

**University  
of Wales,  
Newport**

**Prifysgol  
Cymru,  
Casnewydd**

**FAIR: Framework for Amicable Issues Resolution**

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## **1 Introduction**

- 1.1 It is the policy of the University of Wales, Newport (Newport) that students should have access to a framework through which to raise issues in sufficient time to obtain useful remedy and keep their studies on track. This framework draws upon the provisions that Newport makes for student representation (via the Students Union) and for handling complaints. It is intended that all those who use this framework should maintain a focus on finding the most appropriate and feasible solution that helps to ensure that the student experience at Newport is fit for purpose.
- 1.2 Newport has a duty to protect its employees, students and visitors and as such, appropriate action may be taken when it can be demonstrated that a complaint is made maliciously. This statement is designed to make all involved in the implementation of FAIR aware of the prevailing principle that everyone should act on the basis of mutual professional respect and courtesy. It is incumbent upon students that they should not malign staff and that issues raised should be a genuine cause of complaint and that they too should seek to identify appropriate remedies. Similarly, it is incumbent on each member of staff to respond positively to issues and to recognise that FAIR is an equitable process and staff as well as students will be supported through the process. Staff may obtain further information within their School or from the School's designated Human Resources Department contact. On this understanding, the point is repeated that it is intended that all those who use this framework should maintain a focus on finding the most appropriate and feasible solution that helps to ensure that the student experience at Newport is fit for purpose.

## **2 Application**

- 2.1 This framework is open to all enrolled students at Newport, including those undertaking programmes of study at partner institutions within the UK or overseas, and to those who are no longer enrolled but have been within the past three months. It applies to students on research degree programmes as well as to those on taught courses. It is not open to third parties to raise issues within this framework: responsibility resides with the student(s) concerned.
- 2.2 This framework is designed to facilitate the earliest possible resolution of an issue that a student feels is having a negative effect on her/his ability to engage with her/his studies and where s/he thinks Newport is responsible and reasonably placed to take action. The emphasis in this framework is on the need for the student to raise such an issue as early as possible so that Newport can find an effective remedy and the matter is sorted out with least disruption: the more focused the student is and the sooner s/he acts, the easier it is to sort out what needs to be done.

Examples of the type of issue follow:

- a) issues arising from a student's educational experience i.e. in relation to the availability of optional modules, the delivery of the programme, difficulties with placements that support study etc (where expectations may be set in student handbooks and other supporting

documentation), the adjustments made to take into account the needs of disabled people, or concerns about the quality of supervision lent in support of a research degree;

- b) issues in respect of academic and/or administrative support and other services provided by Newport, i.e. in relation to the student record, library facilities (e.g. inter-library loan for research degree students), information technology facilities, requests for freedom of information or disclosure of personal data within the law, etc (where expectations may be set in service level statements);
- c) issues about the conduct of any other student or employee of Newport - being mindful not to malign any individual or raise vexatious complaint - where such issues may include:
  - i) those arising from alleged discrimination by staff or students at Newport in relation to gender, race, disability, sexual orientation, age or religious belief;
  - ii) those concerning alleged harassment by staff or students at Newport, which, it should be noted, is not limited to sexual harassment.

2.3 Emphatically, this framework does not apply to an 'academic appeal', where the term applies to issues that relate specifically to the decision of an examination board and are defined in section B14 of Newport's Assessment Regulations, accessible via the University Registry web site (or B15, for research degree students). An academic appeal may only be brought within a certain time period *following the meeting of an examination board*, as outlined in the Regulations. Any concerns about the delivery of the programme, as illustrated in section 2.2 above, should be raised at a point when remedy can be found, rather than via the academic appeals process (as it shall then be too late to remedy the issue). Similarly appeals against Admissions decisions will be considered by the University Registry and not within this framework.

2.4 Issues such as those illustrated in section 2.2 above may be pursued by an individual student or by a group of students. At the earliest stage of resolution, the issue may be taken forward by the Students Union representative on the relevant programme committee (or cognate body within the School/Faculty structure) and may be progressed anonymously by the representative if requested.

