

BOURNEMOUTH UNIVERSITY

SENATE

Wednesday 22 June 2011, 2.15pm

The Boardroom, Poole House, Talbot Campus

AGENDA

		Paper	Timing
1	<b>Minutes of the Meeting of 16 March 2011</b> • Matters Arising	SEN-1011-69 <i>See minutes note*</i>	2.15
2	<b>Report of Electronic Senate Meeting of 1 to 8 June 2011</b>	SEN-1011-70	
	<b>PART A – Vice-Chancellor’s Communications</b>		2.20
3	<b>National Developments</b>	Verbal report	
4	<b>BU Vision and Values</b>	SEN-1011-71	
5	<b>New Senate Committee Structure</b>	SEN-1011-72	
6	<b>Senate Elected Members</b>	SEN-1011-73	
	<b>PART B – Debate</b>		2.50
7	<b>Common Academic Structure</b>	SEN-1011-74	
	<b>PART C – Other Reports</b>		3.50
8	<b>Review of the Graduate School</b> Confidential paper	SEN-1011-75	
9	<b>Code of Practice – Misconduct in Academic Research</b>	SEN-1011-76	
	<b>PART D – Matters raised by members</b>		
10	None		
	<b>PART E – Routine Committee Business</b>	<i>See minutes note*</i>	4.15
11	Proposed Changes to Assessment Regulations	SEN-1011-77	
12	<b>Minutes of Standing Committees:</b> 12.1 Student Experience Committee, 11 May 2011 12.2 Research and Enterprise Committee, 8 June 2011  <b>School Academic Boards:</b> 12.3 Business School, 18 May 2011 12.4 Tourism, 25 May 2011 12.5 Health & Social Care, 9 June 2011 12.6 Media School, 14 June 2011	SEN-1011-78 SEN-1011-79  SEN-1011-80 SEN-1011-81 SEN-1011-82 SEN-1011-83 Tabled	
13	<b>Any other business</b>		
14	<b>Dates of next year’s meetings:</b>		4.25
	<b>Electronic Senate</b>	<b>In-person Meeting</b>	
	12 October 2011 to 19 October 2011	Wednesday, 2 November 2011	14.15 – 16.30 Boardroom
	22 February 2012 to 29 February 2012	Wednesday, 14 March 2012	14.15 – 16.30 Boardroom
	30 May 2012 to 6 June 2012	Wednesday, 20 June 2012	14.15 – 16.30 Boardroom

Jenny Jenkin  
Director of Student & Academic Services  
Secretary  
June 2011

*\*Minutes note:* confirmed non-confidential minutes that are routinely published are available on the [Governance – University Board and Senate](#) page of the portal

**BOURNEMOUTH UNIVERSITY**

**ELECTRONIC SENATE**

**REPORT OF A MEETING OF ELECTRONIC SENATE held on  
1 JUNE 2011 (9AM) TO 8 JUNE (5PM)**

**STATEMENT ON QUORUM**

The meeting was quorate (15 members and one professoriate observer confirmed their attendance).

**ITEMS FOR NOTING**

**1. SENATE STUDENT EXPERIENCE DEBATE – FEEDBACK (SEN-1011-58)**

Purpose of the paper: To present feedback to Senate from the 'Enhancing the Student Experience at BU' Debate which took place at the November 2010 meeting.

Decision required: Senate was asked to **note** the contents of the paper.

***Chair's Decision***

Item noted. The comment received will be fed back to the Director of Student and Academic Services for progression [Action: Policy and Committees Manager]. Action and progress against the targets will continue to be monitored by the University Leadership Team (ULT).

**2. RESEARCH DEGREES AT BU: A GUIDE TO THE EMPLOYMENT OF POSTGRADUATE RESEARCHERS FOR TEACHING OR DEMONSTRATING DUTIES (SEN-1011-59)**

Purpose of the paper: To present the guidance to Senate which was raised as a matter arising from the March 2011 meeting.

Decision required: Senate was asked to **note** the paper.

***Chair's Decision***

Item noted. The comments received will be fed back to the Academic Standards Committee for consideration [Action: Policy and Committees Manager].

**3. APPROVAL OF HONORARY AWARDS – CHAIR'S ACTION (SEN-1011-60)**

Purpose of the paper: To inform Senate of the approved honorary awards.

Decision required: Senate was asked to **note** the Chair's action.

***Chair's Decision***

Item noted, no further action.

**4. VISITING FACULTY AT BU (SEN-1011-61)**

Purpose of the paper: To inform Senate of the Visiting Faculty at BU.

Decision required: Senate was asked to **note** the contents of the paper.

***Chair's Decision***

Item noted. The comments received will be fed back to the Pro-Vice-Chancellor (Research, Enterprise and Internationalisation) for consideration [Action: Policy and Committees Manager].

## **MATTERS RAISED BY MEMBERS**

None received.

## **MINUTES OF STANDING COMMITTEES**

Decision required: Senate was asked to **note** the minutes. There were **no** 'Recommendations for Approval'.

### **5. ACADEMIC STANDARDS COMMITTEE – 11 MAY 2011 (SEN-1011-62)**

#### ***Chair's Decision***

Item noted, no further action.

### **6. EDUCATION ENHANCEMENT COMMITTEE – 13 APRIL 2011 (SEN-1011-63)**

#### ***Chair's Decision***

Item noted, no further action.

### **7. SCHOOL ACADEMIC BOARD: APPLIED SCIENCES – 23 FEBRUARY 2011 (SEN-1011-64)**

#### ***Chair's Decision***

Item noted, no further action.

### **8. SCHOOL ACADEMIC BOARD: APPLIED SCIENCES – 30 MARCH 2011 (SEN-1011-65)**

#### ***Chair's Decision***

Item noted, no further action.

### **9. SCHOOL ACADEMIC BOARD: APPLIED SCIENCES – 11 MAY 2011 (SEN-1011-66)**

#### ***Chair's Decision***

Item noted, no further action.

### **10. SCHOOL ACADEMIC BOARD: DESIGN, ENGINEERING AND COMPUTING – 25 MAY 2011 (SEN-1011-67)**

#### ***Chair's Decision***

Item noted, no further action.

### **11. SCHOOL ACADEMIC BOARD: MEDIA SCHOOL – 13 APRIL 2011 (SEN-1011-68)**

#### ***Chair's Decision***

Item noted, no further action.

## **DATE OF NEXT MEETING**

**Next in-person meeting:** 22 June 2011, 2.15pm

<b>Paper Title</b>	BU Vision and Values
<b>Paper Number</b>	SEN-1011-71
<b>Paper Author/Contact</b>	Professor John Vinney, Vice-Chancellor
<b>Purpose</b>	To present to Senate the current draft of the BU Vision and Values.
<b>Link to the Strategic Plan</b>	N/a. BU Vision and Values replaces the Corporate Plan and will be followed by a sequence of supporting strategies detailing how the Vision will be delivered and implemented in different areas.
<b>Implications/impacts</b>	None.
<b>Audience</b>	Senate members.
<b>Decision Required by the Committee</b>	Senate is asked to note the current draft, to provide any specific comments and to note that all staff can attend a BU Vision and Values focus group.
<b>Additional committees to consider proposal</b>	University Board – 8 July 2011.
<b>Status of Paper</b>	Non-confidential

## Draft BU Vision & Values – Covering paper

Our current Corporate Plan runs from 2006 to 2012 and the accompanying Strategic Plan from 2007 to 2012. The Strategic Plan was last refreshed in 2009 under the former Chair of the Board and previous Vice-Chancellor. Since the last plan was written the higher education system has changed considerably, and there is more change to come. By preparing our new Vision & Values now, we are ensuring that the University is in the best possible position to respond to the changing sector and the challenges that it is likely to throw at us.

We are therefore replacing the 2006 Corporate Plan with a new BU Vision & Values statement for 2011/12 onwards. This is a headline statement setting out where the University wants to be, and we have deliberately kept it simple, punchy and powerful.

The Vision & Values will be followed shortly thereafter by a sequence of supporting strategies detailing how the Vision will be delivered and implemented in different areas. These supporting strategies will form a roadmap that will be regularly refreshed and kept under continuous review. They will be new strategies but many will draw on best practice from our existing, current strategies.

