Summary of Academic Policy decisions- Academic Year 2012/13

This information note refers to decisions made at the following meetings:

Quality Assurance and Enhancement Committee- 7/11/12, 6/02/13 and 08/05/13
Academic Board- 12/12/12, 20/03/13 and 5/06/13
Senate- 17/10/12, 23/01/13, 24/04/13 and 26/06/13

Minute numbers are given to indicate the source of the information set out below. Where extracts of minutes or papers are included verbatim, this is indicated by speech marks.

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SECTION A- FOR ACTION

TIER FOUR STUDENTS AND SINGLE STAGE AWARDS (A.B. 198.12-199.12 12/12/12)

Recommended to Senate

'That the rules for one year courses be amended with immediate effect by the addition of the following rule:

Where a student studying under a Tier 4 licence has failed more than 60 credits but has a year mark greater than 20%, he/she could be given the opportunity to study a maximum of 105 credits part-time to retrieve the failure.'

Resolved by Senate (41.13 23/01/13)

'That the rules for one year courses be amended with immediate effect, as set out in paper S/13/09'

CODE OF PRACTICE FOR STUDENT REPRESENTATION WITHIN DEPARTMENTS AND SCHOOLS (QAEC 11.13 6/02/13)

Noted

'In preparation for the above working group, the Academic Standards and Partnerships Office and the Students' Union Vice-President Education had reviewed the University's 'Code of Practice for Student Representation within Departments and Schools' to bring it up to date. The key changes were:

i. Students' Union title changes.
ii. Making explicit the requirement for the sharing of outcomes of external examiner reports with students.
iii. Updates to the election process.
iv. Updates regarding the publishing of Staff Student Liaison Committee minutes to all students.'

Final Policy

http://www.essex.ac.uk/quality/student_representation/Default.asp

RULES OF ASSESSMENT FOR FOUR YEAR COURSES (A.B 194.12- 197.12 12/12/12, A.B 72.13-73.13 05/06/12 and S.M 259.13 26/06/13)

Approved (A.B 194.12- 197.12 12/12/12)

'The general principles that:
That with effect from the 13-14 academic year students would be required to obtain a Stage mark of 53% in Stage One of a four-year course including a Placement Year or a period of study abroad. However, departments should still be able to request a variation to set a higher pass mark for specified courses involving a placement year; and
That with effect from the 13-14 academic year students must meet the pass requirements for each module at the first attempt in order to be permitted to go abroad or study on a placement year in the following year. Where students fail a maximum of 60 credits at the first attempt and have a stage mark of at least 20%, the Board of Examiners will offer reassessment with the chance to transfer to an appropriate 3-year course if a suitable course can be found.

Students on four-year courses involving a year abroad would also be given the option of taking the reassessment and then applying for a year's intermission with a view to going abroad in the following year.'

Received (A.B 72.13-73.13 05/06/12)	'A paper proposing revisions to the sections of the rules of assessment for students progressing to Stage Two and Stage Three of four year courses involving a placement year or year abroad. Revisions had been made in line with principles agreed by Academic Board at its meeting on 12 December 2012. Additional wording was proposed to include sections covering progression into Stage Three and into the Final Stage.'
Resolved by Senate (259.13) 26/06/13	'That the proposed revisions to the Rules of Assessment for Four year Courses be approved for introduction in 2013/14 for students entering Stage One and Stage Two of courses involving a placement year or year abroad as set out in S/13/61'
Final policy	The Final policy will be updated on this link. http://www2.essex.ac.uk/academic/students/ug/roa/1213/sec4_12.pdf (see Appendix A for track changed amendments)

ANNUAL MONITORING PROCESS (S.M 264.13 26/06/13)

Resolved	'The draft proforma for the annual review of courses, as set out in paper S/13/61, be approved with effect from 2013-14'
Final Policy	http://www.essex.ac.uk/quality/monitoring_and_review/ARC/default.asp

CAREERS AND THE CURRICULUM (S.M 226.13- 227.13 & 232.13 26/06/13)

Received	'A paper from Professor Jane Wright and Mr Dave Stanbury (Director of Employability) setting out proposals for the integration of career learning into the curriculum.'
Noted	'Professor Wright underlined the importance of career learning as part of the overall approach to improving graduate employability. The proposals contained in the paper were part of the University's Employability Strategy, endorsed by Senate in July 2012[1], and required Departments to incorporate career learning into the curriculum by October 2014 via one of four options. It was noted that the paper provided freedom and flexibility to deliver career learning in a way that reflected the needs of individual Departments and their students. Work would need to start early in 2013-14 to implement the proposals, although a number of Departments had already met the requirements.'
Resolved	'That the recommendations set out in the paper S/13/54 be approved with immediate effect.'
Proposal	See Appendix B

Marking Policy (A.B. 66.13 and 71.13 20/03/13 and S.M 267.13 26/06/13)

Received	'A paper proposing revisions to the University's coursework marking policy.'
Recommended to Senate (A.B 71.13 20/03/13)	'That the amendments to the marking policy be approved for implementation from 2013/14. The key recommendations being: 1 An individual item of coursework contributing more than 40% of an individual module must be moderated. In line with current practice for examinations, all fails must be second-marked and a random sample (10%) must also be moderated. 2 Where coursework is single-marked, students will retain the right to request formal re-marking of a piece of work if they disagree with the original mark. 3 Where coursework is moderated, second-marked or double-marked, students do not have the right to request that their piece of work is

[1] Senate minute 218/12 refers

remarked unless a procedural/administration error is suspected.'

Resolved by Senate (267.13) 26/06/13	'That the amendments to the Marking Policy be approved with effect from 2013-14, as set out in paper S/13/61.'
Final Policy	http://www.essex.ac.uk/quality/university_policies/examination_and_assessment/marking_policy/default.asp

WORKING PARTY ON THE REVIEW OF THE EFFECTIVENESS OF SENATE (S.M 233.13-234.13 and 236.13 24/06/13)

Received	'A paper from Professor Jane Wright (Chair, Working Party on the Review of the Effectiveness of Senate), which set out the Working Party's conclusions and recommendations to Senate for approval in relation to the operation of Senate and its Committees.'
Noted	'Professor Wright provided background and context to the Working Party's report and recommendations, which included proposals for a revised structure for the Committees of Senate. The proposed new structure had been subject to an extensive University-wide consultation process, including consideration by Senate in April 2013, which had resulted in changes being made to the final recommendations.'
Recommendations	'Recommendations include 'That Ordinance 27 be amended to require each departmental meeting have a standing item to facilitate the discussion of Senate activity, both to enable outcomes to be reported to staff and for staff to raise issues.' (See Appendix C for full list of recommendations)
Resolved	'That the recommendations set out in the paper S/13/55 be approved with effect from 1 August 2013.'
Approved by Council	**Ordinance 27** **Departmental Meetings** 1. A meeting of the Academic Staff holding posts allocated (primarily or otherwise) to a Department shall be known as a 'Departmental Meeting'. 2. The Head of each Department shall convene a Departmental Meeting at least once in each term, and at other times within seven days of his or her having received a request in writing signed by at least one quarter of the Academic Staff holding posts allocated to the Department that such a meeting should be convened. 3. The agenda for each Departmental Meeting shall contain a standing item in relation to the Senate. The item shall provide the Head of Department with an opportunity to update Academic Staff on Senate decisions and related activity and provide a forum for discussion.

SECTION B FOR INFORMATION

UPDATE ON KEY INFORMATION SETS (QAEC 12.112 7/11/12)

Noted	'The new Unistats website had gone live on 27 September 2012, displaying the KIS data for all undergraduate courses and providing the facility for users to compare courses. The University and its partners had identified a number of issues around the way in which information was displayed on the Unistats website, including how data for some partner courses was presented. None of the courses at Colchester Institute had been listed correctly, and existing courses either appeared to be offered at the University's Colchester Campus, or to be a new course at the Institute with no historical data available. These issues, which were not unique to the University, had been reported to HEFCE who were working to resolve them. The University would continue to maintain

contact with HEFCE over their resolution.'

UPDATES TO QUALITY FRAMEWORK (QAEC 12.95-12.96 7/11/12)

Received	'A summary of changes to procedures which fall under the University's quality framework, which had been approved by Professor Jane Wright, PVC (Academic Standards).'
Noted	'Changes would be communicated to departmental and professional services staff by ASPO.'

