

Summary of responses by the committee

Paper	Summary: Updates to ARPP 1C - Academic Regulations Policies and Procedures (ARPP) Document Owners: Procedure	Chair's View
For Approval		Approved
Comments		
Approved		Philip Sewell
Approved		Carly Stewart
Approved		Ann Luce
Approved		Philip Ryland
Approved		Gelareh Roushan
Approved		Fiona Knight
Approved		Kerry-Ann Randle
Paper	Summary: Updates to ARPP 6J - Exceptional Circumstances: Policy and Procedure	Chair's View
For Approval		Approved
Comments		
Approved. I thought we were going to also be considering a 'fit to sit' approach?		Philip Sewell
<i>Response from Academic Quality: The introduction of a "fit-to-sit" approach will be explored during the next phase of policy updates, scheduled for the upcoming academic year.</i>		
Approved		Carly Stewart
I have a few questions: 1. Students who have 'flare ups' must be registered with ALS? What if a student doesn't feel like they need ALS, does that preclude them from being waived in this procedure? <i>Response from Academic Quality: A student does not need to be registered with ALS to request consideration of exceptional circumstances. The policy has also been updated to clarify that it should not normally be used for conditions a student is receiving adjustments for, unless a student feels their adjustments did not work for them. For students with fluctuating conditions, and who are registered with ALS, the OIA advise that providers should not normally ask for medical evidence where a student experiences a flare-up and feels their support did not work for them. For example, a student with rheumatoid arthritis may not usually need extensions for their coursework. However, if they experience a flare-up that prevents them from writing or typing, it could be considered reasonable to let them request an extension through the exceptional circumstances policy without needing them to provide new medical evidence. This would have to be considered on an individual case-by-case basis. On the back of this question, I've proposed some further amendments:</i> Appendix 2 of the paper: "6J - Exceptional Circumstances: Policy and Procedure"		Ann Luce

4.2 In order to ensure you have the best chance to complete your work you should talk to your personal tutor, unit leader or programme leader as soon as things go wrong. You will have the opportunity to ask for your circumstances to be considered and it may be that these are considered exceptional. It is important that you understand what Exceptional Circumstances are. We define these as:

- A short-term illness which has impacted on your ability to study or complete an assessment.
- A longer-term illness with unpredictable symptoms or side effects, or worsening of an existing medical condition which impacts upon your ability to study over a period of time or complete one or more assessments. It should not normally be something that you have already declared to us through your formal registration with our Additional Learning Support (ALS) service and for which you already have adjustments in place unless you feel that these adjustments did not work for you.
- An unexpected, unforeseen and/or sudden event, situation or personal circumstance which has impacted on your ability to study or complete an assessment.

Appendix 3 of the paper: "A guide to identifying Exceptional Circumstances"

<u>A longer-term condition (including mental health) which has changed in circumstance or side effects, or a flare-up of an existing issue beyond your control</u>	Registration of the details of your condition with the Additional Learning Support team (this would normally negate the need for further medical evidence); • A letter from GP* who has been actively supporting you; • Medical certificate; • Hospital appointment letter; Copy of prescription/medicine labelling (including evidence of any changes to medication) • <u>If you are registered with ALS and experience a flare-up or worsening of an existing condition, please speak to your faculty and ALS about evidential requirements and support arrangements.</u>
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Appendix 4 of the paper: "Staff Procedural Guidance"

Students who have ongoing diagnosed medical issues, relating to both physical and mental health conditions, should be advised to approach Additional Learning Support (ALS) to ascertain whether reasonable adjustments could be considered, applicable to their individual situation. Students would be required to provide evidence for reasonable adjustments to be considered.

For students with fluctuating or chronic conditions, and who are registered with ALS, it may not always be necessary to ask for further medical evidence where they experience a flare-up or worsening of a condition and feel their support does not work for them. For example, a student with rheumatoid arthritis may not usually need extensions for their coursework. However, if they experience a flare-up that prevents them from writing or typing, it could be considered reasonable to let them request an extension without needing them to provide new medical evidence. This should be considered on an individual case-by-case basis.

2. Students encouraged to meet with PTs following self certification-- we need a broader discussion around workload and roles and responsibilities at each level. I also envision PLs taking on more work here, and also concerned about integration with Student Engagement Framework--will the Engage app identify that students have self-certified during each intervention period on the system?

