

SUMMARY OF ACADEMIC POLICY DECISIONS – AUTUMN 2011

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

International Academy/Inter-Faculty Board – 1/12/11
Quality Assurance and Enhancement Committee – 9/11/11
Academic Board – 14/12/11
Senate – 19/10/11, 18/01/12

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

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SECTION A - FOR ACTION

1. Undergraduate Assessment Policy (ACBD.MM.130-131/11 and S.M.29.12)

Resolved “that Chair’s Action had been taken to add the following statement to the Assessment Policies document for undergraduates, regarding the arrangements for early assessment of Autumn term modules:

“Where examinations are held soon after the completion of teaching for Autumn term modules, as an interim assessment period for a stage of study lasting three terms, any marks released to students will be provisional. Marks will only be approved, and any decisions about reassessment taken, at the next scheduled meeting of the Board of Examiners.

The department should agree with Registry a deadline for the receipt of extenuating circumstances forms, which would normally be one week after the date of the last examination. This date should be publicised to students. Any extenuating circumstances claims would be considered at the next scheduled meeting of the Board of Examiners.”

2. Changes to progress procedures for taught programmes of study (S.M.32/12)

Resolved that the amendments to the Progress Procedures for Taught Programmes of Study, as set out in paper S/12/05, be approved with effect from the 2012-13 academic year.

See Appendix 1 attached.

SECTION B – FOR INFORMATION

1. External Examiners Working Group (ACBD.M.124/11)

Noted This working group had met recently and would be reviewing this first chapter of the QAA's revised Quality Code in order to identify the implications for the University's policies and procedures. An example of a new mandatory requirement was the publication of examiners' names and affiliations, by course. The Group expected to report to the Senate after the Spring term.

2. Amendment to Rules of Assessment (ACBD.MM.128-129/11 and 137-139/11)

Changes to Rules of Assessment will be published on the web at:

<http://www2.essex.ac.uk/academic/students/ug/rules.htm>

<http://www2.essex.ac.uk/academic/students/pgt/pgtrulesmenu.htm>

3. Variation to Extenuating Circumstances Policy (S.M.30/12)

Resolved 'that variations to the standard Extenuating Lateness/Circumstances policy be approved for the School of Health & Human Sciences students on professional courses as set out in paper S/12/05'

See Appendix 2 attached.

4. Faculty Board Membership (ACBD.M.151/11 and SM.33/12)

Recommended to Senate that the membership of each Faculty Board be amended as follows with immediate effect:

In respect of Departments which are members of the relevant Faculty:

"The Head of Department or up to two nominees from the Two members of academic staff per Department, authorised to represent the views of the Department on representing both Undergraduate and Postgraduate taught provision"

In respect of Centres which are members of the relevant Faculty:

"The Director of the Centre, or one nominee from the One member of academic staff of the Centre, authorised to represent the views of the Centre on representing both Undergraduate and Postgraduate taught provision".

5. Changes to postgraduate taught rules of assessment for 2010-11 (ACBD.M.152/11 and SM.34/12)

Resolved 'that the Rules of Assessment for postgraduate taught students who commenced study prior to 2011-12 be amended to align with revisions to the Academic Offences Procedures approved by Senate and Rules of Assessment for students commencing taught postgraduate courses in 2011-12, such that submissions made as a result of a decision about an Academic Offence will no longer count as a submission under the rules of assessment.'

6. Variation to rules of assessment for Graduate Certificate in School of Health and Human Sciences (S.M.35/12)

Resolved 'that existing variations to Rules of Assessment for professional courses in the School of Health & Human Sciences also apply to the new Graduate Certificate Psychological Wellbeing Practitioner (Low Intensity) with effect from the first intake onto the Graduate Certificate in January 2012.'

7. Admissions sub-committee report (S.M.51-54/12)

Resolved that Regulation 1.2 of the University's General Entrance Requirements be revised as follows with effect from 2012-13 (ie for October 2013 entrants):

1.2.

Only persons who have satisfied the general entrance requirements of the University and the published entry requirements for the relevant programme of study may be admitted and permitted to register as a student of the University.