REPORT AND RECOMMENDATIONS REGARDING THE FACULTY STRUCTURE (S13/05) AND REVISED ROLES AND RESPONSIBILITIES (S13/06) (S.M 13.25 and 13.24 23/01/13)

Received	'The report and recommendations from the working group established to consider the faculty structure and a paper setting out the proposed new and revised job descriptions for posts created and affected by the new management structure.'
Recommendations on Working Group on Faculty Structure S/13/05	1. 'The working group (WG) recommends a three faculty model, with Law, Human Rights Centre, IDCR and Professional Development Studies to be located in Humanities; and the Essex Business School to be located in Social Sciences. 2. The WG recommends the following titles: Faculty of Social Sciences; Faculty of Science and Health and Faculty of Humanities. 3. The WG recommends "Executive Dean" as the preferred title for Head of Faculty. 4. The WG recommends that support for the Executive Dean in relation to educational activity in Faculty will be provided by a new role of Deputy Dean (Education) 5. The WG does not believe that we need to introduce roles equivalent to the current Faculty Associate Dean, but does recommend that this be reviewed within 12 months of the new appointments. 6. The WG recommends adoption of the revised Job Descriptions for each post.'
Action requested S/13/06	'Senate is asked to recommend to Council approval of the draft job descriptions and person specifications, and proposed revisions to the University's Ordinances…'
Resolved	'That the recommendations and proposed changes to Ordinances 7 and 8 contained in papers S/13/05 and S/13/06 be approved and recommended to Council, subject to the amendments to the Pro-Vice-Chancellor (Education) job description…'
Final Ordinance	http://www.essex.ac.uk/academic/docs/cal/ordinances.shtm#7 http://www.essex.ac.uk/academic/docs/cal/ordinances.shtm#8

WORK-BASED AND PLACEMENT LEARNING PROCEDURES (S.M 55.13 23/01/13)

Resolved	'That the proposals, as set out in Appendix A of paper S/13/12 (see Appendix D), be approved, subject to a requirement for students to achieve 53% in their year one mark to be eligible for the placement year. The guidelines and forms would be developed further during 2012/13 to reflect more specific scenarios.' Please see Course Approval Process for subsequent updates.
Final Policy	Appendix D

CHAIR'S ACTION *for External Examiners* (QAEC.4.13 6/02/13)

Received	'A note of action taken by the Chair on behalf of the committee since the last meeting.'
Noted	'If it is deemed the case that more than one specialist area is covered in a module and it would be therefore be appropriate to have more than one

external examiner, permission to appoint additional external examiners to match the areas of specialism can be sought from the Dean.'

Final Policy — http://www.essex.ac.uk/quality/external_examiners/roles_and_responsibilities.asp

UNDERGRADUATE STUDENT RETENTION, PROGRESSION AND SUCCESS (S.M 135.13-136.13 24/4/13)

Received — 'A report prepared by Professor Jane Wright and Ms Katie Rakow setting out the work undertaken to understand student patterns of retention, progression and attainment.

Professor Wright stated that the report (i) provided analysis for the last five years on why students leave without completing their studies, and (ii) outlined a set of evidence–based recommendations covering actions that should be taken at departmental and University level in order to promote retention and success. In particular, Professor Wright noted the analysis around ethnicity, which, despite showing that Essex was in line with the institutions across the higher education sector, she stated could not be ignored and required action. She highlighted the recommendation to establish a Task & Finish Group to consider the matter.'

Resolved — 'That the recommendations set out in paper S/13/32 be approved for action, subject to the inclusion of an additional action around establishing mechanisms to enable Departments and Schools to offer opportunities for students to move to alternative degree programmes where appropriate.'

PROPOSED CHANGES TO THE PROBATIONARY ARRANGEMENTS FOR ACADEMIC STAFF (S.M 129.13- 134.13 24/4/13)

Received — 'A report from Professor Jules Pretty regarding proposed changes to the probationary arrangements for academic staff from 2013-14 onwards.'

Recommendation — 'Senate members are asked to approve the proposed changes:

- Clear guidance provided to the probationer at the time of appointment
- Probation agreement within first six months of appointment followed by two formal reviews
- Appointment of probationary supervisor
- Fellowship of the HEA required before permanency can be granted.'

Resolved — 'That the recommendations set out in paper S/13/33 be approved and recommended to Council for approval, subject to the amendments agreed above.'

FINAL REPORT FROM THE WORKING GROUP ON GRADUATE TEACHER TRAINING (QAEC 75.13 08/05/13)

Resolved — 'QAEC endorsed the recommendations for future training of Graduates Who Teach approved by the Doctoral Strategy Committee. '

Final policy — http://www.essex.ac.uk/ldev/recognition/cadenza/

ADMISSIONS SUB-COMMITTEE (QAEC 80.13 08/05/13)

Resolved — 'That the standard English language requirement for admission to a Masters course be amended, with effect from October 2014 entry, to include a minimum score in writing that is no lower than 0.5 of an IELTS point or equivalent for other accepted English language tests.'

ASSESSMENT OVER THE SUMMER FOR CHANGE OF COURSE (A.B. 63.13-65.13 5/06/13)

Received	'A paper setting out proposed principles to be applied to all students who are requesting to undertake assessment over the summer in order to change course.'
Noted	'It was clarified that the approach did not apply to students who had been approved for direct entry into stage two of their course.'
Resolved	1 'That the proposed principles detailed in AB/13/11 be approved for the current academic year and beyond. 2 That the limit of undertaking 30 core credits for students changing degree was appropriate. Exceptionally, the Dean may approve 60 credits of assessment where preparation of the subject matter would not place an undue burden on the student. 3 That students cannot be permitted to change degrees if the assessment for undertaking the appropriate core module(s) (rather than reassessment) to enter stage Two cannot be replicated over the summer months.'
Final Policy	http://www2.essex.ac.uk/academic/services/staff/index.htm

AMENDMENTS TO APPEALS PROCEDURES AND HIGHER DEGREE REGULATIONS (A.B. 83.13- 85.13 5/06/13)

Received	'A report of Doctoral Strategy Committee recommendations to amend the Appeals Procedure against an Examination Decision – Postgraduate Research Students (Thesis), and to Higher Degree Regulations.'
Recommended to Senate	'That the following amendment be approved: **Appeals Procedure against an Examination Decision - Postgraduate Research Students (Thesis)** **Re-examination** 11. Where the Appeal Committee determines on a re-examination under paragraph 9(iii), the new examiners shall be appointed under the normal procedures. In number they should not be fewer than the original number of examiners nor fewer than two external examiners and one internal examiner. The new examiners shall be given no information about the previous examination except the single fact that they are conducting a re-examination on appeal. The new examiners shall write independent reports on the thesis and shall then examine the candidate orally. Any such re-examination should be chaired by an Independent Chair.'
Recommended to Senate	'That the following amendments be approved to the Higher Degree Regulations: **Principal Regulations for Research Degrees** **Provisions Regarding Admission** 4.2 A person wishing to be accepted as a student for a research degree must first apply to the Head of the Department concerned to be admitted by the Dean/Associate Dean of the Graduate School as a registered graduate student within the Graduate School. The applicant must satisfy the admissions criteria set out in 4.3 and propose a field of study in which the department is able to offer supervision. The Head of Department will recommend such applicants for admission to the Dean/Associate Dean. When an applicant is accepted for admission to a research degree, the

Dean/Associate Dean shall approve the appointment of a member or members of the Academic or Research staff of the University as the student's supervisor or supervisors.

It may be appropriate for an applicant to register for a research degree with a reduced minimum period due to previous and appropriate study undertaken elsewhere (subject to Regulation 4.48). In such instances the Head of Department will recommend such applicants for admission with a reduced minimum period to the Dean/Associate Dean.

Part-time Applicants not resident in the UK (Distance Learning)

4.4 Persons not normally resident within the UK may, on the recommendation of the Head of Department, be accepted by the Dean/Associate Dean as students for a research degree by Distance Learning, either full or part-time. The Department or Centre recommending an offer must satisfy the Dean/Associate Dean that expertise at the University makes it particularly appropriate for the student to undertake research here. An applicant must meet the relevant admissions criteria set out in 4.3 above. The Dean/Associate Dean must be satisfied in each individual case that:

a. the applicant is equipped with the necessary basic research skills (or where not, that arrangements have been made for the acquisition of such skills);

b. details of supervisory arrangements for applicants accepted under this regulation are specified individually as appropriate (pro-rata for part-time study) and will include the frequency and mode of contact between supervisor and student, the extent of face-to-face contact envisaged, periods of time to be spent at the University, access to local facilities and expertise where relevant (most commonly in the place of employment), and arrangements for written reports on research and progress;

Meetings of supervisory boards will normally be held at the University of Essex.

