

SETTING AND MAINTAINING ACADEMIC STANDARDS POLICY

1 The University of Law's Setting and Maintaining Academic Standards Policy has been informed by the Office for Students Sector-Recognized Standards and the General Ongoing Conditions of Registration and has regard to the UK Quality Code for Higher Education. These definitive reference points for all English higher education institutions set out how academic standards are established and maintained and how excellence in the quality of learning opportunities is assured. This policy sits within The University of Law's Quality and Standards Code, which provides a suite of policies designed to safeguard the academic standards of The University of Law and to assure the quality of learning opportunities offered; this policy should therefore be read in conjunction with other relevant policies within the code.

Introduction

2 This policy sets out the expectations, key aims and principles, and procedural approach on setting and maintaining academic standards of The University of Law (the University). The University recognises that central to this policy is the University's responsibility for the academic standards of all awards granted in its name and the quality of learning opportunities for students.

Responsibility for this policy

3 Ultimate responsibility for the development of clear and effective processes and procedures associated with the maintenance of standards and quality assurance of academic provision and overseeing their application lies with the Academic Board.

4 The University has in place systems and procedures to meet the expectations and practices.

Background

5 Public confidence in academic standards requires public understanding of the achievements represented by higher education qualifications and how the standards are secured.

The authority to make higher education academic awards

6 Higher education qualifications are awarded by degree-awarding bodies. The power to award degrees was granted by Order of the Privy Council (a formal body of advisers to the Queen), first in 2006 and by subsequent Order in 2012. Degree awarding powers were transferred from the College of Law to the University of Law in 2012, renewed in 2018, and expire on 26 November 2024.

7 The University of Law has **taught degree awarding powers** (TDAP) which give UK higher education providers the right to award Taught Degrees, including Foundation, Bachelor's and Master's Degrees and other taught higher education qualifications up to level 7 of *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ)*. These powers are granted to the University on a six-year renewable basis.

8 The authority to award academic credit also derives from these powers.

9 The University has the autonomy to determine the qualifications which it will award, the programmes it will offer leading to these awards, the associated learning outcomes, and the curriculum and assessment for these programmes. The University has the responsibility for setting and maintaining the academic standards of these awards.

Academic standards

10 **Threshold academic standards** are the minimum acceptable level of achievement that a student has to demonstrate to be eligible for an academic award. For equivalent qualifications, the threshold level of achievement is agreed across the UK and is described by the qualifications descriptors set out in the *FHEQ*, summarised in Table 1.

11 **Academic standards** are the standards that degree-awarding bodies set and maintain for the award of their academic credit or qualifications. These may exceed the threshold academic standards.

12 Threshold academic standards define the minimum standards which the University must use to make the award of qualifications at a particular level of the *FHEQ* (for instance, a Foundation Degree, or a Bachelor's Degree). Threshold academic standards are distinct from the standards of performance that a student needs to demonstrate to achieve a particular grade classification of a qualification (for example, a first class honours degree classification in a particular subject or the award of Merit or Distinction in a Master's Degree).

13 The University is responsible for ensuring that UK threshold academic standards are met in its awards by aligning programme learning outcomes with the relevant qualification descriptors in the *FHEQ*. The University is responsible for defining its own academic standards by setting the pass marks and determining the grading/marking schemes and any criteria for classification of qualifications that differentiate between levels of student achievement above and below the threshold academic standards.

Professional, statutory and regulatory bodies

14 Professional, statutory and regulatory bodies (PSRBs) are organisations that set the standards for, and regulate the standards of entry into, particular professions.

15 The University's courses are regulated by, among others, the Solicitors Regulation Authority and the Bar Standards Board.

16 Where the University offers programmes which fulfil the requirements of a PSRB, the relevant PSRB will influence the design of academic programmes, and may influence the approval, monitoring and review of programmes. However, the responsibility for the academic standards remains with the University which is awarding the academic qualification.

Responsibilities of the University when working in partnership with other bodies

17 The University's responsibility for the academic standards of all credit and qualifications awarded in its name is never delegated. The University is responsible for defining and recording, in a written agreement for each specific partnership arrangement, the specific functions delegated to a delivery organisation and the individual and shared roles, responsibilities and obligations of each party. The detailed policy and protocols for implementation of such arrangements are set out the University's policies under Q10: Partnerships Policy.