The draft Vision & Values document that follows encapsulates three key concepts that are important to me and emerged strongly from the ideas that you shared with us during the conversation events in the spring term. We have listened carefully to what you have told us and considered it in the light of emerging developments at national level, for example increasing marketisation of the higher education sector, increasing national and international competition, changes in funding and student finance arrangements in England, and anticipated Government policy direction.

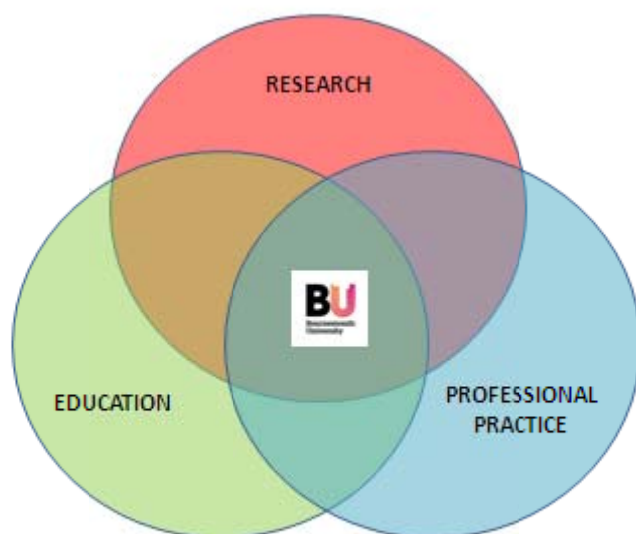
I would be grateful for your views on this draft, and particularly your response to the following questions:

1. Do you agree that the Vision & Values outlines a clear and distinctive direction for Bournemouth University, and therefore would you broadly endorse it? Is there anything important that you feel is missing?
2. What do you think are the opportunities and threats associated with the implementation of the Vision & Values?
3. How would we measure success against the Vision & Values? For example, do we want our National Student Survey results to increase by x%? (We should measure our success using indicators that are within our control, rather than benchmarks against other institutions).

There are three ways that you can share your thoughts with us. Either send an email to [visionandvalues@bournemouth.ac.uk](mailto:visionandvalues@bournemouth.ac.uk), visit our Vision & Values Confluence site and leave your comments on the discussion board: <http://bit.ly/kuuNyT>, or come along to one of the Vision & Values Focus Groups – further details are available here: <http://bit.ly/iKrype>.

The final deadline for all comments will be **Monday 27 June**. This is so that we can present a final version to the Board on 8<sup>th</sup> July.

## BU: Creating, sharing, empowering



### **BU Vision 2020**

*BU will be an internationally recognised community: empowering students and graduates by creating and sharing knowledge through a unique fusion of excellent education, research and engagement with the professions.*

### **BU Values – to define our identity and set out our guiding principles**

<b>1. Academic Excellence</b>	<ul style="list-style-type: none"> <li>• Committed to high quality</li> <li>• Celebrating the joy of discovery in everything we do</li> <li>• International relevance of our work</li> <li>• Constantly seeking to improve</li> </ul>
<b>2. Achievement</b>	<ul style="list-style-type: none"> <li>• Recognising and celebrating success</li> <li>• Valuing ourselves and others</li> <li>• Committed to supporting and developing people</li> <li>• Inspiring confidence and pride in BU</li> </ul>
<b>3. Authenticity</b>	<ul style="list-style-type: none"> <li>• True to our vision</li> <li>• Open and honest</li> <li>• Transparent and reputable</li> <li>• Courageous and willing to take ownership</li> </ul>
<b>4. Creativity</b>	<ul style="list-style-type: none"> <li>• Embracing diversity</li> <li>• Encouraging innovative and creative thinking</li> <li>• Inspiring thought leadership</li> <li>• Cultivating a strong sense of academic enquiry and encouraging an entrepreneurial spirit</li> </ul>
<b>5. Responsibility</b>	<ul style="list-style-type: none"> <li>• Embracing change positively and creatively</li> <li>• Aiming for inclusivity and internationalisation</li> <li>• Ensuring sustainability</li> <li>• Improving our environment</li> </ul>

At the heart of the BU Vision is a powerful **fusion of research, teaching and professional practice**, which will be delivered through three themes:

## **FUSION**

Excellent education at BU will be founded upon the combination of high academic standards and first-class teaching informed by world-leading research and professional engagement. Our first class teaching will be based on best practice in the sector and we will highlight and use the latest approaches and technology.

BU will create and share knowledge through research activity, broadly defined to include aspects of enterprise. We will develop nationally and internationally recognised areas of academic excellence, of both academic and societal impact and value. We will ensure that BU programmes and initiatives are driven by both academic research and practice-based content, creating professionally accredited, market-relevant provision.

BU will support an exceptional level of engagement with the professions. Programmes will be grounded by strong opportunities for applied experience in professional practice. Through adding value to the future workforce and supporting business with innovation, we will drive future business success. Our programmes will support placements and further opportunities to engage in real life entrepreneurship & innovation.

BU will focus on real-world problem solving. We will be a major regional strategic resource with national and international credibility. We will work with managers and organisations to identify needs and construct networks to help improve performance. BU academics will be experts in their profession. Students will be supported by a range of highly skilled academic staff, some of whom are leading members of professional bodies, advisory committees and organisations; informing and influencing the development of regional, national or international policy.

BU staff will be respected for their commitment and expertise in developing future leaders and contributors to business and society. We will participate and lead debate and discussion with leaders and managers to stimulate creative, productive thought and action in our communities of interest.

BU's high-performing professional service teams will work collaboratively, imaginatively and proactively to lay the foundations for students and staff to achieve extraordinary things. They win recognition for this within the HE sector and beyond. The services delivered are highly focused and relevant: valued for their quality, efficiency, the expertise and professionalism of the staff involved and their willingness to listen, learn and evolve. We will be efficient and manage our cost, and deliver great service.

BU will have world class, industry standard facilities to equip students and staff with the skills they need for today's professions.

## **INTERNATIONALLY RECOGNISED COMMUNITY**

BU will be internationally recognised for its unique fusion of education, research and engagement with the professions, and will develop as an increasingly lively and ambitious academic community with an international outlook. We will be the destination of choice for ambitious and talented staff and students who strive for academic excellence in everything they do. BU will develop constantly the skills base of staff, providing opportunities to ensure that they stay ahead of the curve in areas of education and professional practice and that students benefit from the latest trends.

BU will engage in strategic partnerships locally, regionally, nationally and internationally and will build a global network of high quality academic and professional partners. These partnerships will be in key areas of academic and professional activity that reflect BU's vision, values and priorities. Partnerships will aim to develop co-operation in targeted areas of academic activity, professional practice and community activity such as the Arts. Working with local and regional partners will ensure that BU plays an important and responsible role in the community. Working on a national and international basis will make BU a truly global community, focusing on high quality academic partnerships with like-minded institutions in key countries of activity.

BU will be at the heart of a global network of students, alumni and academics working in partnership across the world in pursuit of research and educational excellence that makes a difference in the world. With a continual sharing of ideas, knowledge and learning BU staff, students and alumni gain a global perspective and participate as global citizens in considering societal challenges and shaping the world in which we live.

BU recognises the importance and impact of education on society, and contributions by both staff and students proactively will help meet societal needs and support societal development. We will ensure that authenticity and corporate social responsibility underpins all that we do, and we will use our research, research services, and our work with industry to shape policy and practice.

#### **EMPOWERING STUDENTS AND GRADUATES**

BU will empower students by providing a distinctive fusion of learning experiences and a solid platform from which to launch successful careers. At BU, students will develop high levels of graduate skills such as analysis, research, reflection, and lifelong learning, alongside professional abilities and attributes. At the point of graduation, BU students will not only be employable but will also make a positive addition to the workforce through their creativity, innovation, flexibility and adaptability.

We are passionate about making our students and corporate customers delighted with BU. We will put them first which means we will understand their real needs, treat them as individuals and provide clear information and advice. We will aim to offer the best level of satisfaction amongst Universities, delivering an unbeatable combination of our products and services. We will equip our students with the professional skills and knowledge needed to be successful in the workplace and for lifelong learning. Professional development will be part of every student's degree programme and will continue through their career after leaving BU.