Minimum and Maximum Periods

4.8 The Dean/Associate Dean may permit transfer from one mode of study to another, eg from full-time to part-time, (including distance learning) or vice-versa and change of degree title. The minimum/maximum period will be adjusted pro-rata. Students are not allowed to transfer from full-time study to part-time study in the final term of their minimum period or during their completion period.'

Resolved by Senate (269.13) 26/06/13	'That the higher Degree Regulations be amended as set out in paper S/1361'
Final Policies	http://www.essex.ac.uk/academic/docs/regs/highercont.shtm

DRAFT UNIVERSITY STRATEGIC PLAN (S.M 207.13 and 211.13 26/06/13)

Received	'The latest version of the draft University Strategic Plan, which was submitted to Senate for comment ahead of submission to Council for approval in July 2013'
Noted	'…[Subject to a few amendments to the University Strategic Plan] Senate Approved the draft University Strategic Plan for approval by Council in July 2013'
Final Policy	http://www.essex.ac.uk/about/strategy/default.aspx

PROPOSED EDUCATION AND RESEARCH ACTION PLANS 2013-14 (S.M. 212.13- 213.13 26/06/13)

Received	'The proposed Action Plans for Education and Research for the 2013-14 academic year'
Noted	'Senate members supported the submission of the Plans for consideration by Senate and commended them.'
Final Policy	https://www.essex.ac.uk/about/strategy/restricted/plans/default.aspx (requires staff login)

SPORTS STRATEGY (S.M 253.13-256.13 26/06/13)

Received	'The proposed University of Essex Sport Sub-Strategy, prepared by Mr Peter Church (Director of Campus Services), Mr David Williams (Director of Sport) and Dr Richard Harrison.'
Noted	'Professor Jane Wright provided background and context to the proposed Sub-Strategy, which clarified responsibility for sport at Essex as part of the broader student experience and delivery of excellence in education. It also promoted a unified approach to sport governance between the University and Students' Union with the establishment of an Essex Sport Board and sub-groups. The key themes of the Sub-Strategy were: participation, performance, partnership and provision. Senate members welcomed the Sub-Strategy, noting the proposed split between participation and performance, which would support achievement, and the links between sport and student health and well-being and between sports provision and student recruitment.'
Resolved	'That the University of Essex Sport Sub-Strategy 2013-14 to 2018-19 be approved.'
Final Policy	Will be updated on this link https://www.essex.ac.uk/about/strategy/restricted/plans/default.aspx (requires staff login)

COURSE APPROVAL PROCESS (A.B. 49.13-53.13 5/06/13 and S.M 263.13 26/06/13)

Received	'A paper proposing revisions to the current course approval process to be adopted from 2013/14.'
Reported	'The revisions focussed on the administrative and academic decision-making processes to align with new committee and faculty structures. The Board was asked to consider mechanisms for strengthening discussions at early stages of course design, as well as the categories of new courses which defined the authority to approve.'
Noted	'Developing further guidance on discussions from the early stages of course development was aimed at enhancing consultation and identifying key steps and timelines leading to course approval. It was suggested that consultation could include departments outside the faculty to complement the University-wide view gained through discussions with CER, Executive Deans and Faculty Managers, and to address potential issues relating to inter-departmental competition. The Board noted that the forms for new course approvals were being revised, and that processes for discontinuation of courses and guidance on approval for major curriculum reviews were to be enhanced.'
Recommended to Senate	'That the proposals set out in paper AB/13/17 be adopted from the 2013/14 academic year.'
Resolved by Senate (263.13) 26/06/13	'That changes to the Course Approval Process, as set out in paper S/13/61, be approved with effect from 2013-14.'
Final Policy	http://www.essex.ac.uk/quality/course_design_approval_and_modifications/default.asp

REPORT FROM THE ACDEMIC OFFENCES PROCEDURES REVIEW GROUP (A.B 13.88-13.89 5/6/13)

Received	'Minutes of the Academic Offences Procedures Review Group, and proposals for amendments to the Terms of Reference, and to the Academic Offences procedures for 2013/14.'
Resolved	'That the proposed amendments to the Terms of Reference and Academic Offences procedures for 2013/14 be approved as detailed in Appendix I (Appendix E)'
Final Policy	See Appendix E

INTERNATIONAL VALIDATION PARTNERSHIPS (S.M 270.13 26/06/13)

Resolved	'That the proposed approval process and operating framework for international validation partnerships initiated by Academic Departments be approved as set out in paper S/13/61'
Final Policy	Final policy to be updated onto http://www.essex.ac.uk/partners/

PERFORMANCE MANAGEMENT FRAMEWORK (S.M. 245.13 26/06/13)

Resolved	'That Ordinance 41 be amended and the changes recommended to Council as set out in paper S/13/59, subject to consideration of the issues raised above.'
Final Ordinance	http://www.essex.ac.uk/academic/docs/cal/ordinances.shtm#41

PROGRESS AND APPEALS PROCEDURE FOR TAUGHT PROGRAMMES OF STUDY (S.M. 266.13 26/06/13)

Resolved	'That amendments and additions to the Progress and Appeals Procedures for Taught Programmes be approved with effect from 2013-14, as set out in paper S/13/61'
Final policy	Updated policy will be published on this link http://www.essex.ac.uk/academic/docs/regs/progress.shtm

Academic Standards Partnerships Office
August 2013

FOR ACTION:
Heads of Department/School
Directors of
- Human Rights Centre
- Interdisciplinary Studies in the Humanities
- Centre for Psychoanalytic Studies
- Study Abroad Office
- Centre for Theoretical Studies

Departmental Administrators (including Centres listed above)

FOR INFORMATION:
Pro-Vice-Chancellor
Executive Dean
Deputy Dean
Academic Registrar
Faculty Managers
Faculty Education Manager

Appendix A

UNIVERSITY OF ESSEX

UNDERGRADUATE RULES OF ASSESSMENT

Academic Year 2012-2013

4. Four-Year Honours Degrees
(For Degrees with a Preliminary Stage, see Three-Year Honours Degree rules)

4.1 PROGRESSION

Progression to a Year Abroad or Placement Year (any Stage)

Students must pass the requirements for the current stage of study in order to be able to proceed to the Year Abroad or Placement Year.

4.1.1 In order to progress from Stage One to Stage Two students must:

a) achieve 120 credits at level 4. [NB where a student has a fail mark below 40 in a maximum of 30 credits' worth of non-core modules it is possible for a student to progress to the next stage of study in the circumstances set out in section 4.1.4]

and

b) pass core modules and meet any additional course or module specific requirements outlined in the variations to the Rules of Assessment, including professional, statutory and regulatory body requirements;

and

c) achieve a minimum stage mark of 53 on all courses with a compulsory stage or term abroad or a placement year

End of Stage Examination Boards may also be used as progression boards for part-time students, and re-submission opportunities considered

In order to be awarded a **Distinction** in Stage One, students must meet at least one of the following criteria:

- Achieve an overall year mark of 69.5% at the first attempt, or;
- Achieve marks of 69.5% in at least 60 credits at the first attempt, with no credits below 59.5%

4.1.2 If a student does not meet the requirements to progress:

a) where the student has failed **a maximum of 60 credits**, he/she must undertake the necessary reassessment prior to the next academic Stage in order to fulfil the requirement to progress. The module aggregate mark will be capped at 40%.

b) where the student has failed **more than 60 credits** and has a year mark greater than 20%, he/she must repeat the Stage of study on a full-time basis for uncapped marks or undertake the necessary reassessment the following year without attendance. The module aggregate mark will be capped at 40%.

c) where the Stage mark is below 20%, or where a student was absent from all examinations with no substantiated extenuating circumstances, he/she must withdraw from the University.

d) where the student is on a course with a compulsory stage or term abroad or a placement year and has passed all modules but has not achieved the minimum stage mark, the student may undertake reassessment in one or more modules (up to a maximum of 60 credits) in order to improve the stage mark. Although the marks achieved at the first attempt will remain on the student's record, the 'raw' marks achieved after reassessment (that is, the actual marks obtained) will be used to calculate whether the student has achieved the required stage mark. A student who has passed all modules but who has not achieved the minimum stage mark required for a course with a compulsory year or term abroad or a placement year may be permitted to transfer to a course which does not include a year or term abroad or a placement year instead of undertaking reassessment.