2.5 Where the issue is not resolved at that earliest stage, anonymous complaints can not be considered further and the student, or group of students, must ensure that they are named in raising an issue and understand that the issue, and information relating to it, will be disclosed to others in order to effect remedy, including any person involved in creating the issue, and the University will proceed on the basis that consent to that disclosure is deemed from the raising of the issue. For the avoidance of doubt, the issue will be considered to be raised at the stage where the student gives her/his name to it. This is a matter of natural justice and ensures that those that raise issues do so responsibly and are able to participate in the process of identifying appropriate remedy. At all points throughout the framework, a student may be accompanied, but not represented, by a sabbatical officer of the Students Union (although that officer shall not be eligible to be a member of any

remediation panel in respect of this case). In respect of group complaints, the University shall correspond with each student individually

- 2.6 Students undertaking programmes of study at partner institutions should seek to effect early remedy with their tutors but may refer the matter for consideration by Newport, within this framework, at the Arbitration stage, see section 5 below, where the Head of School shall undertake the procedure in respect of students in the UK and the Dean (or Associate Dean) of International Affairs shall undertake the procedure in respect of students at partner institutions overseas.
- 2.7 This framework emphasises Newport's commitment to ensuring that it deals fairly with issues raised by students and acts reasonably to resolve those issues. Students who wish to use this framework must raise the issue (and put their name to it) within not more than 15 working days of the event that has given rise to the issue. Every encouragement is offered to students to recognise that the more focused they are and the sooner they act to raise an issue, the easier it is to sort out what needs to be done.
- 2.8 At the discretion of the Vice-Chancellor (or nominee), an issue raised after the 15-working day time-frame, and no later than 3 months after the event that has given rise to the issue, may be accepted for consideration within this framework where it is reasonable to consider that the student had good reason for delay.
- 2.9 The Vice-Chancellor (or nominee) reserves the right to bring the procedure to a close after six months if the issue has not been resolved (whereupon a Completion of Procedure letter will be issued), or to extend the period in which resolution is pursued where it is reasonable to consider that it may yet be effected.

### **3 Responsibilities**

- 3.1 As outlined above, it is intended that all those who use this framework should maintain a focus on finding the most appropriate and feasible solution that helps to ensure that the student experience at Newport is fit for purpose. To this end, it is important that all those who use this framework should maintain a reasonable expectation of the standards of service provided by Newport, rooted in our published statements – in the prospectus, regulations, programme handbooks, service level statements etc. It is expected that students shall work together with staff at all times to maintain and improve service standards and levels of courtesy and consideration.
- 3.2 In the context of this framework, Newport commits to resolving issues by ensuring that:
  - a) it promotes those documents upon which it relies for the establishment of reasonable expectations around the standards of service, making provision for such documents to be accessed by students at the point of need (typically, via the internet/intranet, although support may also be offered by the Disability Co-ordinator in the Student Services Department (☎ 2658) to have the contents of such documents provided in other formats as necessary);

- b) it establishes, via this framework, a process for redress that applies the principles of natural justice such that students can have faith that:
- i) where an allegation is made against another individual (whether staff or student) the allegation shall be made known to that individual who shall have the opportunity to participate in any investigation and where Newport shall progress, as necessary, and within the limits of confidentiality that apply:
    - \* if the allegation is upheld, to disciplinary procedures in respect of that individual according to the appropriate scheme (either the Student Disciplinary Code and Procedures or the Staff Disciplinary Procedure); and
    - \* if the allegation is shown to be vexatious, to the Student Disciplinary Code and Procedures in respect of the student who raised the allegation ('Vexatious' in this context means that which the student knows to be untrue or in respect of which the student is unable to produce any evidence);
  - ii) where matters progress to meetings or hearings in direct relation to the issue, all involved shall be in possession of the same materials upon which discussion is based; all shall be present for all parts of the discussion prior to adjournment for the decision to be made; and the ethic of mutual professional respect and courtesy shall prevail, and extend to the maintenance of confidentiality by all concerned (If any matter progresses to disciplinary action the normal disciplinary procedure including associated rules regarding confidentiality shall apply);
  - iii) those making decisions, particularly at points beyond early remedy, shall be impartial and have no direct involvement in the School from which the student is drawn or in the delivery of the service under scrutiny;
  - iv) decisions shall be reached fairly, remedies shall not be withheld unreasonably, and the notification of the outcome to the student shall outline the underpinning reasoning for the decision;
- c) action is taken where the behaviour of those involved in the issue deteriorates in the course of resolution and becomes unreasonable (such as in relation to the volume and timing of communications which may cause stress to a party involved in the case or in relation to loss of contact/ignorance of correspondence);
- d) in cases where it is unclear whether the academic appeals procedure or the framework shall apply the matter shall be referred for consideration in parallel through both processes but the completion of procedures letter will be co-ordinated via the University Registry, and information generated by the separate processes may be shared with those involved in both;