Response from Academic Quality: I'm not aware of any integration with the Engage app at this stage. However, it is something we will investigate with colleagues leading on this work as part of the next phase of policy updates. We recognise the impact on workload and would welcome any recommendations. A suggestion could be to also make reference to other BU support services.

3. Can the guidance being provided to DDEs be provided by Clearing week please? That way we have time to digest and also disseminate more widely across our Faculties?		
I agree with Ann - a Flare up should be supported with evidence i.e. GP or practice nurse or such like for a physical or MH issue. Other wise approve <i>Response from Academic Quality: Please see above response.</i>		Sara White
Approved, subject to queries already flagged. More discussion is needed though I feel		Philip Ryland
Comments on the Faculty specific context suggest more work is needed.		Gelareh Roushan
Approved - and will reflect on impact on PGRs		Fiona Knight
I know the evidence section has had much discussion in the focus groups and the reference to evidence required. ALS registration is just one example of many pieces of evidence the student can provide, outlined in the table on page 12, so i do think this remains relevant as an option. The aim in this section is to prevent the need for students to secure medical evidence at a potential cost (as well as having to repeatedly tell us about an ongoing illness) if we are already aware of a condition that can have 'flare ups' (for Mental Health this may be better described as an 'episode'). Whilst a student may not feel like they need to inform or secure ALN support, i also think its important this is encouraged so we can ensure we have a record of their condition and can ensure adjustments are in place - if they are telling us in an exceptional circs form, we may be held to account as part of our anticipatory duty under the Equality Act. (Often students will say the uni was aware as they put it in their circs form!) I also agree with Ann that this needs to be cross referenced with the new engagement framework to ensure there is no contradiction or confusion in expectations. Otherwise approved! (Although it sounds like one more round of discussion may be helpful!)		Kerry-Ann Randle
Paper	Summary: Updates to Admissions ARPPs – 3A, 3B, 3B (apprenticeship), 3E	Chair's View
For Approval		Approved
Comments		
Approved. 3E Appendix 3 should refer to the apprenticeship versions of the programmes where relevant. <i>Response from Jo Freeman: ARPP 3E doesn't currently reflect the policy/procedure for apprentices. The DBS requirement for apprentices is an ongoing conversation with FHSS (contact is Kathryn Cheshir) and Legal Services, ARPP 3E may need to be amended depending on the outcome of this discussion.</i>		Philip Sewell
Approved		Carly Stewart
Approved		Ann Luce
Approved		Sara White
Approved		Philip Ryland
Approved		Gelareh Roushan
Approved		Fiona Knight
Approved		Kerry-Ann Randle

Paper	Summary: Updates to ARPP 3D – Admissions Policy and Procedure for Applicants with a Disability, Medical Condition or Other Support Need	Chair's View
For Approval		Approved
Comments		
The list in Appendix A does not refer to the apprenticeship version of some of the programmes.		Philip Sewell
<i>Response from Jo Freeman: ARPP 3D doesn't currently reflect the policy/procedure for apprentices. The Occupational Health clearance check requirement for apprentices is also part of the ongoing conversation with FHSS and Legal Services, ARPP 3D may need to be amended depending on the outcome of this discussion.</i>		
Approved		Carly Stewart
Just a few questions: 1. In section 2.2 of main document, will different examples be provided to students about what 'needs' could be? (doesn't need to be a prescriptive list) <i>Response from Jo Freeman: All applicants (with the exception of apprentices) who have firmly accepted an offer at BU are required to read the information on our website at https://health.bournemouth.ac.uk and provide information about relevant health conditions, disabilities and support needs if required. The link provides definitions/ examples. For Apprentices this is managed as a separate process within BUD.</i> 2. Now that UCAS is changing its personal statement into 3 questions, if a student discloses something in those 3 questions, does that get picked up somewhere? I.e. if a student talks about being homeless and working hard to get to uni, they've disclosed to BU, but as it's not thru official routes, they may think they've disclosed--do we have someone who is reading these? <i>Response from Jo Freeman: The change to personal statements is not taking place until the 2026 cycle (October 2025 applications). There has been a change to references and we don't currently have a process in place to review information disclosed within every reference. We are investigating mechanisms to manage this, including the potential option of using AI. As an interim we are adding a statement within the offer letter advising applicants to contact ALS even if they have already provided this information.</i>		Ann Luce
approve subject to q's above being clarified		Sara White
Approved, subject to queries, as flagged		Philip Ryland
Approved subject to above.		Gelareh Roushan
Approved in line with comments above		Fiona Knight
Approved subject to queries noted being clarified.		Kerry-Ann Randle
Paper	Summary: Partner Review Deferral Request – Bournemouth and Poole College	Chair's View
For Approval		Approved
Comments		
Approved - I fully support the deferral.		Philip Sewell
Approved		Carly Stewart
Approved		Ann Luce
Approved deferral		Sara White
Approved		Philip Ryland
Approved		Gelareh Roushan