4.1.3 When the Board meets after re-sits/resubmissions are completed, the Board will consider the following options (Boards cannot offer more than three opportunities to undertake the

assessment for a module). Where appropriate the Board will offer more than one option to the student.

a) to repeat the Stage of study full-time for uncapped module marks

or

b) where the student has failed **a maximum of 60 credits**, to repeat the Stage of study part-time, and the module aggregate mark will be capped at 40%[2]

or

c) to undertake the necessary reassessment at the next available opportunity with the module aggregate mark capped at 40%.

or

d) where the student has not met the requirements to proceed having had three opportunities to undertake the assessment for a module, he/she would be required to withdraw from the University.

or

e) where the **Stage mark is below 20%,** or where a student was absent from all examinations with no substantiated extenuating circumstances, to withdraw from the University.

or

f) where the student is on a course with a compulsory year or term abroad or a placement year and has failed to achieve the 53% stage mark, to consider the student for a transfer to a degree programme without a year or term abroad or a placement year.

Note: An undergraduate exam board will reinstate the module mark for a previous attempt at a failed module if it is higher than the mark for the most recent attempt. This will not apply where students are repeating an entire stage for uncapped marks. In such cases the marks achieved at the end of the repeat stage will stand.

4.1.4 Following reassessment, where a student has a fail mark below 40 in a maximum of 30 credits' worth of non-core modules, the Board will treat the fail in the following way:

a) Where the module aggregate mark is in the range 35%-39% and the mark for the stage is 45% or above, the student will be permitted to proceed to the next stage of study. The credits will be awarded.

b) Where the module aggregate mark is in the range 20%-34% and the mark for the stage is 40% or above, or the module aggregate mark is in the range 35%-39% and the mark for the stage is in the range 40%-44%, the student will be permitted to proceed to the next stage of study. However, the credits will not be awarded. Where a total of 30 credits have been failed the student will not be permitted to fail any more credits towards their award. Where a total of 15 credits have been failed, the student will only be able to fail 15 non-core credits in the future. Where a student has not had three attempts at the assessment for the Stage, the Board will offer the student the choice of either undertaking reassessment in Stage One or proceeding to Stage Two carrying the fail.

c) Students will not be permitted to transfer to a course which regards the failed modules as core.

Note: For first year non-core modules it is not necessary for students to pass both the coursework and exam elements as long as the student has passed the overall module aggregate.

If the student fails the overall aggregate in June then s/he must undertake reassessment in the failed elements.

If the student passes the overall module aggregate for the non-core module in June but fails either the coursework or exam elements, the Exam Board should award the credit rather than requiring reassessment.

4.1.5 Students who, after reassessment, still fail to achieve sufficient marks in an optional module to progress may choose an alternative optional module during their repeat Stage.

Progression from Stage Two

[2] This option is only permissible where the student's UK immigration permission allows part-time study.

i. **In order to progress from Stage Two to Stage Three (Placement Year or a Year Abroad) ~~and from Stage Three to the Final Stage~~ students must:**

a) achieve 120 credits at level 5 or above at the first attempt. ~~[NB where a student has a fail mark below 40 in a maximum of 30 credits' worth of non-core modules it will be possible for a student to progress to the next stage of study following reassessment in the circumstances set out in 4.1.9]:~~

- where only 90 credits have been passed at Stage One, 120 credits must be passed in Stage Two, Stage Three~~3~~ and the F~~f~~inal ~~year~~Stage.

-where only 105 credits have been passed at Stage One, 120 credits must be passed in Stage Two and Stage Three, but a maximum of 15 non-core credits can be failed in the final year.

~~- where 120 credits have been passed at Stage One, a minimum of 90 credits must be passed in Stage Two. [NB if only 90 credits are passed at Stage 2, then 120 credits must be passed in Stage Three and the final year]~~

and

b) pass core modules and meet any additional course or module specific requirements outlined in the variations to the Rules of Assessment, including professional, statutory and regulatory body requirements.

~~**Distinctions for Placement Year Marks**~~

~~On some courses it will be possible to gain a Distinction for the Placement Stage. Where these are offered, students must fulfil the course requirements as outlined in Appendix A of the Rules of Assessment.~~

4.1.7 If a student does not meet the requirements to progress:

Students who do not pass all modules at the first attempt will not be permitted to proceed to the placement year or study abroad in the next academic year. The Board of Examiners will consider the following options:

a) where the student has failed **a maximum of 60 credits at the first attempt** and , s/he wishes to remain on the four-year course s/he must undertake the necessary reassessment~~,~~ prior to the next academic Stage. The module aggregate mark will be capped at 40%.~~,~~ Subject to passing the module(s) after reassessment the student must apply to intermit for the next academic year with a view to proceeding to a placement year or a period of study abroad one year later if places are available.[3] ~~in order to fulfil the requirement to progress~~.

~~a)~~b) where the student has failed **a maximum of 60 credits at the first attempt** and it is possible for the student to transfer to an appropriate three-year course the student will be offered the chance to transfer immediately and s/he must undertake the necessary reassessment prior to the next academic Stage. The student's reassessment will then be governed by the three-year Rules of Assessment. Where reassessment takes place t~~T~~he module aggregate mark ~~–~~will be capped at 40%. ~~[NB where failure has occurred on a period of study abroad, resits/reassessment will be subject to availability.]~~

~~b)~~c) where the student has failed **more than 60 credits** and has a year mark greater than 20%**, s/he** must repeat the Stage of study on a full-time basis for uncapped marks **or** undertake the necessary reassessment the following year without attendance with the module aggregate mark capped at 40%. The student can also apply to transfer to Stage Two of an appropriate three-year course, if possible, to undertake the repeat study if s/he does not wish to remain on the four-year course. ~~[NB where failure has occurred on a period of study abroad, resits / reassessment and/or a repeat stage / term will be subject to availability.]~~

d) where the **stage mark is below 20%,** or where a student was absent from all examinations with no substantiated extenuating circumstances, he/she must withdraw from the University.

e) If 120 credits at level 4 or above have been passed, the student will be considered for the award of a Certificate of Higher Education.

f) if 240 credits (including a minimum of 120 at level 5) have been attempted and 225 have been passed, the student will be considered for the award of a Diploma of Higher Education.

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[3] On courses involving study of a language it may not be advisable to intermit for a year as this may affect the student's ability to maintain the language at the required level.

4.1.8 When the Board meets after re-sits/resubmissions are completed, the Board will consider the following options (Boards cannot offer more than three opportunities to undertake the assessment for a module). Where appropriate the Board will offer more than one option to the student.

a) to repeat the Stage of study full-time for uncapped module marks on the four-year course or, if possible, on an appropriate three-year course.

~~[NB where failure has occurred on a period of study abroad, resits / reassessment and /or a repeat stage / term may not be available.]~~

or

b) where the student has failed **a maximum of 60 credits**, to repeat the Stage of study part-time, on the four-year course or, if possible, on an appropriate three-year course, with module aggregate marks capped at 40% [4] ~~[NB this option is not available where students have failed credits during a period abroad.]~~

or

c) to undertake the necessary reassessment at the next available opportunity on the four-year course or, if possible, on an appropriate three-year course, where the mark recorded will be capped at 40%. ~~[NB where failure has occurred on a period of study abroad, resits / reassessment may not be available.]~~

or

d) where the **stage mark is below 20%,** or where a student was absent from all examinations with no substantiated extenuating circumstances, to withdraw from the University. If 120 credits at level 4 or above have been passed, the student will be considered for the award of a Certificate of Higher Education

or

e) where the student has not met the requirements to proceed having had three opportunities to undertake the assessment for a module, he/she would be required to withdraw from the University.

or

f) if 240 credits (including a minimum of 120 at level 5) have been attempted and 225 have been passed, the student will be considered for the award of a Diploma of Higher Education.

Note: An undergraduate exam board will reinstate the module mark for a previous attempt at a failed module if it is higher than the mark for the most recent attempt. This will not apply where students are repeating an entire stage for uncapped marks. In such cases the marks achieved at the end of the repeat stage will stand.