Our graduates will have integrity and be grounded within a culture of good professional practice and social responsibility. Our engagement with the professions means there will be a continuous benchmarking of the skills needed by employers to reflect the changing demands of the workplace.

*John Vinney  
Vice-Chancellor  
24 May 2011*



<b>Paper Title</b>	New Senate Committee Structure
<b>Paper Number</b>	SEN-1011-72
<b>Paper Author/Contact</b>	Nichola Kett, Policy and Committees Manager
<b>Purpose</b>	To present to Senate the new committee structure which has emerged from the committee audit.
<b>Link to the Strategic Plan</b>	Efficiency; student satisfaction; environmental sustainability.
<b>Implications/impacts</b>	Reduction in the number of formal BU committees. Full details will be contained in the final terms of reference (including changes to membership).
<b>Audience</b>	Senate members
<b>Decision Required by the Committee</b>	Senate is asked to give in principle agreement to the new Senate committee structure and for the final terms of reference to be signed off by Chair's Action on behalf of Senate.
<b>Additional committees to consider proposal</b>	The structure will be presented to University Board on 8 July 2011.
<b>Status of Paper</b>	Non-confidential

## Background

At its meeting on 11 November 2010, the University Board Audit and Risk Committee approved the following recommendations:

1. That an audit of Senate and Executive committees is undertaken with the aim of:
  - Rationalising the committee structures (where possible);
  - Identifying and documenting all committees with a formal reporting line into the deliberative committee structure; and
  - Clarifying committee responsibilities, delegated authority, and reporting lines (using a standard terms of reference template).
2. Following the committee audit, that all committee terms of reference are centrally recorded and made widely and easily accessible to all stakeholders.

## **Consultation Process**

### Senate Committee Members' Survey – July to September 2010

Completed by 26 members of staff. Initial feedback gathered.

### Senate – February/March

Paper presented to Electronic Senate and comments taken into account.

### University Leadership Team – 1 March

Paper presented and way forward with audit agreed.

### Focus Groups – April and May

Three focus groups of committee stakeholders were held with a total of 20 participants.

### Staff Questionnaire – 11 April to 5 May

Completed by 18 members of staff.

### University Leadership Team – 24 May and 7 June

Final comment on and approval of new structure.

## **Broad Themes from Consultation**

### Structure:

- The current structure is overcomplicated and needs to be simplified.
- Faster and clear decision-making is needed.
- Build the link between Senate and Executive committees.
- Reduce multiple reporting.
- The role and placement of the Education Enhancement Committee.
- The role of elected members/representatives needs to be clarified.
- Schools should have the same formal committee structures.
- School Academic Boards: unclear/broad terms of reference; operate differently across Schools (some share information, some make decisions some have little discussion); poor attendance; lots of reports received; no apparent formal link between ULT and Schools; support for move to SABs as “mini Senates” with academic debate.

### Operation/support:

- Communication of committee outcomes needs to be improved.
- The key role of those supporting committees.
- Approval and review process for committees needed.
- Timetabling of committee meetings to allow for prompt progress of business.
- Location of formal committee documentation.
- Meeting etiquette.
- Better way to share information/best practice than a committee meeting.

- Chairing.
- Templates (agendas, minutes, etc.).
- Informal committees.

### Summary of Main Proposed Changes (by committee)

Academic Administrative Team	Not required to be a formal committee. Relevant matters can be fed into the appropriate formal committee.
Academic Planning Group	<ul style="list-style-type: none"> <li>• Business now discussed at the University Leadership Team.</li> <li>• Additional 'check' for academic developments to be built into process for new programmes/frameworks and partnerships.</li> </ul>
BU and Partner Administration Team	Removed – not a formal committee
Carbon Management Group	Incorporated into new Corporate Social Responsibility Committee
Constitution and Procedures Committee	Removed – to be replaced with a formal approval and review process.
Continuing Professional Development group(s)	Removed – incorporated within project committee structure
Corporate Social Responsibility Committee	Incorporates Environmental Strategy Group, Carbon Management Group, Fair Trade Steering Group, Travel Plan Group and non-academic ethical issues.
Education Enhancement Committee	Part of the Student Experience strategy so merge the terms of reference within the Student Experience Committee and the Student Journey Steering Group (one of the Student Experience Working Groups).
E-Learning Enhancement Forum	Not required to be a formal committee. Responsible to Student Experience Committee for the delivery of a specific body of work.
Environmental Strategy Group	Incorporated into new Corporate Social Responsibility Committee.
Fair Access Working Group	A temporary task and finish group established by the Fees Board so not reflected in the formal committee structure.
Fair Trade Steering Group	Incorporated into new Corporate Social Responsibility Committee. <i>*TO BE CONFIRMED may be a requirement of Fair Trade Status*</i>
Global Perspectives Group	Removed – not a formal committee
Graduate School Academic Board	Status to be confirmed once outcome of review known.

Major Incident Group	Removed – task and finish group per incident.
Quality Assurance Standing Group	Incorporates Assessment Standing Group and External Examiner Review Group, looks at University-wide matters and advises Academic Standards Committee.
Research Ethics Committee	<ul style="list-style-type: none"> <li>• Widened out (in line with discussion at March Senate) to include all academic ethical issues (teaching and research).</li> <li>• Non-academic ethics will be considered at the Corporate Social Responsibility Committee.</li> </ul>
Research Excellence Framework committees	<ul style="list-style-type: none"> <li>• REF Academic Steering Group, REF Academic Leadership Team, REF Code of Practice Steering Group are temporary task and finish groups established under the authority of the PVC (Research, Enterprise and Internationalisation) so not reflected in the formal committee structure.</li> </ul>
School Academic Board	<ul style="list-style-type: none"> <li>• Major review to terms of reference needed based on feedback from consultation.</li> <li>• Add enhancement into terms of reference.</li> </ul>
School Academic Standards Committee	<ul style="list-style-type: none"> <li>• Previously School Quality Assurance and Enhancement Committee.</li> <li>• Move enhancement to School Academic Board.</li> <li>• Include a postgraduate research student element.</li> <li>• Primarily reports to Academic Standards Committee with a secondary reporting line to School Academic Board.</li> </ul>
School Executive meetings	Not required to be a formal committee. Relevant matters can be fed into the appropriate formal committee.
School Quality Assurance and Enhancement Committee	<ul style="list-style-type: none"> <li>• Change to School Academic Standards Committee to reflect University structure and enhancement to be discussed at School Academic Board.</li> </ul>
Staff Development Steering Group	Not required to be a formal committee. Relevant matters can be fed into the appropriate formal committee.
Travel Plan Group	Incorporated into new Corporate Social Responsibility Committee.
University Admissions Team	Removed – specific piece of work (allocation of student numbers), not required to be a formal committee.

The following should underpin all that BU does (to be mentioned on all agendas, in the terms of reference and in the ‘impacts’ section of the paper cover sheet):

- Internationalisation
- Dignity, disability and equality
- Fair access
- Widening participation
- Environment/sustainability

### Supporting Package of Information

1. Committee Policy and Procedures (mandatory): principles and practices of formal BU committees and procedures such as approval/review of committees and voting/elections (incorporates Senate Standing Orders).
2. Committee Guidelines: re-packaged Committee Guidance.
3. Terms of reference for all formal committees using the standard template.
4. Sharepoint committees site (see below)
5. Updated Scheme of Delegation.

### Approval Process

1. In principle approval of new structure by Senate – 22 June.
2. Presentation of structure to University Board – 8 July.
3. Updating of terms of reference (including a review of membership) to be signed off by Chair's Action.
4. Communication of changes.
5. New structure implemented – September.

