

University of Birmingham

Regulatory Framework

This is an overview of University Regulations, Codes of Practice, and core quality assurance processes which every School should have in place. In each case the relevant Code of Practice or legislation and its location are identified and Schools should refer to these documents when undertaking any of these processes. Although Schools must be compliant with [University legislation](#), [Codes of Practice](#) and [other guidance and policies](#), the University is not currently prescribing local procedures to achieve this aim. Note that not all Codes of Practice of the University are mentioned in this document, just those concerned with learning and teaching.

Processes concerning Research Students (Doctoral Researchers) specifically can be found in [Section 5](#).

Please note that as Codes of Practice are updated regularly, it is important to ensure that you refer to the most up-to-date Codes of Practice, which can be found on the website: <http://www.as.bham.ac.uk/legislation/codesofpractice.shtml>

Links to useful forms can be found in [Appendix 3](#).

Acronyms:

AQU	Academic Quality Unit
BIQAES	Birmingham Integrated Quality Assurance and Enhancement System
CLTC	College Learning and Teaching Committee
CQAEC	College Quality Assurance and Enhancement Committee
DoE	Director of Education
DQAEC	Director of Quality Assurance and Enhancement
DR	Doctoral Researcher
HoS	Head of School
PGR	Postgraduate research
PSRB	Professional, Statutory and Regulatory Body
PVC	Pro-Vice Chancellor (Teaching, Learning and Quality)
(U)QAEC	University Quality Assurance and Enhancement Committee

College Quality Assurance and Enhancement documents and links can be found on the intranet:

CAL	College of Arts and Law – <i>to be advised</i>
CoSS	College of Social Sciences
EPS	College of Engineering and Physical Sciences
LES	College of Life and Environmental Sciences – <i>to be advised</i>
MDS	College of Medical & Dental Sciences

Please report broken links on these pages to [Nina Morris](#) (n.i.morris@bham.ac.uk), Academic Policy Officer.

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1. Management of Programmes and Modules

1.1. Learning and Teaching Strategy

[University Learning and Teaching Strategy](#)

Each College should have a Learning and Teaching Strategy in place. It is the responsibility of the DoE that the College Learning and Teaching Strategy is reviewed and updated at least annually. Schools may develop local versions of the Learning and Teaching Strategy but these must be consistent with the University Learning and Teaching Strategy or a specific College Strategy.

1.2. Approval, Modification and Withdrawal of Modules and Programmes

[Curriculum Development Unit Guidance](#)

[Collaborative Provision Policy](#)

[Policy on Consulting Students about Major Changes](#)

The University's procedures for approval, modification and withdrawal of modules and programmes are described in [Appendix 1](#). The DoE is responsible for local implementation of these procedures. The relevant CDU contact for each College can be found on the [Curriculum Development Unit web pages](#).

[Collaborative provision](#) normally involves the development and delivery of a programme of study (or module) by another organisation or body, in the UK or overseas, leading to a University of Birmingham award or the award of University of Birmingham credit. Each potential collaborative provision arrangement must be approved in principle by the University's Programme Approval Review Committee (PARC) and then via University programme or module approval mechanisms and is formalised by a legal agreement, which constitutes the formal contract between the University and the other organisation or body. If you need advice on Collaborative Provision, please contact:

Margaret Cannadine
Collaborative Provision Manager
E-mail: m.e.cannadine@bham.ac.uk
Ext.: 44891

The University has a [policy on consulting students about major changes](#). A major change is defined as a change that materially impacts on a cohort of students.

1.3. Programme and Module Review

[BIQAES](#) is the Birmingham Integrated Quality Assurance and Enhancement System which outlines review processes for ensuring and enhancing the quality of learning opportunities and maintaining academic standards.

1.3.1. Annual Programme Review

[BIQAES](#)

[Annual Programme Review](#)

[Undergraduate Annual Review](#)

[Postgraduate Annual Review](#)

The Annual Review process provides Schools with an opportunity to reflect on and evaluate the effectiveness of their teaching portfolio, both at the modular and programme level, with a view to the continual enhancement of provision for students.