- a. For admission to a Foundation Degree, the general entrance requirement is a minimum of five General Certificates of Secondary Education passes at grade C or above, and a pass in one Advanced Level General Certificate of Education, or equivalent.
- b. For admission to a Bachelors Degree, the general entrance requirement is a minimum of five General Certificates of Secondary Education passes at grade C or above, including English, and a pass in two Advanced Level General Certificates of Education, or equivalent.
- c. Equivalencies to the General Certificate of Secondary Education and the Advanced Level General Certificate of Education will be determined by the relevant Admissions Officer and are available on request.

For admission to a postgraduate taught or research degree, an applicant is deemed to have met the University's general entrance requirement by virtue of meeting the published entry requirement for the programme of study for which s/he has applied.

Noted 'Departments and schools would be invited to consider whether to make a minimum grade C in GCSE Mathematics or equivalent an entry requirement.'

Resolved that revisions to the University's *Policy and Procedure for the Accreditation of Prior Learning and the Accreditation of Prior Experiential Learning* be approved

See Appendix 3 attached.

Resolved that the University's policy on the *Re-use of Credit from University or External Sources towards University of Essex awards* be revised.

See Appendix 4 attached.

8. Skills Centre Report (IA/IFB.MM.86-90/11)

Action To continue engaging with the University departments with a view to determine what skills modules can be embedded into their curriculum. (Ms Austin)

Richard Stock
Deputy Academic Registrar
February 2012

CIRCULATION

FOR ACTION:

Heads of Department/School
Directors of

Human Rights Centre
Interdisciplinary Studies in the Humanities
Centre for Psychoanalytic Studies
Employability and Careers Centre/Study Abroad Office
Centre for Theoretical Studies

Departmental Administrators (including Centres listed above)

FOR INFORMATION:

Vice-Chancellor

Pro-Vice-Chancellors

Deans

Academic Registrar

Faculty Managers

Academic Officers

Proposed Amendments to the Progress Procedures for Taught Programmes of Study

The amendments to paragraph 1 of the Progress Procedures for Taught Programmes of Study are detailed below. Proposed additional sections are underlined, and proposed removed sections are scored through. If approved, the revised procedures will be supported by a flow chart to aid implementation at the operational level.

Monitoring of Student Progress and Attendance

- a. Student engagement with their programme of study is primarily measured by attendance and completion of term-time assessments, which are monitored in and by departments.
- b. Heads of Department are responsible for ensuring that an effective means of monitoring students' attendance and completion of assessments is established and maintained in each department in accordance with the requirements set out below.
- c. Departmental procedures should be communicated to all students taking modules in the Department.

Progress Procedures for Taught Students

- d. For all taught students, as a minimum, departments should:
 - i. Monitor, and record, the attendance of students for a two week period during Weeks 5-7 and Weeks 19-21 (excluding reading weeks) at supporting tuition, ie classes, tutorials and laboratories.
 - ii. Review the data for all students on their degrees (including joint courses for which they are responsible) including the data for outside options which the student is taking and any compulsory in-session English module, and any available information on assessment due to be completed by the end of week 7 and 21.
 - iii. Monitor the submission of all coursework.
- e. Where attendance and/or completion of assessments is unsatisfactory, departments should take the following action:
 - i. The Director of Undergraduate Studies/Graduate Director (or equivalent) (or his/her nominee) will meet all students whose attendance/completion of assessed work has been identified as unsatisfactory. The students' attendance should be monitored for a further three-week period.
 - ii. If attendance/completion of assessed work remains unsatisfactory, ~~or the student does not attend the meeting with the Director,~~ the matter will be referred to the Head of Department who will arrange to meet the student.
 - iii. If a student does not attend the meeting with the Director of Undergraduate Studies/Graduate Director or Head of Department, or where ~~Where~~ a department's efforts to encourage a student to engage with their studies have been unsuccessful and/or where progress measured by the completion of the required assessments is such that the student is unlikely to complete the year successfully, the Head of Department should refer the student to the relevant Dean. The Dean will review each case and may refer a student to the Progress Committee. Examination Boards may consider students whose progress continues to be unsatisfactory, after the examination results are known.