- e) formal procedures shall be abated where in the course of their implementation resolution can be achieved prior to completion;
- f) there shall be no residual issues following resolution and the objective academic assessment of the student shall not be compromised by any staff involved in the course of investigation of an issue raised by a student;
- g) in those cases where an issue arises from negligence rather than the preferences of students, consideration is given to the prospect that the School may meet reasonable and proportionate incidental expenses necessarily incurred by the student in pursuit of resolution of the issue and in respect of which receipts can be provided;
- h) the operation of FAIR may be suspended where conditions so require such as where there is a need to involve the Police in matters that may point to the commission of a criminal offence (for example in relation to the Protection from Harassment Act 1997).

3.3 In the context of this framework, the student commits to resolving issues by ensuring that:

- a) effective use is made of the student representation system managed by the Students Union and any issues about the system are addressed via the Vice-President (Education and Welfare) of the Students Union;
- b) s/he understands the applicability of this framework and of the separate procedures that relate to academic appeals (and appeals against Admissions decisions) so that issues are properly addressed at the due time.
- c) issues are raised at the earliest possible opportunity and are clearly articulated, identify the remedy that is being sought and include, as the stages of the framework are progressed, an outline as to why earlier attempts at remedy have, in her/his view, failed;
- d) professional respect and courtesy is maintained and behaviour does not deteriorate as the stages of the framework are progressed, noting that email and other communications from the student must be reasonable and proportionate in time and extent and that a failure to adhere to this rule will represent a deterioration in behaviour which could lead the University to terminate its consideration of the issue within FAIR;
- e) trust in this framework is maintained unless and until at the full exhaustion of its provisions suitable remedy has yet to be reached, whereupon the student may recourse to the Office of the Independent Adjudicator or such other appropriate body (see section 6 below), noting that the University reserves the right to discontinue the implementation of FAIR and refer a student directly to the Office of the Independent Adjudicator in cases where a student has unreasonably involved the media or solicitors (whilst acknowledging that a professional, regulatory or statutory body (PRSB) that accredits the programme for which the student is enrolled or a placement provider may be legitimately involved in the resolution of an issue) or otherwise

acted unreasonably in the opinion of the Vice Chancellor (or nominee) in relation to any procedure contained within FAIR;

- f) if a student engages the services of his/her elected representative s/he is deemed to consent to the disclosure of her/his personal information in connection with the issue to that elected representative for the purposes of dealing with any questions put to the University by that representative.

#### **4 Authority**

- 4.1 The Board of Governors is the ultimate authority in establishing, monitoring and amending this framework. The Board shall also receive, via the Academic Board, an annual report on the conduct of the framework.
- 4.2 Executive responsibility for the conduct of the framework lies with the Vice-Chancellor, who is accountable to the Board of Governors. The Vice-Chancellor delegates to the Heads of School the role of overseeing the conduct of the framework in the School, including the monitoring of outcomes through the annual monitoring and evaluation of learning and teaching procedures, and shall expect that for the purposes of impartiality the Head of School shall call upon a counterpart from another School to undertake the direct role of arbitration as outlined in this framework. Where necessary and appropriate, Heads of School may delegate the investigative and arbitration activities outlined in this framework to Academic Subject Leaders.
- 4.3 The Vice-Chancellor delegates to the University Registrar, who is also accountable to the Board of Governors, the organisation of any remediation panel and the role of liaison between Newport and the Office of the Independent Adjudicator or such other appropriate body (see section 5.5 below).
- 4.4 The Vice-Chancellor delegates to the University Registrar the production of the annual report on the conduct of the framework derived from the corporate level consideration of annual monitoring and evaluation of learning and teaching undertaken in each School.