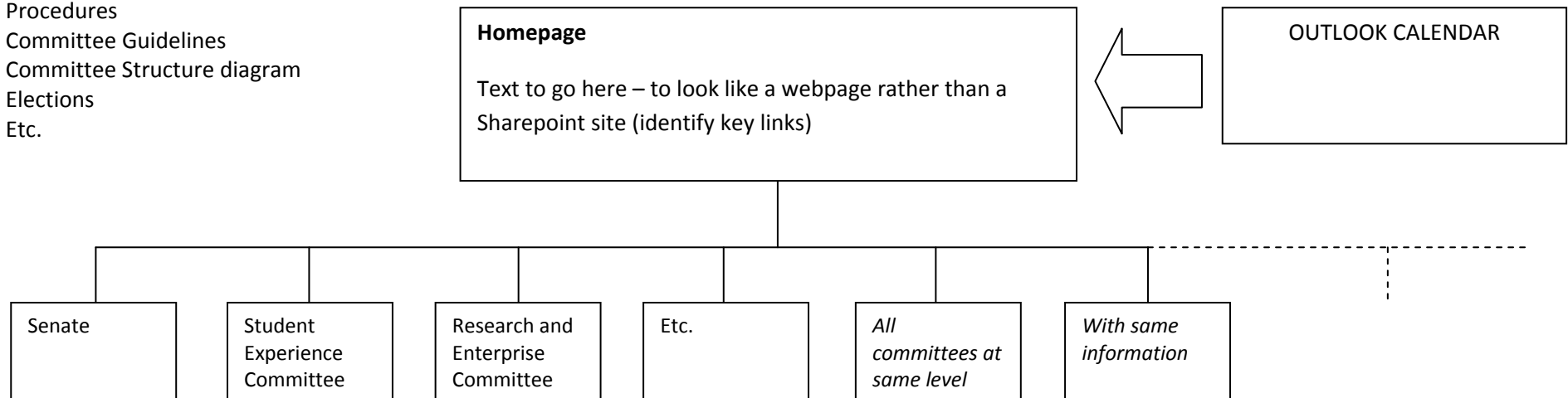
No	Committee	Responsible for Terms of Reference	Notes
1	Senate	VC	Minor changes to reflect new structure
2	Academic Ethics Committee	Independent Chair	
3	Academic Standards Committee	DVC (SEEPP)	No change
4	Research and Enterprise Committee	PVC (REI)	No change
5	Student Experience Committee	DVC (SEEPP)	
6	Internationalisation Committee	TBC	
7	Partnership Board	DVC (SEEPP)	No change
8	Quality Assurance Standing Group	DVC (SEEPP)	Not yet formalised
9	Student Experience Steering Groups	DVC (SEEPP)	With Director of SAS
10	School Academic Board	VC	With Deans
11	School Academic Standards Committee	DVC (SEEPP)	With Deans
12	School Research and Enterprise Committee	PVC (REI)	No change
13	School Student Forums	DVC (SEEPP)	With Deans

14	Framework Management Team	Deans	No change
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## COMMITTEE SHAREPOINT SITE

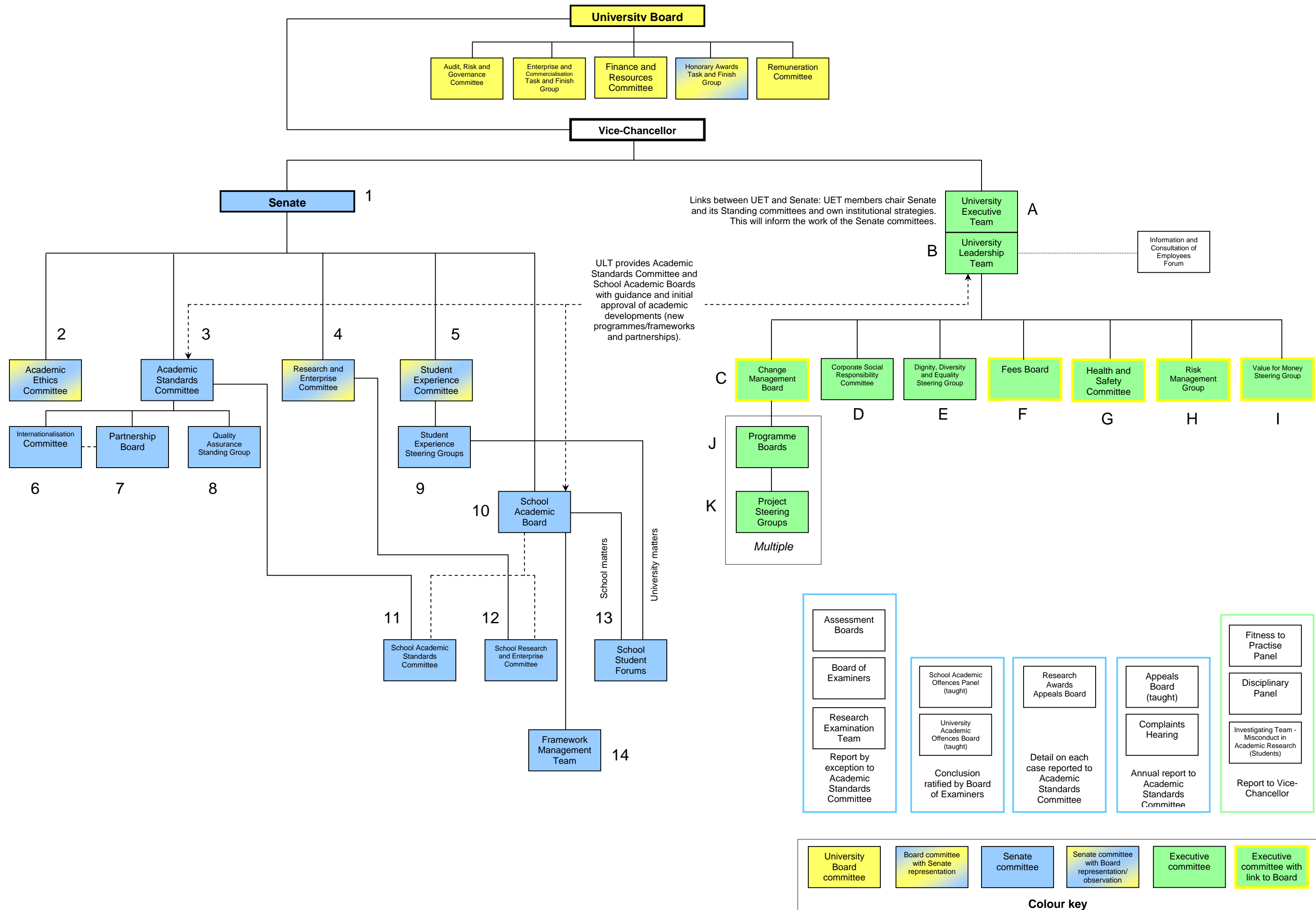
### General Info

- Articles of Government
- Committee Policy and Procedures
- Committee Guidelines
- Committee Structure diagram
- Elections
- Etc.



### Each Committee page to have:

- Terms of reference
- Membership (n.b. need to manage appropriate access)
- Agenda, minutes and papers (tasks/actions, templates and versioning)
- "Digest" and what is coming up





<b>Paper Title</b>	Senate Elected Members
<b>Paper Number</b>	SEN-1011-73
<b>Paper Author/Contact</b>	Nichola Kett, Policy and Committees Manager
<b>Purpose</b>	To inform Senate of the outcomes of the Senate elected nominations process.
<b>Link to the Strategic Plan</b>	None
<b>Implications/impacts</b>	None
<b>Audience</b>	Senate members
<b>Decision Required by the Committee</b>	Senate is asked to note the contents of the paper.
<b>Additional committees to consider proposal</b>	None
<b>Status of Paper</b>	Non-confidential

<b>School of Applied Sciences</b>	<p><b>Election held, elected member is:</b> Damian Evans (Demonstrator – Field and Collections)</p> <p>Runners-up: Tilak Ginige (Senior Lecturer in Environmental Law) Dr Wei-Jun Liang (Senior Lecturer) Dr Kevin McGhee (Lecturer/Framework Leader)</p>
<b>Business School</b>	Anne Allerston (re-elected without opposition for one further academic session)
<b>School of Design, Engineering and Computing</b>	Sheridan Jeary (re-elected without opposition for one further three year term)
<b>School of Health and Social Care</b>	Dr Carol Bond (re-elected without opposition for one further three year term)

<b>Media School</b>	<p><b>Election held, elected member is:</b> Jill Quest (Senior Practice Fellow)</p> <p>Runner-up: Guy Montrose (Demonstrator)</p>
<b>School of Tourism</b>	Clive Allen (re-elected without opposition for one further three year term)
<b>ALL Academic Staff (two)</b>	David Newell and John Tarrant have been invited and agreed to remain on Senate for one further academic session pending a review of these roles.
<b>ALL Professional and Support Staff (two)</b>	<p><b>Election held, elected members are:</b> James Holroyd (Business Analyst, Estates and IT Services) Jacky Mack (Academic Partnerships Manager, Student and Academic Services)</p> <p>Runners-up: Paul Breakwell (Head of Communications, Marketing and Communications) Caroline Farwell (Communications Coordinator, Marketing and Communications) Christine Scholes (Student Services Additional Learning Needs Manager (Acting), Student and Academic Services) Julia Taylor (Centre for Research and Enterprise Manager, Financial and Commercial Services)</p>