- f. Where a student has not attended any supporting tuition and/or has not submitted any coursework then the matter will be referred directly to the Dean.
- f.g. Where attendance is unsatisfactory in the second monitoring period (Weeks 19-21) and/or the student has not submitted any coursework, and attendance/completion of assessed work was unsatisfactory in the previous period, the matter will be referred directly to the Dean.
- g.h. If a student does not attend a meeting with the Dean, and their attendance and/or submission of coursework has been unsatisfactory, then it will be assumed that they are no longer engaged in the course and they will be withdrawn.
- h.i. Departments operating joint degrees should liaise with the other departments involved to ensure that there is full co-ordination on the monitoring of progress. In the case of multidisciplinary courses the Director of the degree course should liaise with contributing departments.

School of Health and Human Sciences (SHHS)

Coursework Deadline, Late Submission of Coursework and Extenuating Circumstances Policy

Extenuating Lateness and Extenuating Circumstances

Extenuating Lateness **only** relates to situations in which work is likely to be submitted later than the published deadline but **within** 28 days. *Extenuating Circumstances* relates to situations whereby you have either: A) submitted work on time – but believe that exceptional life events have significantly impacted upon your ability to produce work to your normal standard. or B) you have extenuating circumstances which will delay your ability to submit work beyond 28 days from the deadline.

Coursework Deadline and Late Submission of Coursework Policy

This policy applies to all programmes in SHHS with the exception of students registered on BSc Social Psychology and Sociology, BSc Health Studies, BSc Health and Human Sciences and BA Health Studies where the standard University of Essex procedures will apply. These guidelines clarify the policy applying to all other SHHS courses and they supersede the Sections B and C of the standard policy. The Late Submission form specifically for students from the School of Health and Human Sciences should be used.

All coursework submitted after the published deadline will receive a mark of zero. The mark of zero shall stand unless the student submits satisfactory evidence of extenuating circumstances that indicate that the student was unable to submit the work prior to the deadline.

If you have experienced extenuating circumstances immediately around the time of the deadline, which prevent you from submitting your work by the deadline, you should submit a Late Submission of Coursework Form to SHHS within 7 days (including weekends and/or bank holidays) of the deadline date. You can request a late submission of up to 28 days (including weekends and/or bank holidays) after the published submission date but you must be aware that you will be required to provide evidence to support any late submission. Your Late Submission of Coursework Form will then be considered by the School's Late Submissions Committee. Forms will not be accepted by email. One hard, signed copy must be submitted to the SHHS reception either at Colchester or Southend. Please ensure you use the correct form for SHHS students

Examples:

You have an essay due in on 27th January 2012. You are aware that you have a minor operation scheduled for 20th January 2012 and you have been advised to rest for 2 weeks post operatively. Due to other commitments you think it unlikely that you could complete this essay in advance of your surgery so you request a 2 week extension to the deadline supported by a letter from your GP (proposed submission date 10th February 2012). The Late Submissions Committee meet on 24th February and support your request so your mark is instated.

You have an essay due in on 27th January 2012. You move house on 25th January 2012 and do not submit your essay on time. On the 30th January 2012 you request a 1 week extension to the deadline supported by paperwork evidencing your move. You actually submit the essay on 2nd February. The Late Submissions Committee meet on 24th February and reject your request. The committee felt that you were clearly aware of your move date, it was not an

unexpected event and you should have been able to plan accordingly. You receive a mark of zero for your work and have to resubmit for a capped mark.

Extenuating Circumstances Policy

This outlines the policy and procedures on Extenuating Circumstances applying to all students in the School of Health and Human Sciences, except those on BSc Social Psychology and Sociology, BSc Health Studies, BSc Health and Human Sciences and BA Health Studies where the standard University of Essex procedures will apply. If you are on one of these courses please follow the standard guidelines. For all other SHHS students the guidelines below apply and they supersede section B and the instructions and deadline for submission of forms as outlined of the standard policy and procedures. The Extenuating Circumstances form specifically for students from the School of Health and Human Sciences should be used.