#### **5 Procedure**

- 5.1 The Vice-Chancellor (or nominee) reserves the right to progress an issue directly to Remediation where, in her/his judgement, earlier stages of remedy have no reasonable prospect of success owing to the complexity or seriousness of the issue raised.
- 5.2. **Early Remedy:** Students are encouraged to make direct contact in the first instance with the tutor or service provider thought to be able to resolve the issue. Students may choose to use the good offices of the Head of Faculty Administration (or Deputy) to facilitate discussion. A template for reporting outcomes is appended (and the completed report should be kept in the file of evidence that underpins the dynamic process of Annual Monitoring and Evaluation of Learning and Teaching.. If agreement cannot be reached, students shall use the Students Union facility for student representation on programme committees (or cognate bodies within the School/Faculty structure) to resolve issues. Each programme is managed via a body that includes a student representative who can take up issues on behalf of

students, seek resolution either executively via the Chair or at the next available meeting of the committee , and report outcomes to the cohort. This facility should normally be sufficient to remedy any issues affecting students. Lists of course representatives shall be available from the Vice-President (Education and Welfare) of the Students Union, who may accompany but not represent any student at any stage outlined in this framework (as may any sabbatical officer of the Students Union). The minutes of the committee , whether recording discussion or noting the Chair's report of executive action, should serve as the written report on the resolution of issues. Bulletin boards for the cohort on the 'myCourses' strand of the 'myLearning Essentials' web site may be used for communication between course representatives and the student body and for sharing access to the minutes of committees.

- 5.3 **Arbitration:** Where an issue is not resolved to meet the student's reasonable expectation either in terms that the remedy reached through the process outlined in section 5.2 was not agreed or that, following agreement, it did not materialise, the student should refer the matter to the Head of School who shall, for the purposes of impartiality, commission a counterpart in another School to arbitrate on the matter. The student should refer the matter by submitting form FAIR 1 within 15 working days of notification of the outcome of the early remedy stage completed by the programme committee (or cognate body within the School/Faculty structure) or its Chair acting executively. For the purposes of arbitration, the counterpart Head of School shall ask each party involved in the issue to provide her/him with a position paper and subsequently call a meeting, preferably within 15 working days of the deadline for submission, and shall conduct the meeting according to the principles of natural justice outlined in this framework, making provision for any individual said to have created the issue to attend the meeting and supplying all concerned with documentation that includes the position papers. The Head of Faculty Administration (or Deputy) from the Faculty to which the student belongs may support the meeting and prepare a note in similar form and for similar purposes to those outlined in section 5.1 (see template) and shall be mindful of the need for impartiality such that any role of facilitation at an earlier stage should not prejudice participation in this procedure of arbitration. The Head of School who conducts the meeting may take expert advice from the School in question in order to ensure that the decision reached is appropriately reasoned. The Dean (or Associate Dean) of International Affairs shall undertake the procedure in respect of students at partner institutions overseas and similarly may take expert advice from the School in question in order to ensure that the decision reached is appropriately reasoned.
- 5.4. **Remediation:** Where an issue is not resolved to meet the student's reasonable expectation either in terms that the remedy reached through the process outlined in section 5.3 was not agreed or that, following agreement, it did not materialise, the student should refer the matter to the University Registrar. The student should complete form FAIR 2, within 15 working days of receipt of the report produced by the Head of Faculty Administration in support of the attempted arbitration. Where the student does not agree with the remedy reached, the reasons should be stated clearly on form FAIR 2. The Vice-Chancellor (or nominee) shall consider FAIR 2 form and shall normally put the matter to a remediation panel. However if, in the judgement of the Vice-Chancellor (or nominee) following consultation with the Students' Union, there is no prospect of the agreement being reached as a result of Remediation (because, for example, it is clear that the Arbitration process has

been thorough and the student has not offered new information or given clear reasons for disagreement on form FAIR 2), the Vice-Chancellor (or nominee) has discretion to declare that the University's procedures have been completed without putting the matter to a remediation panel. In such cases, paragraph 5.5 below shall then apply.

