

**024. Academic Governance  
(Standards and Regulations)  
Policy**

<b>Policy owner:</b>	<b>Academic Director (CEO)</b>
<b>Version No.:</b>	<b>3.0</b>
<b>Review cycle:</b>	<b>Annually</b>
<b>Approval route:</b>	<b>Academic Board</b>
<b>Publication route:</b>	<b>External (IFG website)</b>
<b>Latest publication date:</b>	<b>20.05.2026</b>

### **Introduction**

This policy is split into two distinct sections – [Academic Regulations](#) and [Academic Standards](#).

This policy outlines IFG’s approach to academic regulations management to support a smooth and efficient operation, which is regarded as vital to the success both of the institution and its students. This policy also clarifies IFG’s approach to the safeguarding of academic standards which also assures and enhances the quality of the student learning experience.

In addition, the systematic and regular reviewing of IFG’s provision makes a vital and significant contribution to student learning and business success including through teaching observations and assessment moderation.

The policy complements and links with other relevant policies and procedures, most significantly:

- the Learning, Teaching and Assessment Policy,
- the Student Admissions Policy,
- the Academic Misconduct Policy and
- the Student Complaints Policy.

The Students’ Handbook and Programme Handbooks also underpin aspects of this policy.

### **External references**

The Academic Governance and Standards Management Policy has been drafted in accordance with external regulatory and quality guidance including:

- UK Quality Code for Higher Education Advice and Guidance on the Themes of
  - o Admissions,
  - o Recruitment and Widening Access,
  - o Assessment, Enabling Student Achievement,
  - o External Expertise,
  - o Learning and Teaching and

- o Partnerships.
- Published guidance linked to the Regulated Qualifications Framework and the requirements of individual awarding bodies and other professional, statutory and regulatory body requirements (PSRBs).

### **Terminology**

*'Academic regulations'* covers the definition of IFG's expectation of academic conduct and arrangements to deal with any departure from these standards of conduct which reflect the broader regulatory requirements of the Framework for Higher Education Qualifications (FHEQ) the Regulated Qualifications Framework (RQF) and the Office for Students' (OfS) B Conditions of Registration.

*'Academic standards'* are defined as the levels of achievement that students have to reach in order to achieve an award. Academic standards are determined against nationally agreed reference points. The academic standards of higher education qualifications as set out in the Framework for Higher Education Qualifications (FHEQ) and Subject Benchmark Statements, whilst for Entry to Level 3 the standards are linked to the Regulated Qualifications Framework (RQF) and level descriptors.

Academic standards are concerned with the appropriateness of learning outcomes (aims, content and level) of the curriculum, and the effectiveness of assessment (in relation to attainment of learning outcomes).

*'Quality of the learning experience'* refers to the ways in which IFG provides students with the best possible opportunity to meet the stated outcomes of their course and the academic standards of their intended award, through engaging in the activities provided. The types of activities which are likely to contribute to the quality and constructiveness of the student experience includes learning, teaching, assessment and academic guidance practices; deployment of learning resources; recruitment and admission; progression and careers advice and guidance; pastoral support; provision of information and academic appeals, complaint and grievance procedures. The focus in IFG is to be an 'active learning' approach to facilitate and promote student engagement.

*'Programme review'* means a regular process by which all IFG programmes are reviewed and evaluated.

*'Annual review'* indicates a holistic, cross-institution review process which considers historic and current data and also looks forward to the coming year.

### **Scope**

The policy applies to all provision that leads to an IFG award or either validated by partner universities or by accredited awarding bodies and covers IFG's rules and regulations for normal academic conduct, including plagiarism and inappropriate use of AI (ChatGPT), its arrangements for appeals and student complaints and associated expectations.

### **Principles**

IFG's quality assurance and enhancement procedures operate within a framework of policies and programme management procedures, as well as (where relevant), the regulation of awarding bodies and institutions.

Guidance documents, including the Student Handbook and Programme Handbooks make clear responsibilities for academic quality and standards. The requirements set out in these documents are regularly reviewed in consultation with staff and students and changes are approved by the IFG and Academic Boards.

IFG aims to ensure its processes operate efficiently and wherever possible avoid duplication and align with other quality assurance processes (including those of partner universities and awarding bodies) and the requirements set out in the OfS' B Conditions and UK Quality Code for higher education.

### **Aims**

The overall aim of the policy is to ensure that IFG takes appropriate measures to define and publish clear expectations for academic conduct and also the consequences of infringing these measures. The policy sets out the ways in which students can appeal or complain in those cases when they feel that they have a legitimate concern and indicates the arrangements for providing records of academic achievement.