The objectives of Annual Review are:

- To enable academic staff to reflect, individually and collectively, on the effectiveness of the programmes and modules within their remit, assessing the

success of students against the intended learning aims and outcomes;

- To provide an effective mechanism for identifying and minimising areas of risk and to capitalise on opportunities for innovation and enhancement in relation to teaching and learning;
- To provide an efficient system for reporting the outcomes of review and monitoring accountability for academic provision at different levels in the University, demonstrating the University's commitment to improving academic quality.

The primary inputs to annual review are:

a) BIQAES statistical datasets and commentaries

The BIQAES datasets provide retrospective data on a number of key indicators for Schools (e.g. first year retention and completion rates, classification of degrees and employability) and data regarding entrants for the current academic session. BIQAES datasets are available at www.intranet.bham.ac.uk/staff/biqaes or through contacting the Data Analysis and Reporting Team (DART) of the Planning Office¹.

The Planning Office also provides Schools with commentaries which review the key indicators (retention, classification of degrees and employability) against a number of equality and diversity factors i.e. disability, ethnicity, gender, age and overseas status, in the context of both College and wider University trends. A 'traffic light' system is used to indicate areas which merit further consideration and investigation.

b) BOXI reports

These reports cover student performance for the current academic session at the module and programme level in terms of progression, withdrawal, failure and degree classifications.

c) External Examiner feedback

d) Student feedback

Information gathered through module evaluation questionnaires, Staff Student Committees (SSCs), including the annual SSC report, and both internal and external student surveys (e.g. National Student Survey, Birmingham Student Survey and Postgraduate Taught Experience Survey).

There are 3 key templates for Schools to complete during Annual Review:

- 1 Module Review
- 2 Programme Review
- 3 School Summary

The University requires that module reviews to be carried out are considered in the early summer so that any actions necessary may be undertaken before the next session, whilst programmes are considered in the Autumn when full examination data (including Resit results) and some if not all External Examiner reports will be available. Precise deadlines can be found on the [Annual Review web pages](#).

Minutes should be kept of Annual Programme Reviews and these minutes should be considered by School Teaching Committee or equivalent. In addition all Annual Review forms should be kept; and all minutes and forms should be kept in electronic and/or hard copy. Outcomes of Annual Programme Reviews should be reported to students.

¹ Queries about BIQAES datasets should be directed to Paul Marshall, Deputy Director of Strategic Planning.
UoB Regulatory Framework 2010/11

1.3.2. Comprehensive Programme Review

[BIQAES](#)

[Comprehensive Programme Review](#) is a review process that comprises the detailed and rigorous review of every programme offered in a School, considered as complete units, within a five-year cycle. Every programme should be subject to Comprehensive Programme Review at least once every five years.

Comprehensive Programme Review should cover all undergraduate and postgraduate taught programmes offered in the School, including Joint Honours 'halves', off-campus, external and collaborative provision and any research programmes with a significant taught element (MPhil(B), MRes, professional Doctorates, PhD with Integrated Study etc). Research training provided for postgraduate research students should also be included. However, postgraduate research provision which does not include significant taught elements is not required to be considered under Comprehensive Programme Review.

The aims and objectives of Comprehensive Programme Review are:

- to provide an opportunity for staff to reflect on the School's teaching and learning provision;
- to confirm that programmes (taught and research) are meeting appropriate academic standards and are appropriately resourced;
- to ensure the currency and relevance of the programmes in relation to developments in pedagogy and research, and to employer and PSRB needs;
- to gauge the effectiveness of integrated skills training for research and employability;
- to check on the accuracy of information and guidance provided for students; and
- to verify that programme requirements do not present unnecessary barriers to disabled students, and do not discriminate against applicants from particular cultures or backgrounds.