Where a matter is put to a remediation panel, a member of staff approved by the Vice-Chancellor from outside the Faculty concerned (normally a Head of Faculty Administration, a head of service or an Academic Subject Leader) will investigate the issue, undertaking to establish the precise nature of the concern, to interview witnesses, and to report with clear findings of fact and recommendations. The issue, and information relating to attempts to resolve it, will be disclosed to others, including any person involved in creating the issue, in order to enable the investigation to progress and the University will proceed on the basis that consent is deemed from the submission of form FAIR 2. The report shall be considered by a remediation panel which shall comprise 2 members of the University's senior staff (members of the Executive or their direct reports) who have no direct responsibility for the Faculty or service to which the issue relates and an individual who can lend further impartiality, preferably a sabbatical officer of the Students Union who has had no prior association with the case or, where practical, an individual external to the University. The standard of proof shall be the "balance of probabilities", that is to say more probable than not upon objective consideration of all the evidence (conventions for the conduct of the panel are appended, and it should be noted the Chair may take expert advice from the School in question in order to ensure that the decision reached is appropriately reasoned). The student shall be invited to participate in the Panel meeting, which may proceed even if the student fails to attend or chooses not to.

5.5. **Adjudication:** Upon the outcome of Remediation, as set out in section 5.4 above:

- a) the student shall be notified of the outcome and advised that s/he has now exhausted the provisions of this framework and, if still discontented, may take the issue to the following body as appropriate:
  - i) in respect of issues concerning higher education provision at Newport (including the Foundation Programme amongst taught courses, and including students on research degree programmes), the Office of the Independent Adjudicator (see [www.oiahe.org.uk](http://www.oiahe.org.uk)).
  - ii) in respect of issues concerning further education provision at Newport (Foundation Diploma in Art and Design and Access Programme but not the Foundation Programme), the Department for Education and Skills of the Welsh Government (see [http://wales.gov.uk/contact\\_us/bydept/dcells/?lang=en](http://wales.gov.uk/contact_us/bydept/dcells/?lang=en));
  - iii) in respect of issues associated with human rights, the Commission for Equalities and Human Rights (see <http://www.cehr.org.uk/>)

- iv) in respect of issues associated with Data Protection and Freedom of Information, the Information Commissioner's Office (see <http://www.ico.gov.uk/>);
- b) A copy of the letter, and any related report, shall be:
- i) sent to the programme leader for inclusion in the file of evidence that underpins the dynamic process of Annual Monitoring and Evaluation of Learning and Teaching and the outcome reported to the relevant programme committee for inclusion in its minutes;
  - ii) lodged with the Head of Faculty Administration in order that s/he may maintain an oversight of the conduct of the framework in the Faculty and support the Executive Dean and Heads of School in this same endeavour under the supervision of the Faculty Executive Team;
  - iii) copied, where the student indicates a preference for such action, to the Vice-President (Education and Welfare) of the Students Union so that s/he might similarly gauge the effectiveness of the framework in meeting the needs of students.
  - iv) copied to the University Registrar to support her/his production of the annual report on the conduct of the framework, derived from the corporate level consideration of annual monitoring and evaluation of learning and teaching undertaken in each School, which shall be reported to the Board of Governors via the Academic Board.
- c) A copy of the letter, and any related report, shall be kept on file by the University Registrar for at least one year following the date of the student's completion of studies. All other copies, outlined above, shall be destroyed in the normal cycle for their disposal, typically one session subsequent to that in which the issue arose.

## **6 Information, Advice, Guidance and Support**

- 6.1 The detailed description of the provisions of this framework outlined in this document is provided in order that all concerned should be able to develop reasonable expectations as to how Newport seeks to be responsive to the needs of its students. Such expectations should be well-informed, and supported by access to objective information, advice and guidance.
- 6.2 The framework shall be available on Newport's intranet site ([http://www3.newport.ac.uk/displayPage.aspx?object\\_id=2336&type=SEC](http://www3.newport.ac.uk/displayPage.aspx?object_id=2336&type=SEC)) and its existence shall be advertised on the electronic bulletin board accessed via the 'myLearning Experience' portal. This document can be made available in alternative formats, such as Braille or audio. Contact the University Registry (☎2083).
- 6.3 Information about the Framework shall be available from the Faculty Office, the Students Union, , Student Services, and the University Registry.