18 The University may work with other providers that do not have degree awarding powers, to deliver provision which leads to the award of a higher education qualification or academic credit of the University. Where this happens, the University is responsible for setting the academic standards and is responsible for maintaining those academic standards regardless of where the learning opportunities are delivered or who provides them.

19 Partners that work with the University may be responsible for delivering modules or programmes of study and maintaining the academic standards of the University. The operational implementation of certain functions related to academic standards (for example, assessment) may be delegated to these organisations which are then accountable to the University for discharging them appropriately and for operating in accordance with the academic frameworks and regulations approved by the University; the partner will be invited to contribute to a review of frameworks and regulations.

UK Quality Code for Higher Education

The Quality Code sets out the following expectations:

- The academic standards of courses meet the requirements of the relevant national qualifications framework.
- The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.

This policy sets out the qualifications frameworks and sector-recognised standards used by the University to assure the standards of awards.

UK and European reference points for academic standards

20 Reference points are agreed requirements or points of comparison which are used by degree-awarding bodies to ensure consistency in academic standards.

21 **In order to secure threshold academic standards, the University:**

21.1 ensures that the requirements of *the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ)* are met by:

- **positioning its qualifications at the appropriate level of *the FHEQ***
- **ensuring that programme learning outcomes align with the relevant qualification descriptor in *the FHEQ***
- **naming qualifications in accordance with the titling conventions specified in *the FHEQ***
- **awarding qualifications to mark the achievement of positively defined programme learning outcomes**

21.1 considers and takes account of QAA's guidance on qualification characteristics

21.2 where awarding UK credit, assigns credit values and design programmes that align with the specifications of the *Higher education credit framework for England*

21.3 considers and takes account of relevant subject benchmark statements.

Key aims and practices

22 The University considers and takes account of reference points, which are agreed requirements or points of comparison used by degree-awarding bodies to ensure consistency in academic standards.

23 These documents (frameworks, statements and guidance concerned with academic standards) collectively provide an integrated context for setting, delivering and maintaining academic standards in higher education.

- 24 The following key reference points are used by the University:
- 24.1 *The Regulatory Framework for Higher Education in England* (OfS) that sets out the overall approach to regulation, including standards.
 - 24.2 *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ)*, that sets out the different qualification levels and national expectations of standards of achievement
 - 24.3 *The Higher education credit framework for England: guidance on academic credit arrangements in higher education in England (Credit Framework)*.
 - 24.4 Guidance on qualification characteristics (eg *Master's Degree Characteristics Statement* and *Qualifications involving more than one degree-awarding body*)
 - 24.5 *The Foundation Degree Characteristics Statement*.
 - 24.6 *Subject benchmark statements* which set out the nature and characteristics of degrees (generally bachelor's with honours) and the outcomes graduates are expected to achieve in specific subject areas.
- 25 The relationship between these key reference points used by the University is shown in the table below:

Documents	
OfS Regulatory framework for Higher Education in England	<p>Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies (FHEQ)</p> <p>Qualifications framework setting out levels of intellectual achievements associated with HE qualifications. Programmes should be a coherent learning experience. Students should have the opportunity to achieve and demonstrate the learning outcomes of the programme.</p> <p>Descriptors exemplify the nature and characteristics of the main qualification at each level. Qualification descriptors are in two parts:</p> <p>1) statement of outcomes, achievement of which is assessed and which a student should be able to demonstrate for the award of a qualification. A programme, its curriculum and assessments, should provide all students with the opportunity to achieve and to demonstrate achievement of, the intended outcomes.</p> <p>2) statement of wider abilities that a typical student could be expected to have developed</p> <p>To obtain a degree at the specified level a student should meet the descriptors in full.</p>
	<p>Credit framework for England</p> <p>Credit is a tool for describing volume and intellectual demand of learning.</p> <p>Volume: credits assigned are based on approximate number of hours a typical student is expected to spend to achieve the learning outcomes for that module (notional learning hours - conventionally 1 credit = 10 nlh)</p> <p>Credit levels are aligned to the FHEQ descriptors. They are used as general descriptors of the learning involved at a particular level and are not specific requirements of what must be covered in a module or unit. They indicate, among other things, complexity and depth of knowledge and understanding.</p>
<p>Foundation Degree Qualifications benchmark and Master's Degree Characteristics: describes the distinctive features of qualification at a particular level within the FHEQ. It describes the qualification in terms of its particular purpose, general characteristics and generic outcomes, but it does not include subject-level detail.</p>	
<p>Subject benchmark statements: detailed statement of expected outcomes in particular subjects (usually typical and threshold standards for bachelor's degrees with honours). They include the knowledge, understanding, abilities and skills expected, and explain what gives a particular discipline its coherence and identity. The statements are consistent with the relevant generic qualifications descriptors (FHEQ).</p>	
<p>ULaw Quality and Standards Policies, in particular: Q6: Assessment Q10: Partnerships Including Recognition of Prior Learning achieved elsewhere Including joint, double and dual awards</p>	
<p>Framework for Qualifications of the European Higher Education Area (FQ-EHEA) generic descriptors for each 'cycle' of award (undergraduate, masters and doctoral) ECTS European credits</p>	
<p>Leading to: Degree or other award</p>	