4.1.9 Following reassessment, where a student has a fail mark below 40 in a maximum of 30 credits' worth of non-core modules and has passed 120 credits at Stage One, or has a fail mark below 40 in a maximum of 15 credits' worth of non-core modules and has passed 105 credits at Stage One, the Board will consider whether it is possible for the student to transfer to an appropriate three-year course and if so it will treat the fail in the following way:

a) where a student has not had three attempts at the assessment for the failed module the Board will offer the student the choice of either transferring to an appropriate three-year course, if possible, and undertaking reassessment in Stage Two or proceeding to ~~Stage Three~~ the Final Stage of the new course carrying the fail. ~~[NB where failure has occurred on a period of study abroad, resits / reassessment and / or a repeat stage / term may not be available.]~~

b) Where a student has already had three attempts at the assessment for the failed module, and it is possible for the student to transfer to an appropriate three-year course, the Board will permit the student to proceed to ~~Stage Three~~ the Final Stage of the new course carrying the fail.

[4] This option is only permissible where the student's UK immigration permission allows part-time study.

Progression from Stage Three

4.1.10 In order to progress from ~~Stage Two to Stage Three and from~~ Stage Three (the Placement Year or the Year Abroad) to the Final Stage students must:

a) achieve a pass in the placement year or the year abroad. ~~120 credits at level 5 or above [NB where a student has a fail mark below 40 in a maximum of 30 credits' worth of non-core modules it will be possible for a student to progress to the next stage of study following reassessment in the circumstances set out in 4.1.9]:~~

~~- where only 90 credits have been passed at Stage One, 120 credits must be passed in Stage Two, Stage 3 and the final year.~~

~~- where 120 credits have been passed at Stage One, a minimum of 90 credits must be passed in Stage Two. [NB if only 90 credits are passed at Stage 2, then 120 credits must be passed in Stage Three and the final year]~~

and

b) pass core modules and meet any additional course or module specific requirements outlined in the variations to the Rules of Assessment, including professional, statutory and regulatory body requirements.

Distinctions for Placement Year Marks

On some courses it will be possible to gain a Distinction for the Placement Stage. Where these are offered, students must fulfil the course requirements as outlined in Appendix A of the Rules of Assessment.

4.1.11 If a student does not meet the requirements to progress:

Reassessment or repeat study is not normally available for a period of study abroad. Limited reassessment opportunities, if any, exist for a placement year and repeat study would not normally be available.

a) where the placement year or period of study abroad has been failed with a stage mark of 20% or above, the student will be offered the chance to transfer to the final stage of an appropriate three-year course if this is possible.

b) where the placement year or period of study abroad has been failed with a stage mark of 20% or above and the opportunity to undertake reassessment is available the student must undertake the necessary reassessment and the module aggregate mark will be capped at 40%. If the student fails the reassessment no further reassessment opportunity will be offered.

~~a) where the student has failed **a maximum of 60 credits**, he/she must undertake the necessary reassessment, prior to the next academic Stage, in order to fulfil the requirement to progress. The module aggregate mark will be capped at 40%. [NB where failure has occurred on a period of study abroad, resits/reassessment will be subject to availability.]~~

~~b) where the student has failed **more than 60 credits** and has a year mark greater than 20%, he/she must repeat the Stage of study on a full-time basis for uncapped marks **or** undertake the necessary reassessment the following year without attendance with the module aggregate mark capped at 40%. [NB where failure has occurred on a period of study abroad, resits / reassessment and/or a repeat stage / term will be subject to availability.]~~

c) where the **stage mark is below 20%,** ~~or where a student was absent from all examinations~~ with no substantiated extenuating circumstances, he/she must withdraw from the University.

d) If 120 credits at level 4 or above have been passed, the student will be considered for the award of a Certificate of Higher Education.

e) if 240 credits (including a minimum of 120 at level 5) have been attempted and 225 have been passed, the student will be considered for the award of a Diploma of Higher Education.

~~**4.1.8 When the Board meets after re-sits/resubmissions are completed, the Board will consider the following options (Boards cannot offer more than three opportunities to undertake the assessment for a module). Where appropriate the Board will offer more than one option to the student.**~~

~~a) to repeat the Stage of study full-time for uncapped module marks.~~

[NB where failure has occurred on a period of study abroad, resits / reassessment and /or a repeat stage / term may not be available.]

or

b) where the student has failed **a maximum of 60 credits**, to repeat the Stage of study part-time, with module aggregate marks capped at 40% [5] [NB this option is not available where students have failed credits during a period abroad.]

or

c) to undertake the necessary reassessment at the next available opportunity where the mark recorded will be capped at 40%. [NB where failure has occurred on a period of study abroad, resits / reassessment may not be available.]

or

d) where the **stage mark is below 20%,** or where a student was absent from all examinations with no substantiated extenuating circumstances, to withdraw from the University. If 120 credits at level 4 or above have been passed, the student will be considered for the award of a Certificate of Higher Education

or

e) where the student has not met the requirements to proceed having had three opportunities to undertake the assessment for a module, he/she would be required to withdraw from the University.

or

f) if 240 credits (including a minimum of 120 at level 5) have been attempted and 225 have been passed, the student will be considered for the award of a Diploma of Higher Education.

Note: An undergraduate exam board will reinstate the module mark for a previous attempt at a failed module if it is higher than the mark for the most recent attempt. This will not apply where students are repeating an entire stage for uncapped marks. In such cases the marks achieved at the end of the repeat stage will stand.

[5] This option is only permissible where the student's UK immigration permission allows part-time study.

Appendix B

Careers and the Curriculum – Report and Recommendation to Senate

Introduction : Following consideration by Academic Board, Senate is asked to consider the report and approve the recommendations as outlined in paragraph 15

Executive Summary

2. The comparator analysis of the DLHE data shows that the University needs to do more if it is to meet the new Strategic Plan employability targets by 2016. Demonstrating the employability of our students is crucial if we are to continue to attract capable students in sufficient numbers. While considerable progress is being made with helping students develop employability broadly, more improvement is need in the specific area of career learning. Career learning is a distinct and crucial component of employability that covers understanding the graduate labour market, making career choices and implementing plans (see figure 1). Presently there are three methods being used by departments at Essex to help students learn about graduate careers: a centrally delivered accredited careers module; career learning embedded in the subject curriculum; a co-curricular careers programme. However, these examples of good practice are relatively isolated. Consequently, a policy framework is needed to achieve a consistent level of coverage. Building on grass-roots practice, this paper proposes a flexible approach that simply requires all departments to choose which method to implement within a specified time frame.

Context and Background

3. By 2016 Essex aims to be in the top 30 UK institutions for graduate employability and each subject in the top 25%[6]. Strategic Planning and Change (SPC) and the Employability and Careers Centre (E&CC) have produced a report using comparator HESA DLHE data[7]. The analysis follows the methodology used by the *Times Good University Guide* to produce their rankings: DLHE data are grouped into subject categories using JACS codes to enable comparisons to be made consistently across universities. For the first time departments can accurately benchmark against their peers. From Oct 2013 this exercise will be part of the Autumn planning process.

4. Based on 2011 leavers the overall graduate employment rate for the University is 56.8%, ranked 78th (bottom 50%). Although this is a significant improvement, up from 53.6% (ranked 92nd in the previous year), performance in this area still is a long way behind target. In fact, of the 20 subject areas reported on, only 10% are in the upper quartile, 25% are in the second quartile and 60% are in the bottom 50%. However, 5 subject areas are within 11.1% of entering the upper quartile.

5. To achieve the targets in the Strategic Plan the University needs to bring about a level of unprecedented improvement. As part of the new Employability Strategy approved in July 2012 the University has increased its investment in this area and initiated a range of projects which have seen the E&CC working closely with Faculties, Departments and Professional Services. Furthermore USG has recently approved new initiatives which can quickly add value to the current first years (and subsequent cohorts). These include a University wide employability session in Welcome Week and a 'booster' session for students entering the second year. These will build on recent steps by Professional Services to raise the profile of employability and other initiatives such as the 'maximising student benefit' policy and the graduate discount.

[6] The Draft University Strategic Plan KPI 13
[7] Destinations of Leavers from Higher Education (DLHE) data purchased from the Higher Education Statistical Agency (HESA)

6. However, further measures to implement the Employability Strategy (approved by Senate July 2012) are needed. While it is vital that students develop broad employability attributes and transferable skills, they also need to understand specifically how the graduate labour market works, what options are open to them and how to maximise their chances of success. Pursuant to the Employability Strategy [3.1.3] this paper proposes a framework for ensuring that all UG students are equipped with the tools to take control of their own career planning. This framework has two elements: (a) support provided by departments to develop career learning through the student journey, and (b) activities led by the E&CC that 'wrap around' the departmental programme (these include the Welcome Week and booster sessions, para 3 above).