If you have experienced significant long term extenuating circumstances that prevent you from submitting your work either by the deadline or within twenty-eight days of the deadline, you should submit an Extenuating Circumstances Form to the next scheduled Extenuating Circumstances Committee, which should clearly explain how your extenuating circumstances affected your ability to submit your work or to sit a scheduled exam. Forms will not be accepted by email. Two hard, signed copies must be submitted to the SHHS reception either at Colchester or Southend.

Extenuating circumstances forms should be submitted within 7 days of the published assignment deadline or examination date. Forms submitted after work has been marked and returned will not normally be accepted unless there is a clear reason why the extenuating circumstances form could not have been submitted on time. Please ensure you use the correct form for SHHS students

Late Submission Committee

- The School will organise, as a minimum, 4 meetings of the Late Submission Committee a year. Any claim submitted on a Late Submission of Coursework Form will be considered at the next available meeting.
- The Committee will decide whether the claim is upheld and whether your mark can be instated.
- The School will advise you of the outcome.

Extenuating Circumstances Committee

- The School will organise as a minimum 4 meetings of the Extenuating Circumstances Committee a year. Any claim submitted on an Extenuating Circumstances Form will be considered at the next available meeting.
- The Extenuating Circumstances Committee only has the power to make a recommendation to the Examination Board. All decisions are confirmed or rejected the Board.
- If the Committee recommends that a student is permitted a second attempt this decision is dependent on ratification at the relevant Examination Board.

Consideration at Examination Boards

- All extenuating circumstances, together with the recommendation of the Extenuating Circumstances Committee, must be reported to, or considered by an Examination Board. Extenuating Circumstances claims will normally be considered at the next Examination Board scheduled for their course. The scheduled Board is defined as

the Board where work would normally have been considered for any particular course or module.

- If the decision may result in a student having to withdraw from a programme the circumstances will be submitted to the next available designated Examination Board rather than waiting for the scheduled Board. There will be four designated Examination Boards per year that will consider extenuating circumstances in this situation. These are:
 - June Postgraduate CPD and Modular Board
 - September pre-registration Masters Board
 - November Postgraduate CPD and Modular Board
 - Early Spring MSc Nursing Board
- Only an Examination Board will have the right to grant an additional attempt at a resit (ie a third or subsequent attempt) or to uncap a mark capped because it was a second attempt.
- If a student has failed an assignment twice, they will be able to continue to attend the University while awaiting the outcome of an Examination Board. However, they will not be permitted to go on placement until they have redeemed the fail.
- It may be necessary to convene a "Virtual Examination Board" at other times where it is deemed that a decision is required before the next scheduled or designated Board or where the decision of a previous Board was that a Virtual Examination Board would be held.
- In all cases, the relevant External Examiners will be involved in decisions concerning extenuating circumstances claims, either because they are present at the Board, have reviewed the claims and submitted comments or are available by phone for the Board.

October 2011

**POLICY AND PROCEDURE FOR THE
ACCREDITATION OF PRIOR LEARNING (APL) AND THE
ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING (APEL)**

Applicants to the University who believe they may be eligible for AP(E)L will be given the opportunity to have their prior learning assessed and accredited towards the relevant taught degree course. Unless stated otherwise, the procedures and guidance below apply equally to both APL and APEL.

This document contains:

Section A: University Policy on the use of prior learning and prior experiential learning towards the requirements for a University of Essex award; and

Section B: The University's Procedure for the process of accreditation.

Senate has delegated to the Undergraduate and Graduate School Boards the authority to approve local AP(E)L policies proposed by departments or other teaching units of the University, or by the University's collaborative partners, within the overall framework of this procedure.