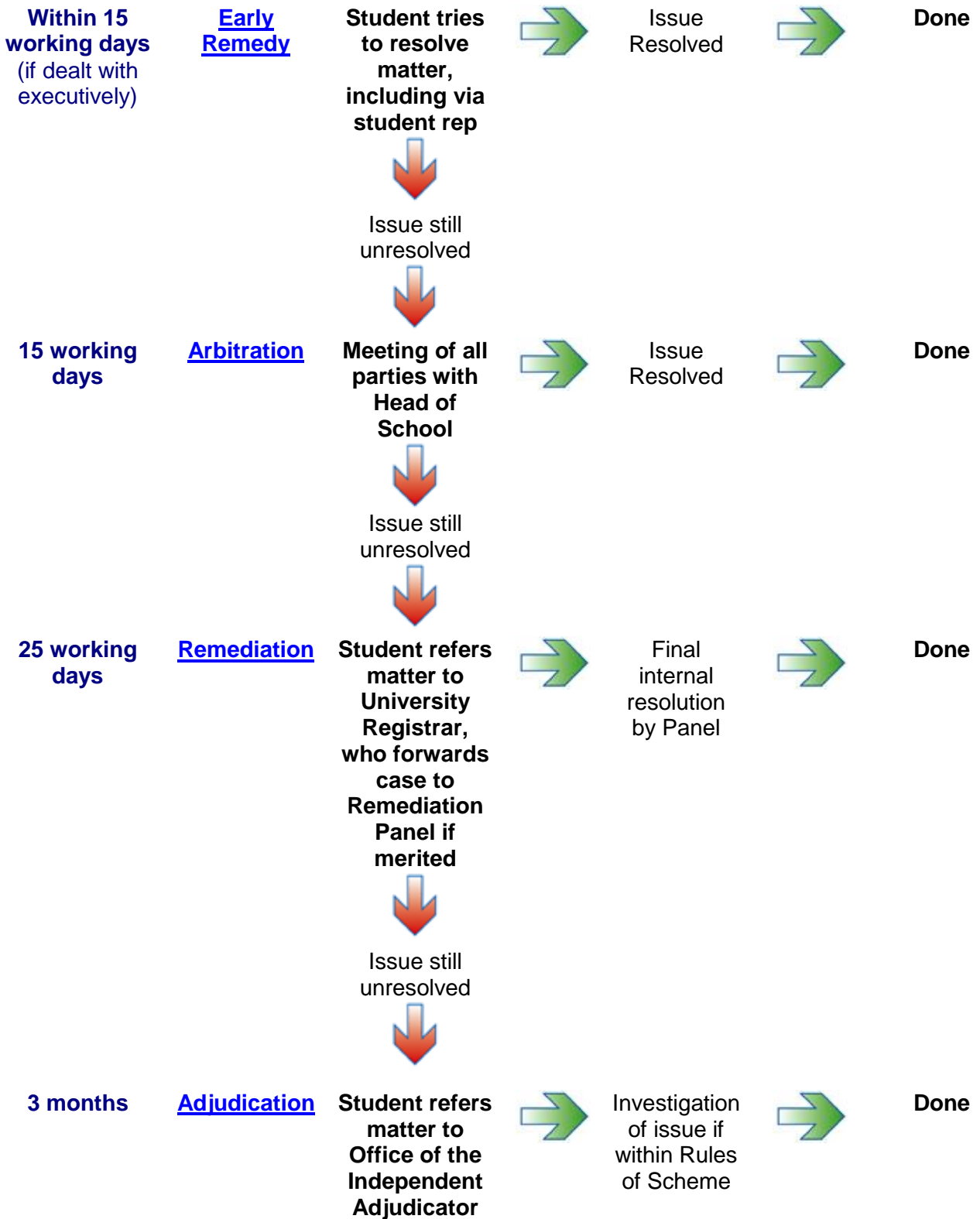
- 6.4 Impartial advice and guidance shall be offered by the Students Union (☎ 2076). In relation to our Duty of Care to students with a disclosed disability, support may also be offered by the Disability Co-ordinator in the Student Services Department (☎ 2658).
- 6.5 Students wishing to clarify whether they should submit an academic appeal, rather than raise an issue via this framework may obtain further information from the University Registry (☎ 2519) or the Faculty Office but may also take account of section B14/B15 of Newport's Assessment Regulations.