Approved		Fiona Knight
Approved		Kerry-Ann Randle
Paper	Summary: Programme Periodic Review Deferrals from 2023-24	Chair's View
For Approval		Approved
Comments		
Approved		Philip Sewell
Approved		Carly Stewart
Approved		Ann Luce
Approved		Sara White
Approved		Philip Ryland
Approved		Gelareh Roushan
Approved		Kerry-Ann Randle
Paper	Summary: External Examiner Appointment and Examination Teams for Research Degrees	Chair's View
For Approval		Approved
Comments		
Approved		Philip Sewell
Approved		Carly Stewart
Approved. Is it worth a conversation about whether EEs still need to go to Deans? FMC Dean has devolved UG and PGT EEs to DDE-- just wonder if this is standard practice elsewhere?		Ann Luce
Approve but it's difficult to say otherwise with limited information so I would prefer this to be 'noted' rather than 'approve'. Re EE's be considered by DDe's - there was not rationale why this was removed from DDe's and as DDe I did it for may years so feel it should go back to DDe as they lead FSEC		Sara White
Response from Academic Quality: As explained in previous meetings, the policy 6N External Examiners Policy and Procedure states that Education Committee 'approves' external examiner appointments (para 2.2 and 6.7.5).		
External examiner appointments go through a rigorous process for approval within the Faculty which is checked by the Academic Quality team centrally, before being reported to Education Committee. Any changes to this approach, including the approval point within Faculties, and how it is reported to the committee will require a review and change to the policy and procedure.		
Appointments noted		Philip Ryland
Approved		Gelareh Roushan
Approved but also agree this feels more like a 'noted' given the lack of information to 'approve'		Kerry-Ann Randle
Paper	Summary: Exceptional Extension to Pending External Examiner Appointments	Chair's View
For Approval		Approved
Comments		
Approved		Philip Sewell
Approved		Carly Stewart

Approved. The Right to Work system is desperately needed; we lost quite a few EEs this academic year, as outlined in the paper. I hope HR gives permission to use ASAP.		Ann Luce
Approved		Sara White
Approved		Philip Ryland
Approved		Gelareh Roushan
Approved		Kerry-Ann Randle
Paper	Summary: British University Vietnam Partner Approval Report	Chair's View
For Ratification		Ratified
Comments		
Have some concerns about the Placement and definition of Mandatory and how the newly revamped 4K will play into this. Also would suggest that BUV colleagues are encouraged to achieve Fellowship/Senior Fellowship via Advance HE via Teach at BU. Would also agree that other recommendations/conditions are met before approval is awarded.		Ann Luce
it would be good to see the responses to the conditions and recommendation prior to approval		Sara White
Approved in principle, subject to sight of responses from the teams involved		Philip Ryland
Approved subject to conditions.		Gelareh Roushan
Conditionally approved		Fiona Knight
I would like more reassurance around recommendation 1 - whilst accepting cultural differences, the students expression of the importance of mental wellbeing and the attraction of BUV as a place of study due to their provision of wellbeing support feels at odds with the response from staff. It would be helpful to know what actions will be put in place to address this recommendation - especially to accommodate a future shift in culture - which seems to be emerging from some of the students feedback.		Kerry-Ann Randle
Paper	Summary: Outcomes from Recent Programme Approval and Review Events and List of Completed Evaluation Events	Chair's View
For Note		Noted
Comments		
Noted		Philip Sewell
Noted		Ann Luce
Noted		Sara White
Noted		Philip Ryland
Noted		Gelareh Roushan
Noted		Fiona Knight
Noted		Kerry-Ann Randle