Definitions

APL	Accreditation of Prior Learning - the formal recognition of prior learning gained outside the University through formally assessed courses.
APEL	Accreditation of Prior Experiential Learning - the formal recognition of prior learning gained outside the University through other experience, typically gained in the workplace.
AP(E)L	Abbreviation used to encompass both of the above
Admissions Office	appropriate department or member of staff responsible for the oversight of the admissions process (University of Essex Head of Undergraduate Admissions, University of Essex Head of Graduate Admissions, equivalent named office-holders at partner institutions).
AP(E)L Assessor/	member of the academic staff responsible for admissions into the course
Approval Panel	concerned (in academic departments at the University this is generally the Admissions Officer), and/or AP(E)L approval panel where these exist at partner institutions.

SECTION A: POLICY

1. Applications

- 1.1 Application for AP(E)L should normally be made before the student commences study on the course into which s/he is seeking to transfer prior learning.
- 1.2 Applications must consist of a written request, stating the University award in respect of which the student seeks AP(E)L, and documentary evidence of the learning, in the form of transcripts, certificates or other suitable evidence in the case of experiential learning.
- 1.3 A decision as to whether AP(E)L can be approved will depend both on the specific requirements and learning outcomes of each course and the details of each individual application.
- 1.4 Applicants should note that the award of specific credit via APL towards their intended course of study at the University may not necessarily directly reflect the value/level of the credit assigned to their current/previous qualification, i.e. it may be less.
- 1.5 Exemptions will not be considered for prerequisites in certain disciplines where professional and statutory regulating body requirements apply (eg Health Professions Council, Institution of Engineering and Technology, Law Society).
- 1.6 Exemptions will only be considered for full courses / modules of study; not elements therein.

2. 'Shelf-Life' of Learning

The time elapsed since the student undertook learning that forms the basis of an AP(E)L application is a relevant factor to be considered in each case. Normally, learning should have taken place within the five years prior to the enrolment date for the intended course of study.

[Note: attention should also be paid to the University policy on [The re-use of credit from university or external sources towards University of Essex awards](#)]

3. Volume of AP(E)L in University awards

- 3.1 It is important to note that the acceptance of AP(E)L towards University awards is an admissions decision based on each individual case. The maximum volume of AP(E)L outlined below is provided for the guidance of applicants and departments but does not constitute an entitlement.
- 3.2 **For taught postgraduate awards a student may seek to import learning to a maximum of one third of the volume of credit that is required to be studied for the named University award.**
- 3.3 **For undergraduate awards of over 240 credits a student may seek to import learning to a maximum value of two thirds of the volume of credit that is required to be studied for the named University award.**
- 3.4 **For undergraduate awards of 240 credits or less the maximum credit value permitted to be imported is one half of the volume of credit that is required to be studied for the named University award.**
- 3.5 **For specified teaching qualifications the maximum credit value permitted to be imported is one half of the volume of credit that is required to be studied for the named University award.**

3.6 Summary of requirements for admission via AP(E)L:

AWARD	MAXIMUM CREDITS WHICH MAY BE IMPORTED	MINIMUM CREDITS TO BE TAKEN ON UNIVERSITY OF ESSEX VALIDATED COURSES ¹	MAXIMUM CREDITS FOR AWARD ²
Masters Degree		QF Level 7)	
Postgraduate Diploma		F Level 7)	
Graduate Diploma		F Level 6)	
Postgraduate Certificate		F Level 7)	
Graduate Certificate		F Level 6)	
Postgraduate Certificate in Education		F Level 7)	
Professional Graduate Certificate in Education		F Level 6)	
Certificate of Education		F Level 4 or above)	
CHEP (Certificate of Higher Education Practice)		F Level 7)	
Honours Degree		QF Level 6)	
Ordinary Degree		with a minimum of 60 at NQF Level 6)	
Foundation Degree		QF Level 5)	
Diploma of HE		QF Level 5)	
Certificate of HE		F Level 4)	

¹Note: The Rules of Assessment specify the particular requirements for volume of credit at specific levels of the FHEQ within each University award.

²Note: Where individual awards have a higher credit total (e.g. Honours degrees with 480 credits) the maximum import thresholds outlined above continue to apply.