Options and Issues

7. There are three curriculum based approaches being used at Essex to enable students to learn about graduate careers. These three approaches are:-

i. **A discrete centrally provided career learning module.** Since 2010 USC has offered IA700 *Professional Skills Development*. Despite positive feedback from students and the external examiner enrolments have been modest. To improve take up IA700 has been withdrawn and will be replaced in Oct 2013 by a new 15 credit module SK700 *Understanding Employability: Preparing for your Future* that will be both practical and academically rigorous. This module will combine practical job seeking preparation, personal reflection and conceptual analysis with 10 days of work experience. While delivery is primarily the responsibility of the USC, the E&CC will contribute to some sessions and, along with the Faculty Employability Coordinators, assist students in securing work placements.

ii. **Career learning outcomes embedded in the subject curriculum.** This approach is being used by several schools including CSEE and Biological Sciences. Typically career activities (e.g. CV writing, mock interviews and outside speakers) are included in a number of modules by being combined with teaching and learning activities such as research based projects set by employers and group tasks, to develop transferable skills in the context of the degree discipline. The effectiveness of this approach hinges on a coherent pattern of career and employability activities mapped across modules that follow the student journey. Sports Science, for instance, has a Personal Development, Employability and Skills module in year one, two and three. In CSEE students take CE101 (which addresses professionalism); CE201 (which develops team project skills) and CE301 (in which a major individual project is presented to employers at the Final Year Project Open Day). CE301 also includes E&CC input on CVs and assessment centres. While the department is primarily responsible for delivering content, support is available from the wider University. For example, typically the E&CC will offer advice on design and will deliver some lectures, while the FEC will broker employer contacts with employers and may assist with some sessions. N.B. Employability learning can also be embedded in the subject curriculum by having a discipline specific employability module.

iii. **A co-curricular programme of timetabled and compulsory careers modules which are additional to the 360 credits.** This model was developed by Maths in 2012 and uses a blended learning approach to deliver a series of career lectures over the first two years of the degree. Attendance is compulsory and learning is assessed on a pass/fail basis. Achievement of the course will be recorded on the degree transcript. A similar model has been adopted by Psychology where students receive 17 lectures, events and workshops over three years. While the department is primarily responsible for delivery, support is available from the wider University. For example, typically the E&CC will offer advice on design and will deliver some lectures, while the FEC will broker employer contacts with employers and may assist with some sessions.

Recommendations and Actions

8. The Future Track longitudinal survey shows that improving career prospects is one of the main reason students undertake HE[8]. Furthermore there is evidence of a substantial demand for career learning as part of the degree experience[9]. Nevertheless, surveys show that even by the final year many UK students have significant unmet career learning needs[10]. Indeed the new QAA Quality Code B4[11] expects that "Higher Education providers [to] ensure [that] all students have opportunities to develop skills that enable their academic, personal and professional progression." (indicator 6).
9. Career learning is a distinct and crucial component of employability that covers, understanding the graduate labour market, making career choices and implementing plans. The relationship between career learning and employability has been conceptualised by Hillage and Pollard (1998). They identify four components of employability: assets (skills, knowledge, attitudes and capabilities); deployment (the ability to understand how these can be used in the labour market); presentation (the ability to present oneself effectively in the labour market); context (the mix of personal circumstances and external factors effecting access to the available opportunities). They conclude: "For the individual, employability depends on the knowledge, skills and attitudes they possess, the way they use those assets and present them to employers and the context (e.g. personal circumstances and labour market environment) within which they seek work."[12] Under this model career learning encompasses deployment and presentation. The implication is that developing subject specific and transferable understanding and skills through the degree on its own is not enough to equip students to take control of their careers and plan effectively for the future. *Career learning needs to be explicitly addressed in its own right*.
10. Informal research here indicates that as many as 63% of final year students on some courses at Essex lack definite career plans. Given that learning about careers is a key component of employability[13], other universities, as can be seen from Annex 2, are increasingly introducing careers into the curriculum[14].
11. The three approaches currently used at Essex offer a range of ready-made ways of providing careers content that have developed from the grass-roots. However, none is being used widely enough. **It is suggested therefore that each department adopt one approach as the primary vehicle for delivering career learning**. This would not prevent a department from combining more than one approach. For example a department could embed career learning in the curriculum as the main way of ensuring that all students are supported and offer SK700 on an optional basis. **To ensure a consistent level of student engagement, whichever approach is adopted should eventually be made compulsory for students.**
12. In the case of SK700 however, numbers would initially be capped and carefully raised over time to ensure that demand was manageable both for a department placing students on this module and the parties delivering the module (USC, E&CC and FECs). *The PVC Education will agree with departments that adopt SK700 when the module should be move from being optional to compulsory.* To provide flexibility to departments to manage their portfolio of modules, a department can choose to make SK700 available in the first or the second year.
13. If a department regards none of the three approaches as suitable for their students, that department can make a case to the PVC Education, and propose a bespoke means of providing career learning.
14. The E&CC will provide good practice guides that will set out minimum content for departments adopting the embedded or co-curricular approach. Whichever approach is adopted a department will be supported by the E&CC and FECs. The E&CC, within its resources, will contribute to designing and delivering careers sessions. Both the E&CC and

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[8] http://www.hecsu.ac.uk/assets/assets/documents/Futuretrack_Summary_2012_-_Applying_to_university.pdf, p.2

[9] [9] http://www.cbi.org.uk/media/1121435/cbi_uuk_future_fit.pdf, pp. 14-15

[10] Mellors-Bourne, et al. (2010) *STEM Graduates in Non-STEM Jobs*. Cambridge: CRAC, pp. 73 and 94

[11] http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Quality-Code-Chapter-B4.pdf, p14. ff

[12] http://www.employment-studies.co.uk/pubs/summary.php?id=emplblty

[13] Pool, L. D. and Sewell, P. (2007) 'The key to employability: developing a practical model of graduate employability' *Education & Training*, Vol. 49, No. 4, pp277-289

[14] http://eprints.soton.ac.uk/41973/1/CEG_report.pdf pp. 103

FECs will broker outside speakers and, in collaboration with DARO, help find suitable alumni speakers and mentors.

15. The effectiveness of the different approaches will be reviewed use three sources of data:
    - Scores from the Essex Employability Audit tool that will be launched in Sept / Oct 2013. This will provide quantitative self-rating scores on career learning and wider development of employability sampled periodically at key milestones during the student lifecycle;
    - Qualitative indicators of engagement, for example, attendance, quality of student work, external examiner reports, employer feedback, focus groups and the professional judgement of academics and other staff involved in delivery of career learning;
    - Through the STARs project using DLHE data for the cohort that starts when the framework is implemented. If the framework is implemented in October 2013, the first cohort to have benefited from the policy will graduate in July 2016.

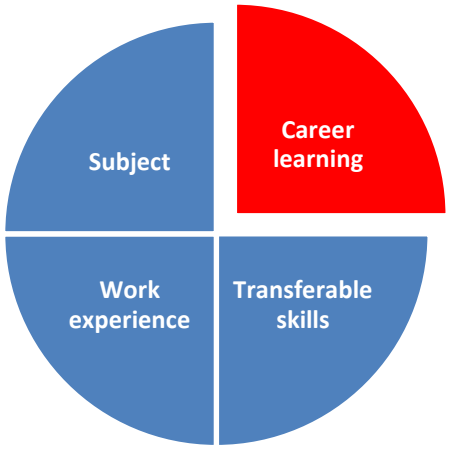
16. **Recommendation to Senate: by October 2014 at the latest each department will, for all undergraduate degrees, implement (as described in paragraphs 10, 11, 12 and 13) at least one of the following:**
    i. Career learning outcomes embedded in the subject curriculum;
    ii. SK700 *Understanding Employability: Preparing for your Future* (first or second year);
    iii. Co-curricular timetabled careers modules (in at least first and second year) additional to the 360 credits;
    iv. Bespoke arrangement at the discretion of the PVC Education.