1.3.3. School Quality Review

[BIQAES](#)

School Quality Review (SQR) is designed to test and improve the effectiveness of the internal processes carried out by Schools. It takes place on a six-year cycle. This process is described fully in the [BIQAES guidance](#)

The School Quality Review is:

- **Systems-based.** SQR is not concerned directly with the content, delivery or assessment of provision, which is considered separately through Programme Review. SQR focuses instead on the effectiveness of systems in place within the School to assure and enhance the quality of provision, the standards of awards, and the student learning experience.
- Concerned with the **enhancement and development of systems**, as well as **quality assurance**. While SQR is designed to test quality systems, it is also intended to provide a forum for Schools to explore their systems more discursively with the visiting team.
- Designed to be a **collaborative exercise**, involving staff internal and external to the School and College, and based on the School's own self-evaluation.

The School Evaluation of Quality Processes (SEQP) is the central document for School Quality Review, prepared by the School in advance. In summary, the SEQP should evaluate the processes in each of the following areas for assuring and enhancing quality and standards for all programmes, considering both their current effectiveness and future development:

- Student admission, progression, support and guidance
- Teaching, learning, curricula and assessment
- Postgraduate research supervision and training
- Collaborative arrangements
- Learning resources
- Management of quality assurance and enhancement processes

1.3.4. Accreditation

[Policy on Professional, Statutory and Regulatory Bodies](#)

Accreditation is a School-led process. Dates of Accreditation visits must be provided to the University and College Quality Assurance Committee as soon as known, and the Head of College should be invited to such visits.

The outcomes of Accreditation visits are reported to CQAEC and AQU. It is vital that any outcome that may affect the accreditation status of graduates is reported immediately to the DQAE and the [PVC \(Teaching, Learning and Quality\)](#)

2. Student Progress and Support

2.1. Admissions

[Code of Practice for the Admission of Students to the University of Birmingham](#) [Policy and Procedures for the Accreditation of Prior Learning \(APL\)](#)

Admissions procedures must be operated in accordance with University legislation and the Codes of Practice. Heads of School should ensure that their Admissions Tutors are aware of the programmes/levels of study for which they hold delegated responsibility. If you need advice on Admissions, please contact:

Roderick Smith
Director of Admissions
Email: r.m.smith@bham.ac.uk
Ext: 43714

There are University procedures for accrediting a person's prior learning or experience for either admissions purposes or admission with credit i.e. APL. Please refer to the guidance above for University procedures.

2.2. Induction

[Code of Practice for Student Development and Support in Schools](#) [Learning and Teaching Strategy](#) [Guidelines for Management of School Based Induction](#)

All new students must be inducted and returning students (including those entering at non-standard start times) must be re-inducted.

Induction arrangements should be reviewed annually.

2.3. Student Handbooks

[Code of Practice for Student Development and Support in Schools](#) [Learning and Teaching Strategy](#)

Students must be provided with comprehensive student handbooks. It is the responsibility of the School to provide this.

Student handbooks should be reviewed annually to check that all information is up to date, including links to relevant University Regulations and Codes of Practice.

2.4. Student Support Policy

[Code of Practice for Student Development and Support in Schools](#)

2.4.1. General

Each School must have a local Student Support Policy in accordance with the [Code of Practice](#). The HoS should ensure that the roles of those involved in student support are clearly defined, and that the student support structures are communicated to students.

Student support arrangements and Student Support Guidance for staff should be reviewed annually by the HoS. Appropriate staff induction and training should be provided in accordance with the [Code of Practice for Student Development and Support in Schools](#), including for those involved in the [Student Representation System](#).

2.4.2. Welfare Support

[Student Maternity Guidelines](#)
[Accommodating Students' Religious Observances Policy](#)
[Code of Practice on Suspension from Study on Health Grounds](#)

Welfare support must be provided for *all* students (including specific provision for Joint Honours students, and students taking programmes with different modes of delivery e.g. distance learning).

Specific [guidelines](#) have been created for students who become pregnant or who have recently become a parent during their studies.

Mitigations: see [Section 3.3](#).