Procedural approach

27 The University considers and takes account of the reference points summarised above in setting and maintaining academic standards.

The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ)

28 The University is subject to the *FHEQ*. The *FHEQ* defines, and applies to, all higher education qualifications awarded by the University and other degree-awarding bodies. It is the foremost national reference point for threshold academic standards higher education in the UK.

29 The *FHEQ* has five levels of Higher Education. Each level represents a distinct level of intellectual achievement and is illustrated by a qualification descriptor for that level. These qualification descriptors are integral to an outcomes-based approach to the award of qualifications as they set out the generic outcomes, characteristics and attributes which holders of qualifications at that level possess in terms of what they know, understand and are able to do. In order for a qualification to be awarded, students are expected to have *demonstrated* achievement of the relevant outcomes. The *FHEQ* requires a consistent approach to the use of qualification titles (conveying information about the level, nature and subject of study) in order to promote clarity and a common understanding of what UK higher education qualifications signify.

30 The *FHEQ* assists higher education providers, their external examiners and QAA reviewers by providing a point of reference for setting academic standards and assessing student achievement. The University positions its qualifications at the appropriate level of the relevant framework for higher education qualifications, ensure that programme outcomes are aligned with the relevant qualification descriptor, and that the frameworks' requirements in respect of awarding and naming qualifications are met.

31 The *FHEQ* is supplemented by the *Foundation Degree Characteristics Statement* and the *Master's Degree Characteristics Statement*, which set out the outcome descriptors and overall requirements in more detail.

Other UK national qualifications frameworks

32 The University does not currently make any academic awards below Level 4/outside the *FHEQ*.

European qualifications frameworks

33 The University does not make any academic awards under the European qualifications frameworks.

The Higher education credit framework for England: guidance on academic credit arrangements in higher education in England¹ (Credit Framework)

34 The University considers and takes account of the *Credit Framework* which provides guidance on the use of credit in the design of programmes leading to the main higher education qualifications awarded in England and Northern Ireland and complements the FHEQ.

35 Credit is a measure of both the amount of learning expected (the number of credits) and its depth, complexity and intellectual demand (the credit level).

36 Within the UK, one credit represents ten notional hours of learning (an estimate of how long it will take a typical student, on average, to achieve the learning outcomes including not only formal contact hours but time spent in preparation for classes, private or independent reading and study, revision and the completion of assessment).

37 The University uses this guide as a basis for setting the credit value of a module or programme before it is offered to students.

38 Credit is awarded when the specific set of learning outcomes for a module or programme have been successfully achieved as demonstrated through completion of assessment to a threshold standard.

39 Within the context of the minimum credit values set out in the credit frameworks, the University may structure programmes in whatever ways are appropriate to the achievement of the aims of the qualifications, their strategic approaches to teaching and learning, and the characteristics of the associated student groups.

40 Credit frameworks potentially facilitate the transfer of credit between programmes and between providers but this process is not automatic. The University is solely responsible for determining what credit it will accept for the purpose of credit transfer or accumulation towards its awards. Credit recognition implies eligibility to be considered for, but not entitlement to, admission with advanced standing and exemption from part of a programme. Further guidance is available in the University's policies under Q6:assessment .

¹ The *Higher education credit framework for England: Guidance on academic credit arrangements in higher education in England* was published in August 2008. It is now maintained by QAA.

The European Credit Transfer and Accumulation System

41 The European Credit Transfer and Accumulation System (ECTS) is the credit system used in the European Higher Education Area. The QF-EHEA identifies ranges of ECTS credit points associated with its qualification cycles.

42 While the University does not formally award credits under ECTS it will confirm, on request, the equivalent ECTS credit points to the credits it awards. It may, where appropriate, refer to equivalent ECTS credit points on transcripts of achievement.