4. Calculation of degree results

In calculating the final degree result of a student who makes a successful AP(E)L application, any courses or modules from which the student is exempted on the basis of AP(E)L will be excluded from calculated averages or other methods used to determine the student's final degree result.

5. Transcripts

The transcript for a student who makes a successful AP(E)L application will indicate the elements of the course from which the student was exempted.

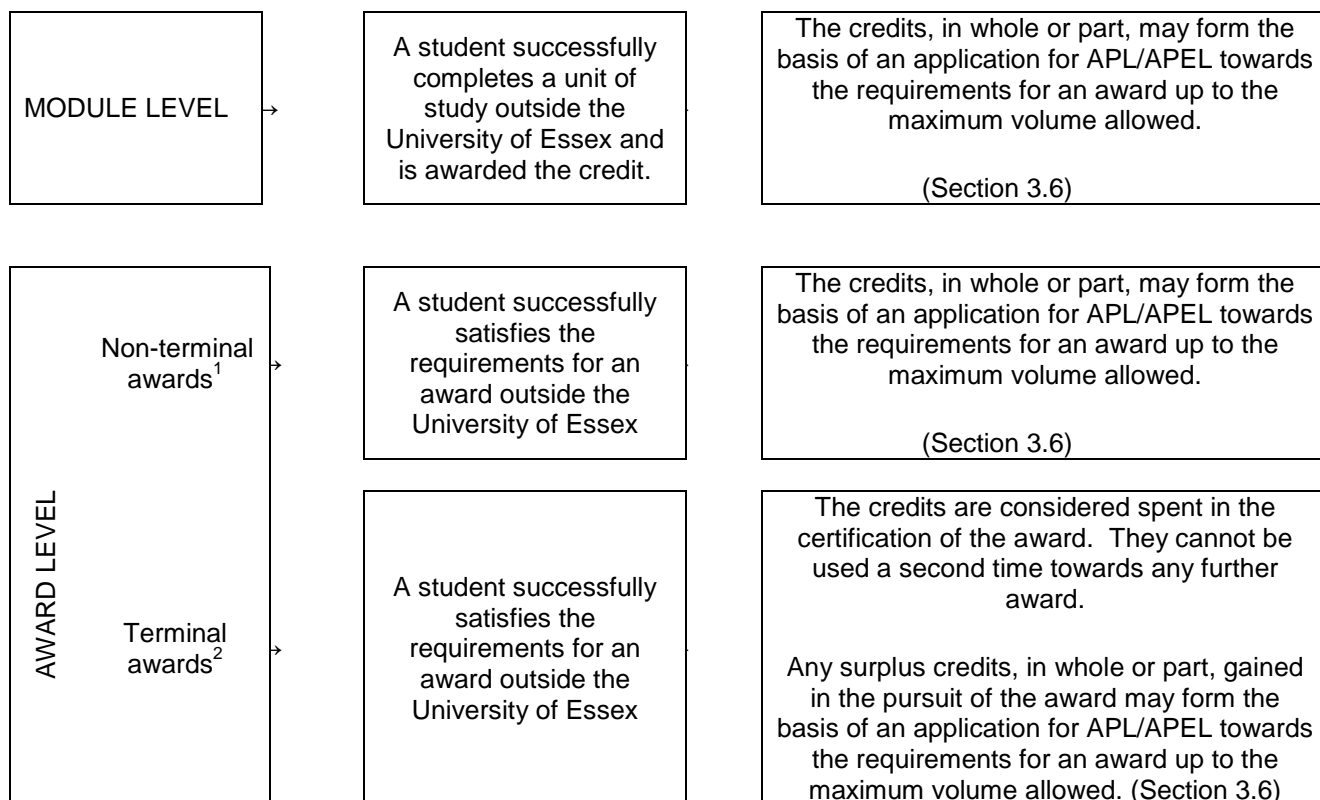
SECTION B: PROCEDURE

1. Applicants wishing to be awarded credit for AP(E)L will be advised in the first instance to discuss the matter with the Admissions Office, who will ensure that the applicant is given access to the Programme Specification, including the course structure and the rules of assessment and is informed of the University's AP(E)L policy and procedure.
2. The Admissions Office will verify that the application is in accordance with the policy in Section A. If it is not in accordance, ~~s/he~~ the Admissions Office will inform the student of the discrepancy in writing. Otherwise, the application will be passed to the Admissions Selector for member of the academic staff responsible for admissions into the course concerned who will act as the AP(E)L assessor, or to the appropriate AP(E)L Panel where these exist.
3. The applicant will submit evidence of previous learning in the form of award certificate(s), transcript(s) or, in the case of experiential learning, a portfolio of evidence. This will be passed to the AP(E)L assessor/approval panel. The AP(E)L assessor/approval panel may request additional information, e.g. details of a course syllabus and/or the assessment methods.
4. The AP(E)L assessor/approval panel carries out the following actions to determine whether the student is eligible for AP(E)L towards a University of Essex award, documenting each action on the attached pro forma. S/he will:
 - (a) Decide whether, in the case of APL, further evidence in a format specified by the admitting department is required, in addition to the student's initial submission, and inform the student if such evidence is required.
 - (b) Assess the evidence against the requirements and learning outcomes of the relevant degree course and the available constituent modules. S/he may consult with other members of academic staff as appropriate. Consideration should be given to:
 - subject content and knowledge
 - volume of learning
 - level of learning
 - evidence of achievement
 - currency of the student's knowledge in relation to the requirements of the course