There are Codes of Practice on [Religious Observances](#) and suspension from study on [health grounds](#). Please also refer to the [Student Maternity Guidelines](#).

2.4.3. Progress Tutorials

Twice-yearly progress tutorials must be provided for students. Students must be told how to contact their tutor at other times of the year.

Students must be supported in their use of PDP tools (i.e. >>Progress>> WebCT Section).

2.4.4. Work-based Learning

[Guidance on Work-based Learning](#)

Support must be provided for students on placement or involved in other work-based learning, following the [Guidance on Work-based Learning](#).

2.5. Teaching by Students

[Code of Practice on the Teaching and Academic Support of UG and PGT students by Postgraduate Teaching Assistants and Undergraduates](#)
[Centre for Learning and Academic Development \(CLAD\)](#)

The HoS should appoint a School Coordinator with responsibility for postgraduate and undergraduate students involved in teaching. The Coordinator must ensure that the conditions of work for postgraduate and undergraduate students employed to provide teaching and academic support are in compliance with University legislation or that formal exemption(s) from the [Code of Practice](#) have been obtained. If repeated requests are being made for such exemptions, Schools are encouraged to reconsider the assessment methods.

Postgraduate Teaching Assistants and undergraduates involved in academic support must receive appropriate training and support for the duties they are required to perform. This shall include attending generic training provided by the University via the [Centre for Learning and Academic Development \(CLAD\)](#) but should also include discipline specific and module specific training provided by the School/College.

2.6. Careers Provision

[Code of Practice for Student Development and Support in Schools](#)

There must be an annual review and planning of careers provision for students.

The Head of the School is responsible for ensuring that appropriate development and support mechanisms are provided for all students on taught programmes

2.7. Student Complaints

[Student Complaints Procedure](#)

Investigations and responses to informal (School-level) complaints must be in accordance with the [Procedure](#). The [Student Complaints Procedure](#) details the stages and scope of the University's process for dealing with student complaints. Informal (School-level) complaints must be investigated in accordance with the steps set out in the [Procedure](#). These include arranging a meeting with the student to discuss the complaint, followed by a written response within a specified time period. Further advice on dealing with informal complaints is available from the Academic Quality Unit.'

2.8. Student Representation

[Student Representation System Policy](#)

[Regulations](#) Section 2 - Organisation and Governance

The Student Representation System (is a partnership between the University of Birmingham and the Guild of Students. Its aim of the SRS is to ensure that every student at Birmingham is effectively represented to the University and the Guild by at least one fellow student. The University of Birmingham will provide appropriate levels of academic and administrative resources to facilitate student representation locally in Colleges and Schools

There shall normally be at least one Staff/Student Committee within each Principal Academic Unit and there should be student representation on relevant internal committees, such as College Assembly. Student members of University committees and other bodies shall take no part in discussion or decisions, or receive papers, concerning the admission, academic assessment and withdrawal on grounds of academic failure of individual Registered Students.

3. Assessment

3.1. Taught Programme and Module Assessment

[Code of Practice on Taught Programme and Module Assessment](#)

[Adjusted Regulations \(Bachelors\)](#)

[Adjusted Regulations \(Undergraduate Masters\)](#)

[Code of Practice on the External Examiner System](#)

[Code of Practice for Student Development and Support in Schools](#)

Assessment setting and submission procedures must be operated in accordance with University legislation and the Codes of Practice. It should be noted that the following Schools have opted into applying the Adjusted Regulations for deciding degree classifications at [Bachelor](#) and [Undergraduate Master](#) levels:

Biosciences

Chemistry

Computer Science

Electronic, Electrical & Computing Engineering
Chemical Engineering
Mechanical Engineering
Civil Engineering
Metallurgy and Materials
Mathematics
Physics and Astronomy
GEES (to include Geography and Environmental Science and Earth Sciences)

Marking should be undertaken and moderated in accordance with School policy, which should be based on the guidance provided in the [Code of Practice](#) (on Taught Programmes and Module Assessment) Section 10.3, Marking practices. Widespread use should be made of anonymous marking.