<b>Paper Title</b>	A Common Academic Structure (CAS) for Bournemouth University Taught Programmes
<b>Paper Number</b>	SEN-1011-74
<b>Paper Author/Contact</b>	Professor Tim McIntyre-Bhatty, Deputy Vice-Chancellor (Student Experience, Education and Professional Practice)
<b>Purpose</b>	To present to Senate the concept of a CAS for BU taught programmes.
<b>Link to the Strategic Plan</b>	Student experience
<b>Implications/impacts</b>	None at this stage
<b>Audience</b>	Senate members
<b>Decision Required by the Committee</b>	Senate is asked to consider the implications of the paper and debate the potential benefits of a consistent calendar and CAS.
<b>Additional committees to consider proposal</b>	If supported, the University Leadership Team is to decide upon implementation process post-Senate.
<b>Status of Paper</b>	Non-confidential

# A Common Academic Structure (CAS) For Bournemouth University Taught Programmes

## 1. Introduction

Bournemouth University is currently re-defining its Vision and Values and is placing the enhancement of the student experience at the heart of University activity. The University is operating under a policy context of the reduction/deletion of HEFCE funding for higher education and a move towards deferred student contributions/loans. In addition, all universities will be required to publish programme-level Key Information Sets (KIS) that will include measures of and information regarding contact/student learning time, assessment types, and National Student Survey (NSS) performance amongst other factors that may influence applicant choice. Cornerstones for the policy changes and interventions in higher education funding and information provision are the concepts of transparency and of equity, both across and within higher education institutions.

Against this policy context, the University Leadership Team (ULT) on 15 March 2011 discussed a number of principles proposed by the simplification group and agreed that the University should implement the following:

1. Simplify units/courses/academic years.
2. Agree a single structure, either long-thin full year units or short-fat semester units.
3. Establish unit specification templates including assessment.

ULT on 10 May 2011 re-confirmed and extended the agreement such that 1 and 2 above were effectively merged into the formalisation of a common academic structure (CAS) and a common academic calendar for taught programmes which would apply to all (excluding Partner Colleges and outwith of the consistent academic calendar for block delivery).

The primary aim of implementing a CAS within BU is to enhance the student experience - of which education enhancement is a core, whilst not exclusive, component. All direct and indirect benefits and impacts on the student experience require consideration, not only those relating to education enhancement and pedagogy. Furthermore, BU staff need to adequately consider and then express the student experience that the University will provide in the future, supporting the new BU2020 Vision & Values statements, and not simply consider the facilitation of the current student experience. Equity provides for an entitlement for students, often expressed as a minimum entitlement with regard to learning experiences and learning opportunities and this will likely be linked to delivery of a Student Charter under the current higher education policy context. This concept of equity is not an attempt to standardise the student experience, since student experiences will be different in different subject areas and in addition some students will not take opportunities provided to them through their entitlement. However, the University has a responsibility to provide and continually enhance high quality learning opportunities and experiences and all programmes should contain a minimum entitlement to learning opportunities that support the BU student experience (BU Proposition).

This position paper sets out principles of the CAS that allow for enhancement of the student experience in support of BU2020. The paper contains two main sections relating to an Academic Calendar and a Common Academic Structure (CAS). It is important to note that the University will increasingly move towards a position of clearly expressing and fostering student engagement throughout study, as part of enhancing the student experience, and any academic calendar and CAS must effectively facilitate student engagement as part of the high quality student experience at BU. Further considerations are noted at the end of the position paper.

## 2. Academic Calendar

A consistent academic calendar across all taught programmes of the University allows for considerable transparency and equity of teaching and learning activity for all students, irrespective of School and subject, year of study and even mode of study. In this manner, and with the supporting infrastructure of unit specifications, initial expectations of the BU student experience (BU Proposition) and student engagement are clear both before application to the University, within the period of study and across different student groups/cohorts with regard to equity.

Indirectly, the adoption of a consistent academic calendar frees significant resources from multiple re-invention of systems and processes, and/or the legacy continuation of inefficient and duplicative systems for a number of routine, semi-routine and complex tasks and interactions between Schools and Professional Services. A consistent academic calendar is clearly understood by all members of BU who can share common expectations of start, interim and finish periods for the academic year, the services that will be available and provided within BU at any particular time, and the organisation and management of those services within BU.

Administratively, Professional Services staff will be better able to support academic staff and students under a consistent academic calendar, by using consistent processes and procedures at planned intervals throughout the academic year. The gain in efficiency would free the time of Professional Services staff for higher-level functionality and provide for better support for students and for academic staff at appropriate times of the year.

There is also much to be gained from enhanced physical sharing of infrastructure, and potentially sharing teaching and learning activity, that would result under a consistent academic calendar. The University already faces significant issues with regard to effective timetabling and there is some evidence that timetabling aperiodically has been disruptive to the student experience. Furthermore, a consistent academic calendar will allow staff to reconsider assessment deadline staggers and assessment timetables.

A number of the issues above affect directly and indirectly the current student experience at BU and it is important to remember that over the lifetime of the NSS BU students remain dis-satisfied with Organisation & Management, which consistently scores lower than many other aspects of the BU student experience (Appendix 1). In addition, the NSS performance of BU under the Organisation & Management category is on average not mirrored by the higher education sector (Appendix 2). BU must endeavour to correct this situation.

### 3. Common Academic Structure

Many activity/delivery patterns for teaching and learning within units and programmes are the result of pedagogical legacy and precedent as well as the experience and good practice of academic staff. This is reflected in the fact that there is a mix of patterns at BU although 56% of undergraduate units are delivered/timetabled in a short-fat format.

The implementation of a CAS will allow academic staff to re-consider the pedagogical basis for teaching, learning and assessment activity alongside the Vision of BU2020 and the student experience that the University will provide in the future.

*BU: Creating, Sharing, Empowering*

*BU Vision 2020: BU will be an internationally recognised University, empowering students and graduates by creating and sharing knowledge through a unique fusion of excellent education, research and engagement with the professions.*

On the assumption that the standard academic calendar is incepted -- and the associated benefits accrued -- a CAS will still need to remain flexible enough to be able to house and facilitate an appropriately wide range of teaching, learning and assessment approaches within different units and programmes to ensure delivery of enhanced educational experiences, student learning opportunities and strategic gains in line with the Vision of BU2020.

Outwith of the traditional debate of the advantages and disadvantages of long-thin structures and semesters, there are a number of potential enhancements, learning opportunities and additional benefits that are facilitated only by shorter modules and semesters:

- Semesters allow for more substantial academic challenge at the end of the semester and may therefore allow for a greater move towards student engagement, student autonomy and a culture of independent study in year one and earlier in the student educational journey. This cultural transition would be matched by BU's future

commitment to enhanced personal development coaching and support as part of the Student Experience Strategy (BU2020: *'empowering students'*).

- Formative assessment comes to the fore in semesters, due to the compressed nature of the units and this is a positive aspect of the student experience and student engagement. There are numerous sources of independent evidence that assessment and formative assessment is vitally important to the student experience but that higher education institutions continue not to meet student expectations in this regard. A move to semesters will clearly indicate the need for staff to re-consider formative assessment aspects of the student experience and to enhance the feedback currently given. It would also provide an opportunity for staff to consider summative assessment strategies across the different levels of study within higher education. Refer to Appendix 1 regarding the performance of BU in the NSS with regard to Assessment & Feedback. Addressing these issues and delivering on student expectations will be demanding and challenging but BU cannot afford not to prioritise Assessment & Feedback enhancement as a key part of the student experience (BU2020: *'excellent education'*).
- Shorter semester placements and work-related learning projects can provide an additional option within programmes as BU increasingly seeks to capitalize upon and enhance its reputation for professional practice and employability (BU2020: *'engagement with the professions'*).
- Inward and outward student mobility is facilitated since the majority of higher education structures worldwide are semesterised (BU2020: *'internationally recognised'*).
- Semesters can provide for better attendance in the early part and throughout the year and spread assessment workload more evenly, compared to the traditional reliance on heavier end of year assessment.
- Students who do not complete a full year of study are more likely to have completed at least some of their units fully within the first semester. This provides for better student achievement for those non-completers, who can gain credit for their achievement and consider later return to study.
- Staff Visiting Professor/Fellow/Scholar inward and outward mobility is facilitated by a system matching much of the global higher education system, as are research and research sabbaticals where team-teaching of units is not employed (BU2020: *'creating and sharing knowledge'*).