Subject benchmark statements

43 The University most usually considers and takes account of the bachelor's degree with honours level subject benchmark statement for Law and other subject benchmark statements where appropriate, for example the statements covering business-related disciplines.

44 The *Subject Benchmark Statement: Law* sets out general outcomes and attributes which would be expected of a graduate in Law and is aligned to the bachelor's degree with honours qualification descriptor. It describes outcomes and attributes expected at the threshold standard and also at the typical level of achievement. It is not a national curriculum; it allows for flexibility and innovation in programme design within an overall framework.

45 The subject benchmark statement (or statements, where more than one statement is relevant) is a primary reference point both for setting academic standards when new programmes are being designed and approved and for subsequent monitoring and review since it provides academic staff with a detailed framework for specifying intended programme learning outcomes.

UK higher education qualifications frameworks and institutional reviews

46 QAA, as the designated quality body under the OfS, may conduct reviews of UK degree-awarding bodies and publishes the findings in its reports.² A QAA review of the University will include an assessment of how it uses the *FHEQ* as a reference point in discharging its degree awarding powers.

47 The University will have to demonstrate:

47.1 how it aligns the intended learning outcomes of its awards with the relevant levels as denoted by the qualification descriptor in the *FHEQ*

47.2 that approval and review processes ensure that the structure of the programme or module (the volume, nature, and assessment of learning) is adequate to

² www.qaa.ac.uk/InstitutionReports/types-of-review

achieve the outcomes indicated by the qualification descriptors and other requirements

- 47.3 how the *FHEQ* is used by the University to assure itself that the achievement of students is of an academic standard which meets or exceeds the threshold standards set out
- 47.4 that it has considered and taken account of relevant subject benchmark statements rather than show strict compliance with them.
- 48 Detailed policies and supporting protocols, which ensure ongoing compliance with QAA requirements, are set out elsewhere in the University's Quality and Standards Code.

Academic governance arrangements and degree-awarding bodies' academic frameworks and regulations

49 In order to secure its academic standards, the University establishes transparent and comprehensive academic frameworks and regulations to govern how it awards academic credit and qualifications.

Key aims and practices

50 The University operates within a governance framework which ensures that the responsibilities for academic standards and quality are appropriately discharged. With a robust governance framework, the University has the freedom to determine which qualifications it confers (consistent with its degree awarding powers and specific legal requirements for qualifications), whether academic credit will be used, which programmes it will offer, what the individual programme learning outcomes will be, and what the associated learning, teaching and assessment strategy should be to deliver these.

51 The Academic Board is the academic authority of the University and takes such measures and acts in such a manner as shall best promote the academic and professional work of the University, safeguard the standards of its awards and ensure that students receive a high quality academic experience whilst studying at the University.

52 The Academic Board oversees the University's academic management, including the curriculum and all aspects of quality and standards associated with the University as a degree-awarding body. It has the power to make regulations and policies, including those which delegate any of its powers (subject to the approval of the University of Law Board, through the Academic Standards Committee). Academic Board meetings concentrate on major issues of academic strategy, policy, student progression and achievement and the quality of the student academic experience.

53 The membership of the Academic Board comprises ex officio members, internal members, four external members from academic higher education or professional education (at least two of whom should be from a legal background) and four students from the current or recent student body.

54 The University has mechanisms in place to ensure that decisions on academic standards and quality of learning opportunities are taken separately from those which relate to business and development (though they may run in parallel) in order that academic standards are not compromised by business imperatives.

55 The interface between academic and corporate governance is shown in the diagram below:



Procedural approach

Awards Framework

56 The University's Awards Framework sets out the qualifications that can be awarded, any defining requirements or characteristics for their design and, where academic credit is used, definitions of the volume and level of credit for those

qualifications. The Awards Framework is consistent with the requirements of the *FHEQ* and the *Credit Framework*.

57 The Awards Framework is an essential reference document in the design and approval of new programmes, and the review and monitoring of existing programmes.

Assessment policy and regulations

58 The University's policies under Q6: Assessment, with supporting protocols, determine the assessment processes which will be used to demonstrate the achievement of the intended learning outcomes of modules and programmes leading to the award of academic credit and/or qualifications.

59 Individual programmes have specific Assessment Regulations which set out the requirements for progression on a programme, the award of a qualification and any grade used to differentiate achievement (classification).