Schools must have clear submission procedures for assignments that form part of the assessment of a module ([Code of Practice](#) Section 11.1 and 11.2), including procedures applying penalties for late submission (Sections 11.4 and 11.5). Extensions to assessment deadlines may be granted where appropriate but the procedure must be in accordance with the [Code of Practice](#) Section 11.3, Extensions.

There should be prompt and constructive feedback to students on their academic work in accordance with the [Code of Practice for Student Development and Support in Schools](#). The [Code of Practice](#) sets out guidance on the timescale for feedback, which should in most cases be within four weeks submission date of the assessment/piece of work. requests for exemptions to the four-week deadline for the provision of feedback on assessment should be submitted, in a timely manner, to the College Director of Education for endorsement and then to the Pro-Vice-Chancellor (Teaching, Learning and Quality) for approval. Colleges/Schools, as appropriate, should ensure that programmes publish prospectively the types of assessment and feedback on assessment that students should receive in each year of study.

It should be noted that the boundary for consideration for a first class degree has recently been changed from 66% to 67%. Please refer to the [Code of Practice on Taught Programme and Module Assessment](#) for guidance.

[Mitigations](#): see [Section 3.3](#).

[Code of Practice on Taught Programme and Module Assessment](#) lays down the requirements for Boards of Examiners including the membership, meeting and documentation (Section 3.1), roles and powers (Section 3.2), the role of External Examiners (Section 3.4) and consideration of mitigations (Section 3.5) in Section 3, Board of Examiners. Also see the [Code of Practice on the External Examiner System](#) (for taught programmes) and [Mitigations](#) ([Section 3.3](#)).

Minutes of Board of Examiners' meetings must be returned to [Matt Wildig](mailto:m.wildig@bham.ac.uk) (m.wildig@bham.ac.uk), Academic Services, with Chairs' statements.

Requirements for the provision of information to students can be found in the [Code of Practice on Taught Programme and Module Assessment](#) Section 6, Provision of Information to Students.

Schools must review the assessment strategy and criteria for taught modules regularly. It is recommended that this is done during [Annual Programme Review](#) ([Section 1.3.1](#)).

3.2. Student Misconduct

[Code of Practice on Misconduct and Fitness to Practice Committee](#)

The operation of College Misconduct Committees is covered by a [Code of Practice](#). The Code of Practice sets out the procedure for:

- Misconduct cases referred to the College Misconduct and College Fitness to Practise Committees;
- Appeals to the University Misconduct and Fitness to Practise Committee against decisions of the College Misconduct or College Fitness to Practise Committees;
- The review of cases where the decision of the College Misconduct or College Fitness to Practise Committees is to require the student to withdraw from the programme of study or withdraw from the University.

3.2.1. Plagiarism

[Code of Practice on Plagiarism](#)

Suspected or alleged plagiarism must be handled in accordance with the [Code of Practice](#).

3.2.2. Reasonable Diligence

[Code of Practice on Student Attendance and Reasonable Diligence](#)

Robust but reasonable diligence procedures must be implemented and students must be made aware of these procedures. There should be a procedure for recording and monitoring student absences (for the purpose of operating a robust reasonable diligence system).

3.2.3. Points Based System for Tier 4 Students

[The Code of Practice on Student Attendance and Reasonable Diligence](#)

The University has obligations relating to the points-based system and the monitoring of Tier 4 students. [The Code of Practice on Student Attendance and Reasonable Diligence](#) is to be used to adhere to these obligations.

3.2.4. Other Policies

[Drugs and alcohol](#)
[Harassment and bullying](#)

3.3. Mitigations

[Guidance for Staff on Mitigations](#)

Some illness or misfortune may affect any student at some time to a greater or lesser extent. How that is dealt with is a matter of concern both for the student in terms of equity of treatment, staff understanding of what is fair, and for the institution should litigation ensue. The guidelines assist staff to deal with such misfortunes in a fair and systematic manner and to assist students in understanding their rights and responsibilities.