- Semesters easily allow for two intakes per year in selected areas of the University. This would facilitate international, part-time and CPD target audiences. Please note that the University is under-represented against a number of these market segments and a structure that facilitated potential gains would be of strategic benefit.
- A common move to a long-thin structure is not possible in parts of HSC and therefore non-semesterisation would negate the principle of consistency in academic structure across the University.

Core building blocks for a CAS are common credit-rated unit sizes and unit templates based upon:

- Common 20 credits unit sizes as the norm.
- A common menu of choices for assessment patterns and instruments, with minimum and maximum limits of assessment per 20 credits.
- Pre-requisites for movement from one level of higher education study to another (not within levels of higher education).
- Co-requisites to allow for 'bundling' of modules for specific programmes and integrated assessment where necessary.
- Flexibility with regard to (larger) credits-rated project modules that may be required to run throughout the academic calendar.

## 4. Further Considerations

There remain a number of issues to be clarified including: CAS flexibility to provide for potential programme requirements for field work components which may be shorter than semester length; and programmes which may have to extend beyond the academic calendar for regulatory reasons. Further work and external benchmarking in these areas will be conducted.

The pedagogic implications of the transition require embedding with all staff with regard to a fresh consideration of teaching and learning patterns/activity, and formative and summative assessment, however it is envisaged that the transition will be phased/roll-through in order to attempt to minimise disruption – although programme structure transition will need to be considered holistically. Furthermore, the transition should be effected with an absolute minimum need to re-approve programmes.

The implications of the inception of a consistent academic calendar also require mapping with regard to inter-semester breaks, induction, assessment deadline staggers and examination timetabling within year, as well as further necessary extensions of the flexibility of the CAS as noted above.

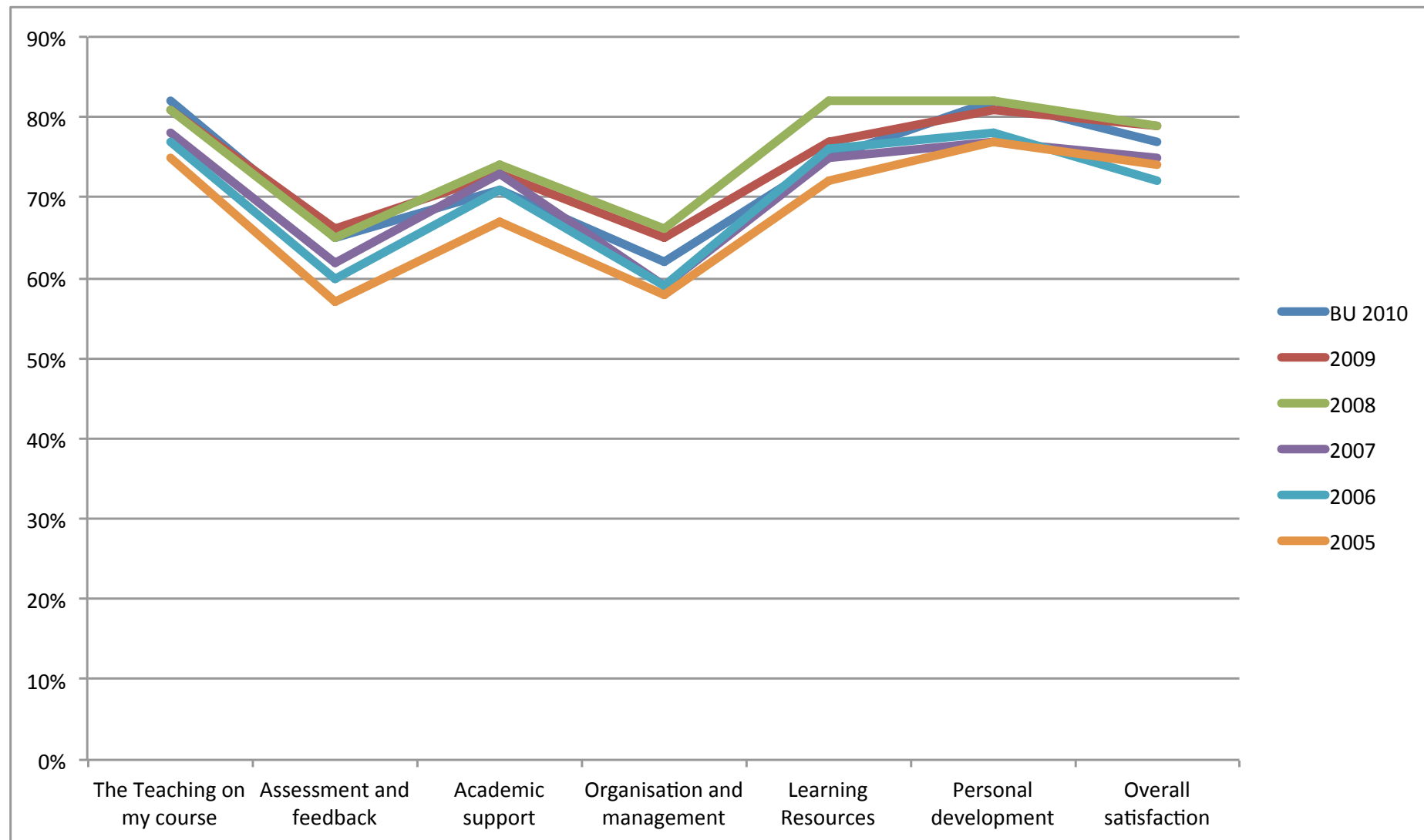
Although 56% of the current undergraduate units within the University are short-fat (and hence a transition to a semesterised CAS would require less global transition of process and pedagogy than the opposite scenario) clear project plans and milestone activity charts are required for the potential transition. The project milestones should be discussed at ULT at the earliest opportunity.

In association with the above it is necessary to quantify the additional finance and resources benefits of the potential transition. These should be discussed alongside the milestone activity chart at ULT.