Dave Stanbury, Director of Employability, Employability & Careers Centre, Academic Section, June, 2013

Annex 1: Examples of career learning approaches at Essex and from across the UK sector

Approach	Examples	Pros	Issues
Employability module	SK700, Newcastle[15], Reading[16] Stirling[17]	• In-depth student engagement • Practical and conceptual • Includes work placements • Centrally delivered by career experts • Opportunity for employer involvement	• FTEs diverted to USC • Sourcing work placements by FECs and E&CC • Student take up (if optional)
Embedded in subject	History, CSEE, SBS, Glasgow[18], Glasgow Caledonian[19], Goldsmiths[20], Leeds[21]	• Clear linkage to discipline base[22] • Careers part of the host degree • Careers feels a natural part of the degree • Continuous learning across the student journey • Opportunity for employer involvement	• Ensuring that career content is 'hosted' in modules with congruent content • Need to map content across different modules • Curriculum review & development
Co-curricular modules	Maths, Psychology, Bedfordshire	• Continuous learning across the student journey • No loss of degree content • Can count towards timetabled hours for KIS • Opportunity for employer involvement	• Additional teaching above the 360 credits • Student take up / work load • Depth of learning • Resource implications for E&CC and FECs where helping with delivery

Figure 1: Career learning; a distinct component of employability



[15] http://www.ncl.ac.uk/careers/develop/cdm/index.php
[16] http://www.reading.ac.uk/internal/student/OnlineStudentHandbook/osh-careermanagementskills.aspx
[17] http://www.stir.ac.uk/alumni/careers/career-management-skills-modules/
[18] http://www.gla.ac.uk/media/media_218771_en.pdf
[19] http://www.cbi.org.uk/media/1121435/cbi_uuk_future_fit.pdf, p45
[20] http://www.cbi.org.uk/media/1121435/cbi_uuk_future_fit.pdf, p35.
[21] http://curriculum.leeds.ac.uk/?PAGE=131
[22] Knight, P. and Yorke, E. (2004) *Learning, Curriculum and Employability in Higher Education*, London, RoutledgeFalmer

Appendix C

4.1 Size, Composition, Operation and Powers of Senate

1. That the size and composition of Senate at the University of Essex is in line with comparable institutions for its size and should remain unchanged, including the number of elected members, noting recommendation 15 below relating to postgraduate student representation.

2. That Ordinance 27[23] be amended to require each departmental meeting to have a standing item to facilitate the discussion of Senate activity, both to enable outcomes to be reported to staff and for staff to raise issues.

3. That the Senate Agenda Group meet the student Senate members at the earliest appropriate point in the academic year as part of the student induction arrangements in order to support the students in raising issues for discussion.

4. That the Chair of the Senate Agenda Group be required to communicate with all members of academic staff at least once in each academic year regarding the Group's role and to encourage issues to be raised.

5. That the Vice-Chancellor's Report to Senate be made available to all staff as a matter of course following each meeting of Senate.

6. That the papers for the first Senate meeting of each academic year provide a one page briefing for Senate members regarding Senate's powers and operation, agenda-setting arrangements, voting procedures and include the organisational chart of the Committees of Senate.

7. That the information published online about Senate, its work and its members be reviewed.

8. That Senate establishes a 'Toplines'-style publication to cover the work of Senate, to be prepared and circulated to all staff after each Senate meeting and to include details of Senate's role and powers.

9. That annual reports regarding global alliances and collaborations and international partnerships are submitted to Senate via the Education Committee and other relevant Committees of Senate.

10. That the current structure of the agenda, established following the review in 2005-06, works well, results in more issues related to academic strategy and policy being discussed and should be retained.

11. That the agenda, papers and minutes for all Committees of Senate be available to Senate Members via the secure Senate SharePoint site.

4.2 The structure of the Committees of Senate

12. That the structure of the Committees of Senate be amended as set out in appendix D (website).

13. That the membership and terms of reference of the newly established Committees of Senate be approved as set out in appendix E (website).

[23] Ordinance 27 (Departmental Meetings) states: (1) A meeting of the Academic Staff holding posts allocated (primarily or otherwise) to a Department shall be known as a 'Departmental Meeting'; and (2) The Head of each Department shall convene a Departmental Meeting at least once in each term, and at other times within seven days of his or her having received a request in writing signed by at least one quarter of the Academic Staff holding posts allocated to the Department that such a meeting should be convened.

14. That Senate receives a report from the Pro-Vice-Chancellor (Education) at its summer term meeting in 2014 on the operation of the new structure of the Committees of Senate in order to consider how the structure has worked during its first year of operation and to make any recommendations for enhancement.

15. That the student membership of Senate be amended to include a postgraduate research student (nomination process to be determined).

16. That a more detailed proposal be submitted to Senate in October 2013 for the Working Party to continue its work during 2013-14 to undertake a review of the Committees of Senate not considered as part of the review during 2012-13.

Appendix D

Work-based and placement learning
Review of approval policies and procedures

1. Overview

1.1. In response to the University's initiatives for providing opportunities to enhance student employability, a demand for incorporating more work-based and placement learning in courses, including year-long placements, has been identified.

1.2. A review of the University's work-based and placement learning guidelines and approval process has therefore been carried out to support this process. This has included consultation with the Director of Employability, the Associate Dean, Student Mobility, and Head of Registry.

1.3. Amendments are proposed to the course approval approach, recognising the experience in the University, particularly in departments such as HHS, for providing work-based and placement learning, to allow placement years to be introduced with an appropriate level of oversight, while still ensuring academic standards and quality are maintained, and commitments to external agencies such as the Quality Assurance Agency (QAA) and UK Border Agency (UKBA)[24] are met.

1.4. Members of Quality Assurance and Enhancement Committee are asked to consider the proposed amendments to the Quality Framework, and to the approach to approval of courses incorporating work-based and placement learning.

1.5. If supported by QAEC, approval will be sought from Academic Board or the PVC (Academic Standards) where appropriate on any further amendments to the processes, forms, templates and any related issues such as variations to the Rules of Assessment.

2. Summary of Proposal

A. To amend the new course approval criteria which specify which of the three categories new courses fall into, and therefore where approval must be sought (the Dean, Faculty Board or validation panel).

B. To establish characteristics of a standard year-long placement which each course would need to adopt, and which set the requirements for eligibility to embark on a placement year, and to address potential issues with re-assessment at the start of the placement.

C. To amend the guidelines and add to the existing forms required for course and module approval to indicate requirements for work-based and placement learning.

D. To create University-wide templates for the provision of work-based and placement learning, which can be used as exemplars by departments, and adapted as necessary. This will include template learning outcomes at programme and module level. To ensure that each course incorporates the work-based / placement learning appropriately, courses will be approved individually.

A. Amendment to new course approval criteria

A.1. Under current criteria, work-based / placement learning would fall under category three, and would therefore require approval via a validation panel. However, this does not recognise the fact that there are departments with significant experience in offering work-based / placement learning.

A.2. It's proposed that the approval process for work-based / placement learning should follow the same principles and risk-based approach as introduction of a campus-based, face-to-face

[24] A review is underway by the Registry on compliance with UKBA requirements, including issues relating to international students studying in the UK with a Tier 4 student visa. Once completed, guidelines and forms for the introduction of work-based and placement learning will be amended accordingly. In the meantime, Registry staff will offer advice to ensure UKBA requirements are met.

course. On that basis, the introduction of a work-based / placement year could be approved by the Faculty Board or by a validation panel.

A.3. Categories dictating the approval route would therefore be amended as follows (new wording underlined):

Category 2: Approval by Faculty Board

Courses which meet the following criteria:

- more than one new module that contributes to degree classification (UG) or more than one new core module (PGT)
- include WBL/placements on a course which does not fall under any of the criteria in category 3