## **7 Monitoring, Review and Enhancement**

- 7.1 The Academic Board and the Board of Governors shall receive an annual report from the University Registrar on the operation of the Framework, and the organisational learning that is extracted from the experience of the Framework shall be notified to the staff and student bodies via the electronic bulletin board. In producing the report, the University Registrar shall be mindful to:
- a) draw out any seeming inconsistencies between the treatment or outcomes of issues across the Schools, and any anxieties that the reasonable expectations set by the framework might not be sufficiently predictable to encourage its use (and in so doing, pay particular attention to issues of race, gender, disability and age);
  - b) identify any thematic concerns that may warrant policy review, or further training in the Schools;
  - c) advise upon the sufficiency of the assistance lent to students in order that issues might be resolved as early as possible;
  - d) consider whether the framework is becoming outdated, whether it would be timely to recommend to the Board of Governors that it should be reviewed, and whether the remedies available through the framework remain fit for purpose.
- 7.2 The Head of School shall be responsible for providing the commentary, in the School Report on Annual Monitoring and Evaluation of Learning and Teaching, on the outcomes from this framework that inform the annual report produced by the University Registrar. S/He shall also be responsible for embedding awareness of the outcomes of the operation of the framework in the School's mandatory staff development programme (away days etc) for academic staff and for promoting discussion of key themes that emerge from those outcomes. Likewise, s/he shall also be responsible for keeping course representatives and student mentors aware of the expectations around the framework, supplementing any training provided by the Vice-President (Education and Welfare) of the Students Union.
- 7.3 The Vice-President (Education and Welfare) of the Students Union shall have primary responsibility for training course representatives on their role in supporting the framework.

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Framework for Amicable Issues Resolution



## Appendix 2: Definitions

1. The term '**academic appeal**' is **not** applicable in the framework. Such matters are subject to a separate procedure (See section B14, or B15 for postgraduate research students, in the Assessment Regulations), as emphasised in section 2.3 of the framework.
2. The term '**adjudication**' is used in this framework to designate the stage, following exhaustion of all internal procedures, where a student may seek to engage an external agency in the resolution of the issue.
3. The term '**arbitration**' is used in this framework to designate the point where a student first formally asks for resolution, through the submission of form FAIR 1, in which regard a Head of School from outside the School concerned will convene a meeting with all concerned to seek to reach a suitable outcome.
4. The term '**course representative**' is used in this framework to refer to the student(s) elected/nominated by their peers within their cohort to serve as their representative within the University structure, in co-operation with the Students' Union, where the student voice is instrumental in decision-taking.
5. The term '**early remedy**' is used in this framework to designate informal stages of resolution undertaken between a student and a tutor or service provider or undertaken by the programme committee with the assistance of the student representative(s) from the programme, where the emphasis is on timely and effective intervention that does not compromise the learning outcomes of the programme of study.
6. The term '**issue**' is used in this framework as a matter that an individual student, or group of students, believes to be an obstacle to achieving the aims or learning outcomes of their programme of study and can relate to matters associated with the delivery of the programme, with associated services (such as those offered by Learning Support or by a School Administrative Office) or with practitioner placements (this is further explored in section 2.2 of the framework).
7. The term '**remediation**' is used in this framework to designate the second, and final, formal stage within the framework for internal resolution of the issue and is activated after the arbitration stage when the student submits form FAIR 2 to the University Registry.
8. The term '**resolution**' is used in this framework as the outcome of consideration of an issue, whether that be to take remedial action, accept that the issue is not problematic or agree how an obstacle shall be taken into account in the delivery of the programme and its assessment.
9. The term '**sabbatical officer**' is used in this framework to refer to the 4 full-time officers who are members of the Students' Union Executive and ensure that the student voice informs policy development at Newport on a wide range of issues. The Vice-President (Education and Welfare) is included within this term.

- 10.
10. The term '**service level statement**' is used in this framework to describe the statement made by each corporate service provider in which reasonable expectations of service delivery are stipulated.
11. The term '**student**' is applied in this framework to an individual:
- a) who is enrolled on a programme of study delivered by Newport or delivered at a partner institution and in respect of which Newport is instrumental in the making of the academic award to which the programme leads; or
  - b) has been so enrolled within 3 months of the occasion that gives rise to an issue to be resolved within this framework.

## FRAMEWORK FOR AMICABLE ISSUES RESOLUTION POLICY

<b>Name of Document:</b>	Framework for Amicable Issues Resolution Policy
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