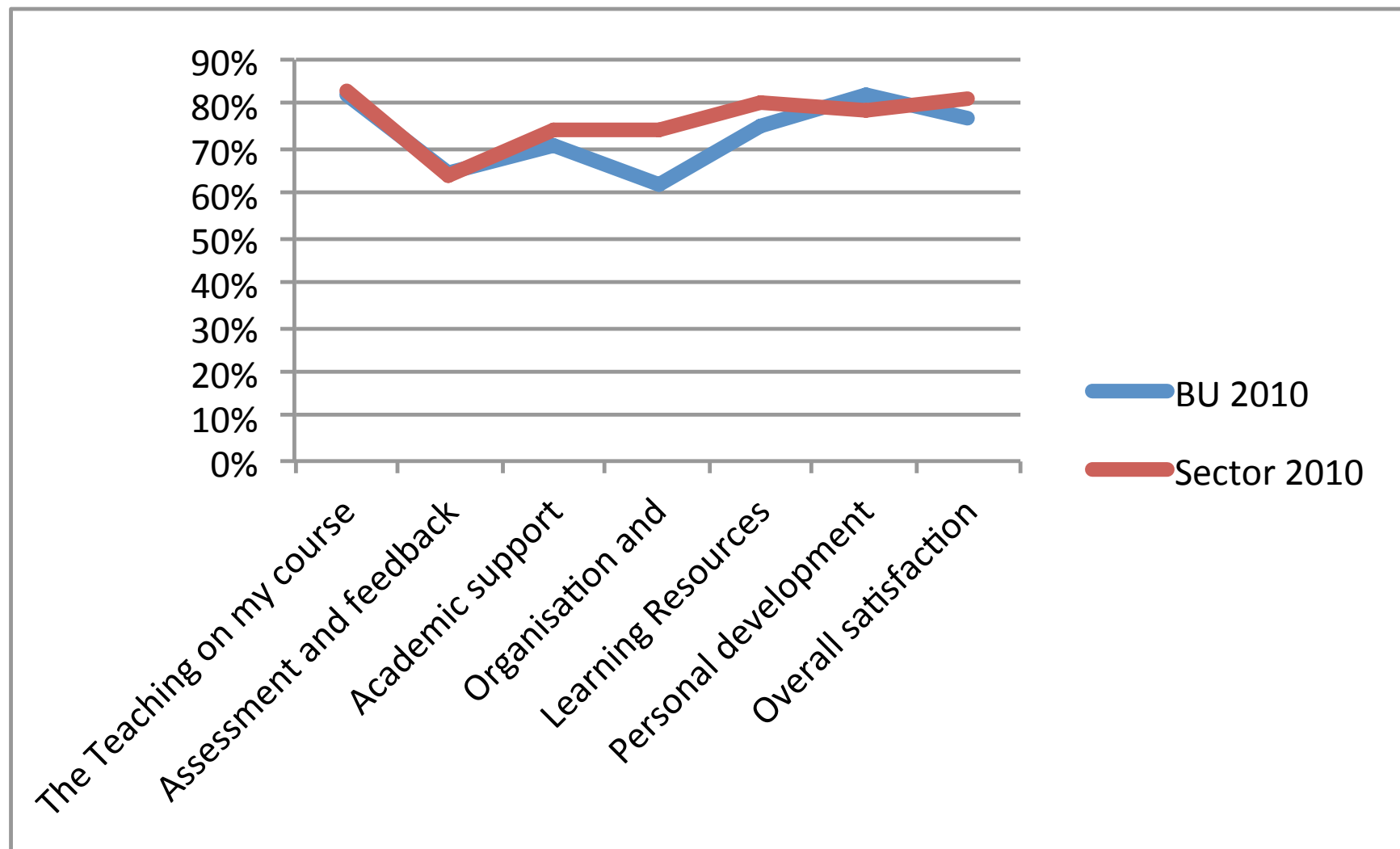
Professor Y T McIntyre-Bhatty

Deputy Vice-Chancellor

# Appendix 1: BU's Shape 2005-2010



# Appendix 2: BU vs Sector 2010



<b>Paper Title</b>	Code of Practice on Misconduct in Academic Research (COPMAR)
<b>Paper Number</b>	SEN-1011-76
<b>Paper Author/Contact</b>	Jennifer Taylor, Educational Development and Quality Manager
<b>Purpose</b>	To seek Senate's approval for the final version of the COPMAR to be signed off by Chair's action.
<b>Link to the Strategic Plan</b>	None
<b>Implications/impacts</b>	None
<b>Audience</b>	Senate members
<b>Decision Required by the Committee</b>	Senate is asked to agree that (following recommendation of approval by the Academic Standards Committee) the final COPMAR be signed off by Chair's Action on behalf of Senate. <sup>1</sup>
<b>Additional committees to consider proposal</b>	None
<b>Status of Paper</b>	Non-confidential

The outcomes of an investigation into the handling of a student complaint (commissioned by the Director of Student and Academic Services and published in December 2010) endorsed a recommendation that the Code of Practice on Misconduct in Academic Research (COPMAR) should be updated.

COPMAR will be updated as follows and presented to the Academic Standards Committee meeting on 29 July 2011:

- Regularise the documentation with other similar policies to ensure parity.
- Update terminology (especially in terms of roles).
- Confirmation of ownership of the policy.

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<sup>1</sup> Relevant extract from Academic Standards Committee terms of reference: *10. To make recommendations to Senate on policies and regulations for the admission and the assessment of students including postgraduate research degrees students.*

<b>Paper Title</b>	Proposed Changes to Assessment Regulations
<b>Paper Number</b>	SEN-1011-77
<b>Paper Author/Contact</b>	Netta Silvennoinen, Senior Quality and Enhancement Officer
<b>Purpose</b>	To present to Senate the proposed changes to the assessment regulations.
<b>Link to the Strategic Plan</b>	None
<b>Implications/impacts</b>	As detailed in the paper.
<b>Audience</b>	Senate members
<b>Decision Required by the Committee</b>	Senate is asked to approve the proposed changes to the assessment regulations. <sup>1</sup>
<b>Additional committees to consider proposal</b>	None
<b>Status of Paper</b>	Non-confidential

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<sup>1</sup> Relevant extract from Academic Standards Committee terms of reference: *10. To make recommendations to Senate on policies and regulations for the admission and the assessment of students including postgraduate research degrees students.*

## Academic Standards Committee

### Review of Assessment Regulations

#### Recommended changes for academic year 2011-12

6<sup>th</sup> June 2011

## 1 Review process

- 1.1 The Quality Assurance Standing Group (QASG) provides an advisory role for Academic Standards Committee (ASC) on matters pertaining to quality and standards. In March 2011, the Group considered feedback received from Schools and Professional Services since the implementation of the current set of standard assessment regulations for taught programmes and proposed a number of changes for implementation from September 2011. These were presented to ASC in May 2011 for agreement with a number of additional discussion points highlighted for further consideration by ASC Members.
- 1.2 The draft changes supported by ASC are outlined in the attached undergraduate assessment regulations and summarised in Section 2 below. The changes are recommended for Senate approval with effect from academic year 2011-12.

## 2 Proposed changes

- 2.1 **RECOMMENDATION TO SENATE:** that the following proposed changes to the standard assessment regulations for taught programmes are approved by Senate for implementation from September 2011 (see attached undergraduate regulations for the proposed wording):
- i) **Section 2 Period of Registration:** CPD registration period to be added to section 2.1. Section 2.2 to clarify that any adjustments to the period of registration should be made by the Board.
  - ii) **Section 4 - Compensation:** Section 4.1 to indicate that compensation can only be applied to the first attempt (including any subsequent attempt taken as a first attempt due to mitigating circumstances) and hence cannot be applied at resit boards.
  - iii) **Section 5 – Progression:** Reference to the completion of supervised work experience to include non-sandwich placements in Sections 5.1 and 5.2.
  - iv) **Section 7 - Awards:**
    - o sentence in Section 7.4 of the undergraduate regulations which states that by accepting a non-honours degree the student waives his/her right to be assessed or reassessed in the remaining credits to be removed. This will allow students who have chosen to leave before reaching the terminal award to re-apply to return to complete their degree at a later date subject to the academic judgement of the receiving Programme Coordinator.
    - o Aegrotat award to be listed in Section 7.6.
    - o reference to credited work experience to be deleted in Section 7.7.
    - o reference to the award of credit (as opposed to named awards) to be added to new Section 7.8 to cover CPD provision.
  - v) **Section 10 – Provision for candidates with valid reasons for poor performance:**
    - o Section 10.2 to state that where a student who has passed a unit is granted an opportunity 'as for the first time' to improve his/her performance due to mitigation, the second mark will stand if the student takes up the Board's offer.
    - o Section to clarify that 10.3 only applies to students who are unable to take further assessments/reassessments due to exceptional circumstances (such as terminal illness or death) and who have not achieved the required number of credits. All Board decisions taken under 10.3 to be ratified by the Chair of Senate to ensure consistency.
    - o Section 10.4 to clarify that awards made under 10.3 will not carry the full credits for the award.

## STANDARD ASSESSMENT REGULATIONS FOR UNDERGRADUATE PROGRAMMES

### 1 Principles

- 1.1 These regulations conform to the principles set out in the current version of the University's *Academic Policies and Regulations*.

### 2 Period of registration

- 2.1 The maximum periods which a student may take to complete the programme, from first registration, are normally as follows:

	Full-time maximum (years)	Full-time sandwich maximum (years)	Part-time maximum (years)
CertHE	2	2	4
DipHE	4	4	6
BSc/BA/LLB (Hons)	5	6	8
BSc/BA (Hons) – (top up)	2	2	4
CPD	As above from first registration to a CPD framework		

- 2.2 Periods of registration may formally be adjusted by the Board on reasonable grounds. Maximum periods of registration may be set for students who enter with credit.