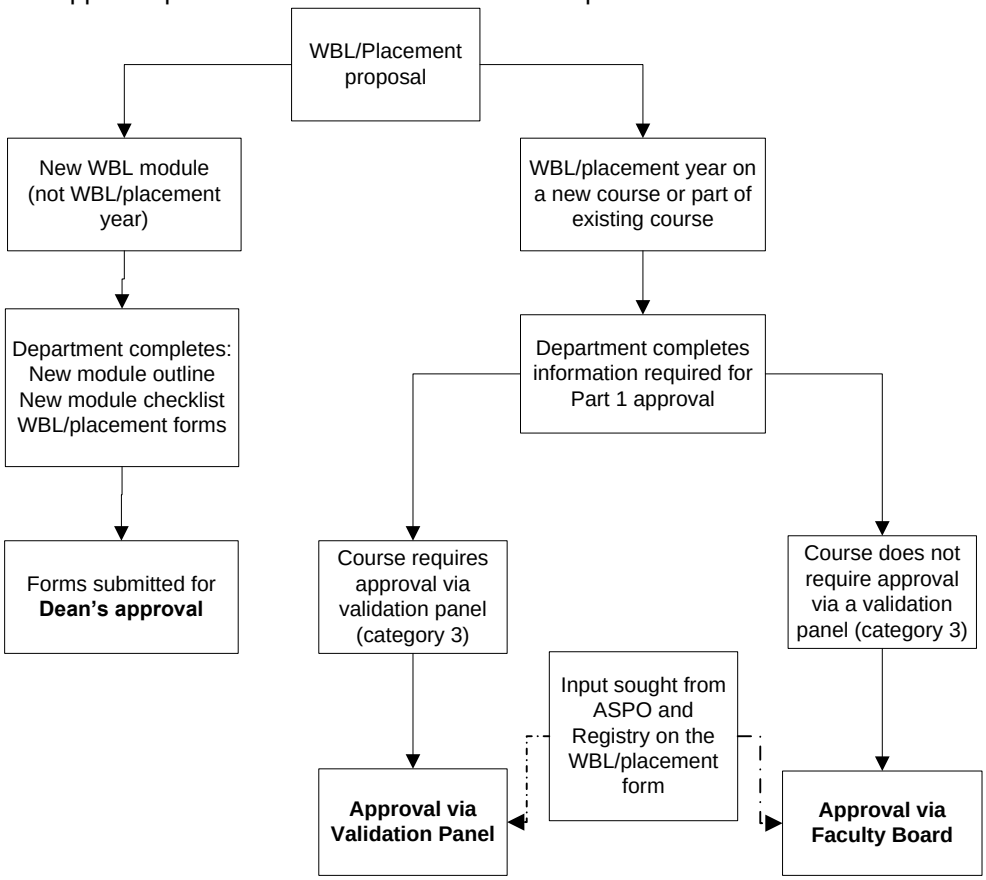
Category 3: Approval by Validation Panel

Courses which meet the following criteria:

- are in new curriculum areas (as defined by QAA Subject Benchmarks)
- are in an area which will require significant new staffing resource
- involve external collaboration (other than courses including WBL/placements under category 2)
- require internal validation in order to meet external requirements
- ~~is a Foundation degree~~
- include non-standard delivery patterns or methods of delivery, including distance/e-learning

A.4. A footnote will also be added for clarity: "For the avoidance of doubt, a course in an established curriculum area which includes a work placement will, under normal circumstances, only require Faculty Board approval".

A.5. The approval process would then follow these steps:



Draft characteristics of a work-based learning (WBL)/placement year

A.1. To be eligible for the WBL/placement year, students would be required to achieve a minimum 53% year mark at stage 1, and pass at first attempt for all stage 2 modules.[25]

A.2. WBL/placement modules, worth 120 credits, will be created for each course, and would be pass/fail only.

A.3. If students failed to meet the eligibility requirements or failed their WBL/placement, they would be offered a transfer to the three year version of the course.

A.4. The weighting towards degree classification would be 0% (i.e. stage 2/3/4 = 40%/0%/60%), in line with the current Rules of Assessment.

A.5. There will be generic programme learning outcomes for all courses.

A.6. The WBL/placement module learning outcomes will include some generic learning outcomes and some which would be tailored to the course (and to the student where needed).

A.7. As credits are to be formally recognised, students will need to be formally assessed.

A.8. Students will apply for the four-year course (via UCAS), and course titles will include the words "(including placement year)".

A.9. Advertising and student briefings will emphasise that students will be responsible for securing a placement, with the support of the department, Faculty Employability Co-ordinators and Employability Centre. Expectations need to be managed in terms of eligibility and finding placements.

[25] If approved, this will require an amendment to the Rules of Assessment. Care will be needed to ensure clear distinction is made between the year abroad and placement year requirements.

B. Guidelines and forms for new course and module approval

B.1. The following forms[26] have been revised and introduced to support the introduction of work-based and placement learning, and have been appended to this report.

- Guidelines for work-based and placement learning (revised form)

Forms (Appendix B)

- Work-based and placement learning approval form (new form)
- New module checklist (revised form)
- Part 1 Approval for a New Course for Publicity Purposes (revised form)
- Part 2 Final Approval of a new course (revised form)

C. University-wide templates

C.1. If the proposals set out in this paper are approved, standard and template documentation for a placement year will be developed where possible, which can be adapted as needed. These may include template learning agreements and work-based and placement learning handbooks (for students, staff and placement providers), as well as offering examples of departmental approaches to organisation and student support arrangements.

C.2. Initial documentation is being developed by Dr Anthony Vickers for introduction of placement years to CSEE undergraduate courses, and may form the basis of these templates. These may be supplemented by further work undertaken by the Employability and Careers Centre.

[26] The forms also incorporate other changes which have been approved by the PVC (Academic Standards), designed to clarify what is needed and to ensure all required information is collected

Appendix E

Academic Offences Procedures 2013/14

Amendments are recommended to the following sections of the policy. Paragraphs will be re-numbered accordingly where new paragraphs have been inserted.

A. Academic Offences

General Considerations

A7.

When any academic offence is alleged, a student is required either to attend any meeting arranged to discuss the alleged offence with the relevant Head of Department, Dean/Associate Dean, or Academic Offences Committee or if he or she does not wish to attend to submit a written response by the date of the meeting. If the student attends the meeting, he or she may bring a ~~student or other~~ member of the University or Students' Union to help him or her in presenting his or her case. ~~In some instances, such as allegations relating to collusion or group submissions, it may be necessary and appropriate for the relevant Head of Department, Dean/Associate Dean or Academic Offences Committee to see more than one student at a time. Reasonable notification will be given of any such meeting, although it may sometimes be called at short notice.~~ A meeting may proceed in the absence of the student (and their representative) provided that the Head of Department, Dean/Associate Dean, or Chair of the Academic Offences Committee is satisfied that due notice has been given to the student.

A8.

In some instances, such as allegations relating to collusion or group submissions, it may be necessary and appropriate for the relevant Head of Department, Dean/Associate Dean or Academic Offences Committee to see more than one student at a time.

A11.

If a student is given an opportunity to resubmit work having been found to have committed an academic offence; any further allegations made about the resubmitted piece of work will be treated as a subsequent offence.

B. Alleged academic offences dealt with by Heads of Department

Alleged Offences dealt with by Heads

Heads' Powers

B8.

Heads of Department acting on behalf of Senate shall have the power, taking into account the circumstances of the case, to:

a. in some instances, where an academic offence has been committed in a unit of assessment which is worth a small part of the module aggregate (no more than 15%), it may be appropriate for a Head of Department to allocate a penalty of a mark of zero for the unit of assessment with no resubmission or second attempt allowed. This penalty may only be allocated following consultation with and approval by the relevant Dean/Associate Dean.

C. Alleged Academic Offences dealt with by Deans/Associate Deans

Deans'/Associate Deans' Powers

C9.

Deans/Associate Deans acting on behalf of Senate shall have the power to:

d. in some instances, where an academic offence has been committed in a unit of assessment which is worth a small part of the module aggregate (no more than 15%), it may be appropriate for a Dean/Associate Dean to allocate a penalty mark of zero for the unit of assessment with no resubmission or second attempt allowed.

D. Academic Offences Committees

Membership

D1.

An Academic Offences Committee is a Committee of Senate. Members of an Academic Offences Committee must be drawn from the Panel of potential Academic Offences Committee members. ~~In the case of a research student, the Panel comprises all departmental Directors of Research Students.~~

Student Attendance and Representation

D10.

The student charged will be invited to be present at the committee whenever oral evidence is being heard by the Committee. He or she may bring a ~~student or other~~ member of the University or Students' Union to help him or her in presenting his or her case to the Committee.

~~D11.~~

~~The Committee may proceed in the absence of the student or the student's representative provided that the Chair is satisfied that due notice has been given to the student.~~

E. Appeals against decisions by Heads, Deans/Associate Deans or Academic Offences Committees

Duties of the Appointed Dean/Associate Dean

E9.

The Appointed Dean/Associate Dean must inform the student of his or her right to bring a ~~student or other~~ member of the University or Students' Union to help in presenting the appeal to the Committee.

ACADEMIC OFFENCES PENALTY GUIDELINES FOR HEADS, DEANS/ASSOCIATE DEANS AND ACADEMIC OFFENCES COMMITTEES

Application

F2.

A Board of Examiners may not overturn any decision on a penalty given in relation to an academic offence by a Head of Department, a Dean/Associate Dean or an Academic Offences Committee.

~~Any penalty allocated by a Head of Department, a Dean/Associate Dean or an Academic Offences Committee will also apply to any reassessment of the unit of assessment in question allowed by subsequent Exam Boards~~.