Discussions about the validity of requests for mitigation should take place at Mitigation Panels, rather than the full Examination Board so the student can be confident that their mitigations will be handled with the utmost sensitivity, privacy and confidentiality. Mitigation Panels are independent from the Examination Boards and report recommendations relating to progress decisions to the relevant Examination Board for approval. Further detailed discussion of the mitigation should not take place at the Examination Board.

3.4. Aegrotat Degrees

[Regulations of the University of Birmingham - Section 7 - Assessment, Progression and Award](#)

In exceptional circumstances, where a Board of Examiners considers that a Registered Student is unable to complete the requirements of his or her programme due to serious illness, death or other significant cause, the Board may recommend the award of an aegrotat degree, diploma or certificate. An aegrotat degree should be unclassified. Degrees which are subject to fitness to practise requirements shall not be awarded as aegrotat degrees.

3.5 Student Appeals

[Code of Practice on Primary Appeals Procedures](#)

[Code of Practice on Senate Review](#)

[Student Complaints Procedure](#)

Appeals are submissions by students seeking the amendment or reversal of a decision taken by the Progress and Awards Board of Senate and Boards of Examiners as a consequence of their academic performance, whilst [mitigations](#) are submissions by students to their School, drawing attention to circumstances which may affect, or have affected, their academic performance, submitted prior to meetings of the relevant Board of Examiners. The appeals process is not a method of circumventing or setting aside the professional academic judgment of examiners on the performance of students but it is a way of ensuring that as far as possible all relevant circumstances affecting a student's academic performance are brought to light and taken into account before a final decision is taken on the student's future. Consequently, if an appeal is successful, the decision reached will normally be in accordance with the regulations for the programme concerned.

All students for whom the decision of the appropriate Boards of Examiners or Progress and Awards Board of Senate is "withdraw", or "debar from examination", or in whose case the effect of the decision is to require an additional period of attendance or the award of a lower qualification, will be advised of their right to appeal against this decision. Other students affected by adverse decisions on their future may also make representations and shall be given procedural advice as appropriate.

Investigations and responses to informal (School-level) complaints must be in accordance with the [Student Complaints Procedure](#) (Please also refer to [Section 2.7](#)).

4. Staff

[Learning and Teaching Strategy](#)

[Peer Observation of Teaching](#)

[Code of Practice for Student Development and Support in Schools.](#)

HoSs have specific responsibilities with respect to staff in matters of learning and teaching:

[Learning and Teaching Strategy](#)

The HoS shall ensure emphasis on teaching and the development of teaching in staff probationary plans, and in staff development reviews with existing staff.

Guidelines on [Peer Observation of Teaching](#):

Each School must have a scheme for peer observation of teaching, including a Peer Observation Coordinator or equivalent.

The HoS shall review Student Support Guidance for staff and provide appropriate staff induction and training in accordance with the [Code of Practice for Student Development and Support in Schools.](#)

5. Postgraduate Research

[Code of Practice for Research](#)

[Code of Practice on Admission of Students](#)

[Code of Practice on the Supervision and Monitoring Progress of Research Students](#)

[Code of Practice on Split Location Study for Postgraduate Research Students](#)
[Code of Practice on Student Attendance and Reasonable Diligence](#)
[Code of Practice on Assessment of Research Degree Theses](#)
[Code of Practice for Student Development and Support in Schools](#)
[Annual Programme Review](#)
[Comprehensive Programme Review](#)
[Code of Practice on the Teaching and Academic Support of UG and PGT students by Postgraduate Teaching Assistants and Undergraduates.](#)
[Student Representation System Policy](#)

The University of Birmingham expects all research carried out at the University or in its name to be conducted to the highest standards of integrity. The [Code of Practice for Research](#) provides a framework for the governance of all research throughout the University. It requires all those undertaking and/or contributing to research to adhere to the highest standards of performance and ethical conduct, and embed good practice in all aspects of their work. They must operate honestly and openly in respect of their own actions and in response to the actions of others involved in research.