### 3 Pass mark

- 3.1 The pass mark for each unit will be 40%. Where the unit is assessed by a combination of formally defined separate elements of assessment a pass will be awarded where the total unit mark is at least 40% and the mark in each separate element of the unit assessment is not less than 36.0%.

### 4 Compensation

- 4.1 When the total mark for a unit is less than 40%, but not normally less than 38.0%, and providing that no formally defined element contributing to the unit assessment has a mark of less than 36.0%, the Board of Examiners will normally compensate for up to 40 credits at any one level and award a pass provided that the student to date has obtained a pass mark of 40% in the remaining credits in the same level as the unit or units for which compensation is considered. Such compensation will only apply to the first attempt (including any subsequent attempt taken as a first attempt due to mitigation) and may not normally apply to a unit or units with a total value of more than 40 credits at any one level. Where compensation has taken place the pre-compensation unit mark will be recorded.

- 4.2 As compensation is based on the appraisal of the student's performance to date in the level for which compensation is considered, it cannot be applied before the student has attempted a minimum of 60 credits at that level.

### 5 Progression

- 5.1 To proceed to Level I, students must normally achieve 120 Level C credits and, where appropriate, successfully complete the supervised work experience.



- 5.2 To proceed to Level H, students must normally achieve 120 Level I credits and, where appropriate, successfully complete the supervised work experience.

## 6 Submission of coursework

- 6.1 Failure to submit a piece of coursework by the required deadline will result in a mark of zero (0%) being recorded.
- 6.2 Extensions, without penalty, may be allowed in cases of illness or genuine mitigating personal circumstances provided that an application is made before the submission deadline, normally before the submission date, and there is good supporting evidence. The application must be made in writing and the signed form submitted to the relevant administrator for authorisation before the deadline. Coursework submitted after the extended deadline will result in a mark of zero (0%) being recorded.

## 7 Awards

- 7.1 All named awards are based on credit. The credits required for each named award are defined in the Programme Specification for the programme concerned.
- 7.2 A **Certificate of Higher Education** will normally be awarded to a student who has been credited with at least 120 credits at Level C, and who does not wish to progress further on the programme, or who fails a subsequent level.
- 7.3 A **Diploma of Higher Education** will normally be awarded to a student who has been credited with at least 120 credits at Level C and 120 credits at Level I and who does not wish to progress further on the programme, or who fails a subsequent level,.
- 7.4 A **Bachelors degree without Honours** will normally be awarded to a student who has been credited with at least 120 credits at Level C, 120 credits at Level I and 80 credits at Level H and who does not wish to progress further on the programme, or who fails to complete Level H. Before such an award is made, the student must have signified that he or she is willing to accept the award.
- 7.5 A **Bachelors degree with Honours** will normally be awarded to a student who has been credited with at least 120 credits at Level C, 120 credits at Level I and 120 credits at Level H.
- 7.6 An Aegrotat award may replace any of the above awards when the student has not achieved the required number of credits for the level they are considered (see section 10.3). An Aegrotat award is always unclassified.
- 7.7 Candidates who meet the criteria for the award of a degree, and who have satisfactorily completed the specified supervised work experience, will normally receive an award in the sandwich mode.
- 7.8 In the absence of a named award, or eligibility for a named award, the award of credit is given for the successful completion of individual units.

## 8 Classification

- 8.1 For a **Certificate of Higher Education** and **Diploma of Higher Education** classification will be based on the credit-weighted aggregate mark as follows:

Pass	40 – 59%
Merit	60-69%
Distinction	70% or more

8.2 For a **Bachelors degree with Honours**, Level H units will normally have a weighting of 70% towards final degree classification, with 30% weighting for Level I units. Honours classification will be based on Level H units only, in the case of candidates with advanced standing admitted directly to Level H. Degree classification will be calculated in whichever of the following is more advantageous to the student:

- Credit-weighted aggregate mark related as follows:

First Class	70% or more
Second Class, Upper Division	60-69%
Second Class, Lower Division	50-59%
Third Class	40-49%

- Mark profile: Where a student achieves an aggregate mark which is not more than 3 marks below a classification boundary (50, 60 or 70) and has at least 80 credits at Level H in a higher classification than the aggregate mark, the Board of Examiners will recommend that the higher classification be awarded.

8.3 A **Bachelors degree without Honours** is unclassified.

## 9 Provision for failed candidates

9.1 Normally students will be required to make good a failure prior to the commencement of the next stage of the programme in one of the following ways.

### ***Failure and reassessment***

9.2 The Board of Examiners will permit a student who fails at the first attempt in unit(s) carrying a total of no more than 60 credits at Level C, 40 credits at Level I or 40 credits at Level H to be reassessed, on one occasion only, in one of the following ways:

- resit the examination;
- resit the examination and resubmit coursework;
- resubmit the coursework;
- resubmit a piece of work of equal weight and comparable standard as directed by the Board of Examiners.

9.3 Where a reassessment has taken place, the unit mark will not exceed 40%.

9.4 Any late resubmission(s) will be regarded as a fail. A mark of zero (0%) will be recorded for coursework resubmitted after the specified resubmission deadline.

### ***Repetition of units***

9.5 Where a student fails unit(s) at the first attempt carrying a total of more than 60 credits in Level C, 40 credits at Level I or 40 credits at Level H or where a student fails in a reassessment (9.2), the Board of Examiners will normally permit them to repeat the failed unit(s), or in the case of an option unit, an acceptable alternative, once only, or to withdraw from the programme.

9.6 Where a unit has been repeated, the unit mark will not exceed 40%. The Board of Examiners will permit a student who fails at the first attempt in a repeated unit, to be reassessed, on one occasion only, in one of the ways identified in 9.2.

## 10 Provision for candidates with valid reasons for poor performance

- 10.1 If it is established to the satisfaction of the Board of Examiners that a student's absence, failure to submit work, or poor performance in all or part of an assessment for an award was due to illness, or other cause found valid on production of acceptable evidence, the Board of Examiners will act as follows.
- 10.2 Where mitigating circumstances are confirmed, a student may be reassessed as if for the first time in any or all of the elements of assessment, as specified by the Board of Examiners. If an assessment affected by illness was itself a second attempt, the student will be permitted to be reassessed as if for the second time. Where a student has passed a unit at a first attempt but his/her performance has been affected by mitigation, the Board of Examiners may allow the student an opportunity to be assessed as for the first time. In such cases the second mark will stand.
- 10.3 In exceptional cases, where the student's ability to complete their studies is affected by serious circumstances (such as terminal illness of the student), and it is established that the student is likely to be unable to complete/return to complete his/her studies within a reasonable time period, the Board may act in one of the following ways:
- Where the Board of Examiners is satisfied that there is sufficient evidence of the student's achievement to determine the classification of an award, the student may be recommended on the basis of the available evidence for the award for which he or she is a candidate, or for an intermediate award specified in the programme regulations. The Board decision must be ratified by the Chair of Senate.
  - An Aegrotat award may be recommended when the Board of Examiners does not have enough evidence of the student's performance to recommend the award for which the student is a candidate, or an intermediate award specified in the programme specification. Before such a recommendation is made, the student must have demonstrated achievement at the level for which an Aegrotat award is considered. The Board must be satisfied that on the balance of probabilities but for illness or other valid case the student would have reached the standard required. The Board decision must be ratified by the Chair of Senate. Where appropriate, the student must have signified that he or she is willing to accept the award.
- 10.4 The above awards in 10.3 may only be considered when the student has not achieved the required number of credits. Although the award title is conferred, the student will only be accredited with the credits achieved.

## 11 Academic Offences

- 11.1 Where an assessment offence has been committed, the Academic Offences Panel will stipulate the mark to be awarded for the affected unit or element of assessment and the Board of Examiners should consider whether the student is eligible for reassessment under section 9 above.
- 11.2 Where the Academic Offences Panel has stipulated that no opportunity of reassessment shall be permitted, the Board of Examiners will withdraw the student from the programme. In such cases, the Academic Offences Panel will stipulate whether the student may or may not be considered for an intermediate award in accordance with the assessment regulations.

## 12 Appeals procedure

- 12.1 Details are given in the current version of the University's *Academic Policies and Regulations*.

### **13 The Board of Examiners**

- 12.1 The Board of Examiners derives its authority from the University Senate. Functions of the Board are as detailed in the current version of the University's *Academic Policies and Regulations*.