 - restrictions imposed by Professional or Statutory Bodies, if applicable.
 - (c) Decide whether the student is required to present themselves for interview by the AP(E)L assessor or another appropriate member of staff, and make the necessary arrangements.
5. If the AP(E)L assessor/approval panel decide that the student's application for AP(E)L is unsuccessful, this will be documented on the pro forma and a copy forwarded to the Admissions Office.
6. If the AP(E)L assessor/approval panel decides that the student's application for AP(E)L can be accepted they will make a recommendation to the appropriate Faculty Dean (or in the case of partner institutions, the Dean of Academic Partnerships) that a specific amount of credit (e.g. exemption from individual module(s) or exemption from a year of study) towards the relevant degree course should be awarded. The Dean will inform the AP(E)L assessor / approval panel of his/her decision. A copy of the pro forma will be forwarded to the Admissions Office.

- 7.** Deans may delegate authority to the Heads of Undergraduate and Graduate Admissions to approve a recommendation from an AP(E)L Assessor/approval panel that a specific amount of credit should be awarded towards the relevant degree course.
- 8.** The Admissions Office will inform the student of the decision, in writing and will copy the letter to the Registry and the Systems Administration Office (or equivalent offices at partner institutions), the latter office to undertake appropriate actions on the student's computerised record.

THE RE- USE OF CREDIT FROM UNIVERSITY OR EXTERNAL SOURCES TOWARDS UNIVERSITY OF ESSEX AWARDS

References to Levels 4-8 refer to the QAA's *Framework for Higher Education Qualifications in England, Wales and Northern Ireland*, August 2008.



¹ Non-terminal awards at levels 6 and 7. Typically: Postgraduate Diploma, Postgraduate Certificate, Graduate Diploma, and Graduate Certificate.

Non-terminal awards at levels 4 and 5. Typically: Foundation Degrees (eg FdA, FdSc); Diplomas of Higher Education (DipHE); Higher National Diplomas (HND); Higher National Certificates (HNC); and Certificates of Higher Education (CertHE).

² Terminal awards at levels 6, 7 or 8. Typically: Doctoral degrees (eg PhD/DPhil, new-route PhD, EdD, DBA, DClinPsy); Master's degrees (eg MPhil, MLitt, MRes, MA, MSc); Integrated master's degrees (eg MEng, MChem, MPhys, MPharm); Bachelor's degrees with honours (eg BA/BSc Hons); and Bachelor's degrees (eg BA/BSc). Or other end of first, second or third cycle qualifications under the Framework for Qualifications of the European Higher Education Area (FQ-EHEA).