Admissions procedures for postgraduate research (PGR) students will be operated in accordance with University legislation and the [Code of Practice on Admission of Students](#)

The University's [Code of Practice on the Supervision and Monitoring Progress of Research Students](#) defines a minimum basis for supervising and monitoring the progress of PGR students. Colleges through their Research Committees and equivalent may have recommended procedures and requirements additional to those defined in the Policy.

The HoS or nominee must ensure that appropriate supervision and monitoring structures are in place for all PGR students (lead supervisor, academic supervisory support, and mentor or equivalent) in accordance with [Code of Practice on the Supervision and Monitoring Progress of Research Students](#). An appropriate number of supervisory consultations must be provided for all PGR students. A formal annual Progress Review, from which written records are retained, must also be provided. Split-location PGR students must be provided with an appropriate level of support. Every PGR student must be provided with an opportunity to comment on the standard of supervision, academic advice and mentoring he or she has received.

The HoS must also provide appropriate induction and training for staff involved in the supervision and monitoring of PGR students.

The [Code of Practice for Student Development and Support in Schools](#) requires that skills training is integrated into postgraduate research programmes and [Graduate School guidance](#) is that effective use should be made of postgraduate research students' training needs analyses (TNA). TNA is compulsory for all postgraduate research students at the University.

Where PGR programmes involve credit-bearing taught elements e.g. MRes, EngD and PhD with Integrated Studies, those elements must be subjected to BIQAES Review processes e.g. [Annual Programme Review](#) and [Comprehensive Programme Review](#).

Where PGR students are employed or used in teaching, this must be in accordance with the [Code of Practice on the Teaching and Academic Support of UG and PGT students by Postgraduate Teaching Assistants and Undergraduates](#).

PGR students are also included in the University's [Student Representation System Policy](#). The University suggests separate Staff Student Committees for PGR students where this is justified by the number of PGR students.

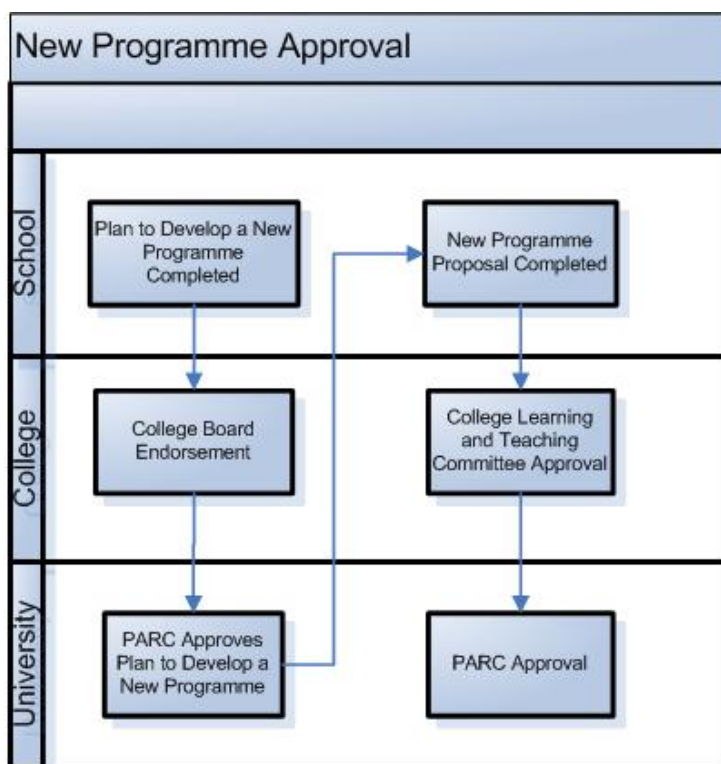
6. Record Keeping

Schools should have available the documents and information detailed in the [Key Processes Reference and Documents List](#) see [Appendix 2](#))

Appendix 1: Approval, Modification and Withdrawal of Modules and Programmes

The Programme Approval Review Committee (PARC) has delegated responsibility from Senate to consider, and if thought appropriate, approve proposals for the addition, amendment or withdrawal of programmes of study at the University. All requests for approval or withdrawal of programmes should be agreed at College level, and then submitted to PARC for approval via the appropriate college contact within the [Curriculum Development Unit](#).