60 These regulations are approved by the Academic Board and are systematically and consistently applied, and are regularly reviewed and maintained.

61 All policies and regulations are published to students via the Virtual Learning Environment.

Definitive records of individual programmes and qualifications

62 The University maintains a definitive record of each programme and qualification that it approves (and of subsequent changes to it) which constitutes the reference point for delivery and assessment of the programme, its monitoring and review, and for the provision of records of study to students and alumni.

Key aims and principles

63 The University is responsible for demonstrating that appropriate national threshold academic standards are set and maintained and for ensuring that there is an unambiguous understanding of the programme that has been approved.

Procedural approach

64 A definitive record of each programme or qualification approved and its intended learning outcomes is maintained and the information shared with staff and students. Where modules or units of learning are combined into a taught programme of study leading to a qualification, the definitive record of the

programme sets out the intended learning outcomes and attributes for the programme as a whole. The definitive record is set out in a Definitive Course Document which is used in application for approval from the Academic Board and updated as needed. Key information from the Definitive Course Document is published to students in a Programme Specification.

- 65 The Programme Specification includes the following information:
- (a) awarding body/institution
 - (b) teaching institution (if different)
 - (c) details of accreditation by a professional/statutory body
 - (d) name of the final award
 - (e) programme title
 - (f) UCAS code
 - (g) criteria for admission to the programme
 - (h) aims of the programme
 - (i) relevant subject benchmark statements and other external and internal reference points used to inform programme outcomes
 - (j) programme outcomes: knowledge and understanding; skills and other attributes
 - (k) teaching, learning and assessment strategies to enable outcomes to be achieved and demonstrated
 - (l) programme structures and requirements, levels, modules, credits and awards
 - (m) mode(s) of study
 - (n) language of study
 - (o) the date at which the programme specification was written or revised
- 66 The following information, included in the Definitive Course Document, is published to students in a Student Handbook:

- (a) an explanation of what makes the programme distinctive
 - (b) assessment regulations
 - (c) student support
 - (d) methods for evaluating standards achieved and the quality of the academic experience, including consideration of feedback
- 67 The Definitive Course Document is used as the reference point for the delivery of the programme by teaching staff, its assessment by internal and external examiners, by PSRBs as appropriate, by QAA reviewers and in subsequent monitoring and review. The Definitive Course Document is updated as and when any amendments to the programme or qualification, or its learning outcomes, are made through authorised approval processes.
- 68 For every module or individual unit of learning that leads to the award of credit or contributes to a qualification there is a Module Descriptor which is a formal record of the module's indicative content and structure, assessed learning outcomes, developmental learning outcomes, its assessment scheme and its credit rating. The Module Descriptors form part of the Definitive Course Document.

Design and approval of modules, programmes and qualifications

69 The University establishes and consistently implements processes for the approval of programmes that ensure that academic standards are set at a level which meets the UK threshold standard for the qualification and are in accordance with the University's Awards Framework.

Key aims and practices

70 The University is responsible for the formal approval of academic programmes leading to its awards.

Procedural approach

71 The University ensures, through rigorous formal programme approval in accordance with its policies under Q1: Course Design and Development, that programmes meet or exceed UK threshold academic standards. UK threshold academic standards are secured by:

71.1 locating each programme at the appropriate level of the [FHEQ](#)

- 71.2 ensuring that the proposed learning outcomes are aligned with the relevant qualification descriptor in the *FHEQ*
- 71.3 taking account of guidance on qualification characteristics
- 71.4 assigning credit values, where UK credit is awarded, in alignment with the *Credit Framework*
- 71.5 taking account of any relevant *subject benchmark statements*

72 The University has policies for curriculum design and development which enable it to set academic standards above the threshold. Formal approval processes ensure that these are appropriately set by testing whether proposed modules, programmes and qualifications, the detail of which is set out in the Definitive Course Document, meet the requirements of the Awards Framework and other relevant regulations.

73 In order to secure standards, approval processes are used to determine whether the assessment scheme adequately tests the intended learning outcomes.

74 Approval will be granted for a specified period after which re-approval will be required. The re-approval process in accordance with University policies under Q1: Programme Design and Development, must re-affirm that the UK threshold academic standards, and the University's own academic standards, continue to be met.

