements are in place when students return to study after a period of absence.

4.8. Reasonable Adjustment Policy and Procedure

This provides a framework for the effective implementation of reasonable adjustments for all disabled students at Cardiff University.

Student Conduct Regulations

Institutional Oversight

The Student Conduct Regulations have been approved by Senate. The regulations will be kept under regular review to ensure they continue both to support internal processes to function efficiently and effectively, and to fully meet the requirements of the OIA Good Practice Framework for handling complaints and academic appeals, and the revised UK Quality Code for Higher Education. The expectations and practices noted in the supporting advice and guidance on Concerns, Complaints and Appeals, and Enabling Student Achievement, being particularly relevant:

Expectations for quality
Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education
Core practices for quality
The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
The provider supports all students to achieve successful academic and professional outcomes.
The provider designs and/or delivers high-quality courses.
The provider actively engages students, individually and collectively, in the quality of their education experience.
The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.
Common practices for quality
The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement

Student Conduct Regulations

1.   **General**

1.1.   Students of the University are expected to behave in a way that respects the University community and all members of staff and other students who work and live within it, as well as members of the public and visitors. Students are also expected to act with personal integrity and honesty.

1.2.   The University and its Students' Union make commitments to the partnership made between staff and students in the Student Charter.

1.3.   There may be times, however, when students are unclear about what is expected of them and how they may participate in the University community.

These regulations and related policies and procedures aim to provide students with guidance on the behaviour expected of them, student colleagues, and our staff.

1.4. Concerns regarding academic misconduct may be investigated after a student's registration with the University has ended.

1.5. Section 4 lists the formal procedures that may be followed if there are concerns that expectations of behaviour are not being met and/or there is a risk of harm or offence to you or other members of the community or their property. The specific procedure followed will depend upon the circumstances of the concern, the programme, and any other relevant factors.

1.6. University officers may nominate alternates to act on their behalf.

2. **Expectations**

2.1. It is expected that as members of the University community students will:

- Be representatives of the University and act accordingly;
- Act in accordance with the University's regulations and policies;
- Treat other people with dignity and respect;
- Maintain the expected standards of academic practice, integrity and engagement.

Further details of expectations for student conduct are provided in the Student Conduct Procedure.

3. **Concerns about Student Conduct**

3.1. If a student has concerns about the conduct of another student, it should be reported to the University via the Student Complaints Procedure and it may be referred for an independent investigation.

3.2. If a member of staff has concerns about the conduct of a student, it should first be raised with the student's Head of School or Department, as appropriate, who may refer the case for an independent investigation.

3.3. The public may have concerns regarding the conduct of a student and may raise such concerns by writing to the Academic Registrar, outlining their concerns, and providing any evidence. The Academic Registrar may refer the case for an independent investigation.

4. **Procedures which are covered by these Regulations**

- Student Conduct Procedure - investigates concerns that students' behaviour may not meet the expectations of the University.

- Student Support Intervention Policy - if there are concerns about ill-health which impacts on a student's behaviour or wellbeing, the University may decide to use this policy to investigate and identify

support that may be needed so that a student can maintain effective engagement with their studies. The University may also require a student to take an interruption from their studies until their health or circumstances improve.

- Fitness to Practise Procedure - governs the behaviour and wellbeing of students on programmes leading to a professional qualification.

- Academic Integrity Policy - sets out expectations of correct academic practice and the possible consequences of not meeting the appropriate standard of academic integrity.

Student Complaints, Appeals and Review Regulations

Institutional Oversight

The Student Complaints, Appeals and Review Regulations have been approved by Senate. The regulations will be kept under regular review to ensure they continue both to support internal processes to function efficiently and effectively, and to fully meet the requirements of the OIA Good Practice Framework for handling complaints and academic appeals, and the revised UK Quality Code for Higher Education. The expectations and practices noted in the supporting advice and guidance on Concerns, Complaints and Appeals, being particularly relevant:

Expectations for quality
Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education
Core practices for quality
The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.
Common practices for quality
The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement

Student Complaints, Appeals and Review Regulations

1.   Introduction

1.1   The University aims to provide you with high-quality opportunities to help you pursue your programme and study towards your degree.

1.2   There may be times, however, when you become dissatisfied with your study opportunities, the decision of an Examining Board, or the outcome of a University procedure. These regulations, and related policies and procedures aim to provide you with guidance on how you can seek redress if you are dissatisfied.

1.3   It is usually a requirement of the Office of the Independent Adjudicator (OIA) that you exhaust the University's procedures and seek a review, under the University Review Procedure, before you submit a complaint to the OIA.

1.4   These regulations and related policies and procedures apply to all students registered on undergraduate, postgraduate taught or research degrees, or modules with full- and part-time status, engaged in face-to-face study or via distance or blended learning, on placement or on a period of study abroad.

1.5   University officers may nominate alternates to act on their behalf.

1.6   If you have a disability and require adjustments to this Regulation and related procedures to be able to fully engage with the process, please contact the Academic Registrar to identify any reasonable adjustments which can be made to support your engagement.

2.   Procedures which are covered by these regulations

- Student Complaints Procedure - provides the opportunity for you to submit a complaint regarding the delivery of your degree or University services or to raise concerns if you feel you have suffered a detriment or disadvantage.

- Academic Appeals Procedure – provides the opportunity for you to challenge the outcome of an Examining Board decision.

- University Review Procedure – provides the opportunity for you to challenge the outcome of a University procedure.