The process for new programme approval follows the process map below:



For PARC terms of reference, and details of the processes which feed into the Committee, please refer to the [PARC web pages](#).

All requests for modification to programmes, and approval, modification and withdrawal of modules should be agreed at College level and, if appropriate, advised by the relevant College contact within the [Curriculum Development Unit](#); however these do not need to be approved at any higher level than at College level. Data on College approval activity is reported to University Programme Approval Review Committee.

The only exception to this process is when extensive modification to a programme is proposed. If the Curriculum Development Unit feels that the modifications are so extensive as to change the very nature of the programme, the proposal will be referred to the University Programme Approval Review Committee as an 'Exceptional Modification'.

College level contacts can be found at the following locations:

[College of Arts and Law](#)
[College of Social Sciences](#)
[College of Engineering and Physical Sciences](#)
[College of Life and Environmental Sciences](#)
[College of Medical and Dental Sciences](#)

Appendix 2: Key Processes Reference List

Schools/Colleges should familiarize themselves with [the Key Processes Reference and Document List](#), which can be found within the [BIQAES guidance](#) on the AQU section of the website.

Appendix 3: Useful Forms

Please note that as forms are regularly updated, links have been provided to the web pages from where the most up-to-date versions of the forms can be downloaded, along with relevant guidelines.

University Forms

External Examiners

- [Nomination of External Examiners for Taught Programmes](#)
- [External Examiner Extension form](#)

Modules and Programmes

Programme Forms

- [Plan to Develop a New Programme](#)
- [New Programme Proposal](#)
- [External Advisor Comments](#)
- [Withdrawal of Programme](#)
- [Modification to Programme](#)
- [Research Title Descriptor](#)
- [Programme Specification Form](#)
- [Assessment Methods Matrix](#)
- [Curriculum Map](#)
- [Skills Audit](#)

Module Forms

- [New Module Proposal](#)
- [Modification of Module](#)
- [Withdrawal of Module](#)
- [Skeleton Module](#)
- [Module Specification Form](#)

Staff

- [Peer Observation of Teaching](#)

Student Forms

Undergraduate Student Forms

- [Application for a leave of absence](#)
- [Application to transfer degree programme](#)
- [Application to return from a leave of absence](#)
- [Application to permanently withdraw](#)
- [Application for external students to repeat internally](#)
- [Application to defer supplementary assessments](#)
- [Notification of Mitigations](#)
- [Counselling and Guidance – Mitigation Support Form](#)
- [Medical Certificate](#)
- [Student Complaints Form](#)

Postgraduate Taught Student Forms

- [Application for a leave of absence](#)
- [Application to transfer degree programme](#)

- [Application for an extension to thesis submission deadline](#)
- [Application for an extension to maximum period of registration](#)
- [Notification of Mitigations](#)
- [Counselling and Guidance – Mitigation Support Form](#)
- [Medical Certificate](#)
- [Student Complaints Form](#)

Postgraduate Research Students

- [Postgraduate Research Student Records pages](#)
- [Training needs analysis \(GRS1A\)](#)
- [The Personal Development Plan \(GRS1B\)](#)
- [Monthly Planning Record \(GRS2\)](#)
- [Progress Review \(GRS3\)](#)
- [Application for Leave of Absence \(PGR Students\)](#)
- [Student Complaints Form](#)

Erasmus Student Forms

- [ERASMUS and Incoming Exchange Students Transcript Request](#)

Appendix 4: College/School Specific Information

Colleges/Schools should append specific documentation and forms to this section, for example:

- Coursework Receipt and Feedback Form
- Application for Extension to Submission Date
- Procedure for Informing Students of Staff Availability
- Module Teaching Evaluation Questionnaire
- Module Review Checklist