This policy relates only to IFG's own arrangements. Relevant university policy, regulations and procedures apply in the case of programmes validated by university partners.

### **Objectives – Academic Regulations**

The objectives of the Academic Governance and Standards Management Policy and its related procedures are:

- to ensure that each programme delivered by IFG has a current programme specification which is revised on a regular basis and published appropriately
- to specify and publish detailed regulations which describe IFG's expectations of academic conduct including the setting of assessments and confirmation of the originality of work submitted.
- to take steps to ensure that students are informed about academic regulations and that they understand the penalties for infringing them.
- to clarify IFG's expectations about the prevention of plagiarism and to provide appropriate mechanisms to identify instances of plagiarism.
- to review academic regulations and associated procedures on a regular basis to ensure continuing fitness for purpose
- to publish clear procedures for handling student complaints and academic appeals including the right of external appeal and arbitration
- to ensure that complaints and appeals procedures are conducted in a fair, reasonable and timely manner and that appropriate action is taken following a complaint or appeal
- to ensure that appropriate guidance and support is available for students who make a complaint or appeal and also for staff who may be involved
- to monitor the operation and effectiveness of IFG's complaints and appeals procedures, reflect on the outcomes and consider implications in an institution-wide context

- to provide appropriate records of academic achievement for students who complete their programmes of study.

### **Objectives – Academic Standards**

- to ensure that each course/module is subject to rigorous monitoring and review to ensure appropriate standards and enhance the quality of the learning experience
- to ensure that each course/module is delivered and assessed at the appropriate level for the qualification or award
- to ensure that each course/module has a programme specification and module information with clearly stated learning outcomes and assessment strategies
- to ensure that each course/module operates in accordance with the IFG's academic regulations, term periods and assessment requirements
- to provide associated documentation which is accessible to staff and students either electronically or in hard copy
- to take ultimate responsibility, through the Academic Board, for safeguarding of the academic standards of awards and enhancement of the quality of the student learning experience
- to ensure that all staff, whether directly providing teaching and learning or supporting services and systems, have responsibility for contributing to the maintenance of academic standards and enhancement of the quality of the students' learning experience
- to maintain institutional oversight of quality assurance and enhancement processes so as to ensure that local responsibilities are met and to identify generic issues and opportunities that may arise through consideration of data, external quality monitoring and annual monitoring reports
- to make appropriate use of input and judgements from those external to IFG within quality assurance and enhancement processes, including but not limited to, review, and assurance of comparability of standards with other UK Higher Education Institutions
- to take account of relevant external quality assurance and enhancement expectations, benchmarks, reference points and requirements, particularly those articulated in the OfS B Conditions of Registration, UK Quality Code, the RQF and awarding bodies
- to include, where possible, representation from its partners in quality assurance and enhancement processes and within the College committee structure including the Academic Board and its sub-committees
- to ensure that IFG operates appropriate and effective processes to enable programme review to take place

- to ensure that the process of programme review is given an appropriate degree of oversight and that students are appropriately involved in the process
- to make appropriate use of external contributions to the process of programme review
- to ensure that arrangements for module and programme review are clearly communicated
- to ensure that regular reviews of modules and complete programmes are carried out in order to assure currency of content, attainment of learning outcomes and effectiveness of assessment
- to ensure that, in the event of withdrawal of a programme, appropriate steps are taken to ensure that students are not disadvantaged
- to take steps to evaluate and report upon the overall quality of student learning and to present findings as part of the annual reporting exercise
- to reflect on the institution's activities in order to improve both the quality of the student learning experience and the processes for quality assurance and enhancement

### **Responsibilities**

The Academic Director along with the Director of Studies and Module Leads, review regulations in relation to academic misconduct, including use of AI, appeals, complaints and information on student achievement.

The IFG Academic Board approves changes to regulations relating to the management of academic standards.

### **Equality Impact Assessments (EIAs)**

As part of IFG's commitment to embedding inclusive practices and removing barriers for all students, not only those from underrepresented groups, IFG carries out Equality Impact Assessments (EIAs) where appropriate including when making changes to this policy.

EIAs enable the College to identify potential or existing barriers and to proactively consider and implement reasonable adjustments. This supports the College in meeting its anticipatory duty under the Equality Act 2010.

EIAs may be conducted in relation to both student and staff matters for key policies and student experience matters.

See Appendix A within IFG's Equality Impact Assessment Template and Guidance.