Assessment of learning outcomes

75 The University ensures that credit and qualifications are awarded only where:

- **the achievement of relevant learning outcomes (module learning outcomes in the case of credit and programme outcomes in the case of qualifications) has been demonstrated through assessment**
- **both UK threshold standards and the University's own academic standards have been satisfied.**

Key aims and practices

- 76 Assessment is used to judge student performance against the standards set.
- 77 For the purposes of the award of credit and/or qualifications, assessment is used to give students the opportunity to demonstrate achievement of the relevant learning outcomes, providing robust evidence that module learning

outcomes (for the award of credit) and/or programme learning outcomes (for the award of a qualification) have been achieved.

Procedural approach

78 The University calibrates student achievement relative to the threshold standard, and applies grade descriptors above the threshold standard, in a consistent and systematic manner.

79 Assessment decisions about the award of academic credit and/or qualifications are reached through processes approved by decisions of Examination and Award Boards, convened as sub-committees of the Academic Board, to which responsibility for determining and approving awards has been delegated by the Academic Board.

80 Reasonable adjustments to assessment modes are made where required for students with protected characteristics, provided that these do not compromise academic standards as expressed through the learning outcomes.

Monitoring and review of alignment with UK threshold academic standards and degree-awarding bodies' own standards

81 The University ensures that processes for the monitoring and review of programmes are implemented which explicitly address whether the UK threshold academic standards are achieved and whether the academic standards required by the University are being maintained.

Key aims and principles

82 In order to secure academic standards, the University monitors programmes regularly and reviews them periodically.

Procedural approach

83 The University undertakes routine and annual monitoring, as set out in its policies under Q8: Programme Monitoring and Review, to ensure that programmes are delivered in accordance with the approved programme (using the definitive record of the programme as the reference point).

84 The University undertakes monitoring and review to ensure that standards are maintained, that programmes continue to meet the UK and the University's threshold academic standard and that grade descriptors above the threshold standard have been properly applied.

85 At least annually, the Academic Board monitors the University's academic standards, where possible measuring student achievement against the reference

points, using qualitative and quantitative management information (for example, student progression, completion and achievement data, external examiner reports) and other comparative data of their choosing to support these activities.

Externality

86 In order to be transparent and publicly accountable, the University uses external and independent expertise at key stages of setting and maintaining academic standards to advise on whether:

- **UK threshold academic standards are set, delivered and achieved**
- **the academic standards of the University are appropriately set and maintained.**

Key aims and principles

87 External expertise is sought when new programmes are being developed and approved and when existing programmes are being periodically reviewed. External examiners are appointed for all award bearing programmes (and usually for non-award bearing programmes) to confirm that the University's programmes are designed, delivered and assessed to the appropriate academic standard.

Procedural approach

88 The University ensures that external and independent expertise is obtained at key stages of the processes for setting and maintaining academic standards. External expertise is sought to verify not only that threshold academic standards are set by rigorous reference to the *FHEQ*, the *Credit Framework*, *subject benchmark statement(s)* and any other appropriate reference points, but also to confirm that the University's internal requirements are being consistently implemented.

89 External examiners are appointed, in accordance with the University's policies under Q7: External Examiners Policy, to provide impartial advice and recommendations as to whether assessment demonstrates that threshold academic standards are achieved and that academic standards relative to the threshold and other standards are calibrated in accordance with the University's Awards Framework, with programme Assessment Regulations and any grade descriptors for that programme. External examiners' reports are key to the University's management of standards and quality assurance and inform routine programme monitoring as described in the University's policies under Q8: Programme Monitoring and Review.

Responsibility for the provision

90 Responsibility for giving effect to the Setting and Maintaining Academic Standards Policy is shared across all staff and functions, both individually and collectively, of the University.

Monitoring and evaluation of provision

91 Responsibility for reviewing and evaluating the effectiveness of Setting and Maintaining Academic Standards Policy lies with the Academic Board.

Version history

Version	Amended by	Revision summary	Date
V1.0	Academic Registrar	Initial drafting group	28/07/14
V1.1	Registry Officer	QA group	31/07/14
V1.2	External Consultant	External review	05/08/14
V1.3	VP (AGQS)	Coherence activity	08/08/14
V1.4	Executive Management Board	Approval	13/08/14
V1.5	Proof Reader	Proofing	29/08/14
V1.6	Academic Board	Approval	19/09/14
V1.7	Director of Validation	Update references	20/04/17
V1.8	Academic Board	Approval	18/05/17
V1.9	Senior Quality Officer	Change to the document coding convention	30/03/20