

University of Essex
Summary of Academic Policy Decision- Spring 2013/14

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

Student Experience Committee: 26/2/14

Academic Quality and Standards Committee: 29/1/14, 5/3/14,

Education Committee: 12/2/14, 19/3/14

Senate: 23/4/14

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.

List of Contents

Sections A- For action

1. Review of the Departmental (Personal) Adviser System (see Appendix A1&2)
2. Academic Leadership Roles in Departments (See Appendix B1-3)
3. Themes and Issues arising from External Examiner Reports

Section B-For Information

1. Proposed Changes to the Rules of Assessment (See Appendix C)
2. Draft University Education Strategy
3. Draft University Research Strategy
4. Pan-University Academic Leadership Roles
5. Chair of Boards of Examiners for 2013-14 onwards
6. Amendment to Periodic Review Process

Section A- For Action

REVIEW OF THE DEPARTMENTAL (PERSONAL) ADVISER SYSTEM (S/124/14)	
Recommendations	<p>Key recommendations include:</p> <ul style="list-style-type: none"> ■ There should be a single term used to describe named support contacts in departments. The most popular term with students and the one most commonly used in other universities is 'Personal Tutor'. 'Personal Tutor' should therefore replace the term 'Departmental Adviser'. ■ The Departmental Student Support policy should be revised to expand expectations of Personal Tutors and make these more explicit. ■ Additional steps should be taken by Departments and generic pre-arrival information to raise student and staff awareness of Departmental Student Support arrangements. ■ Hard copy and electronic information about the range of support services available, including the role of Personal Tutors, should be available to students. ■ The role of Personal Tutor should be recognised in workload allocation models. ■ Peer mentoring should be introduced in all departments (and this term to be used). Where possible, all new undergraduate students should be offered the opportunity to have a student Peer Mentor. ■ Training and resources to support Personal Tutors should continue to be enhanced and staff undertaking these roles encouraged to make use of the resources available. Senior Tutors responsibilities should include a role briefing new Personal Tutors.
Senate Agreed	'That, subject to the amendments described [in the minutes] , the recommendations in relation to the Departmental (Personal) Adviser System be approved as set out in paper S/14/25. (S/128/14)' (See Appendix A1 & A2)

ACADEMIC LEADERSHIP ROLES IN DEPARTMENTS S/121/14	
Recommendation	That the University establish a common structure for departmental leadership roles, which will ensure an appropriate level of consistency while providing flexibility for departments to vary from this model where there is good reason to do so. It also proposes that all departments should have in place a departmental education committee and a departmental research committee.
Senate Agreed	'That, subject to the amendments described [in the minutes], the role descriptors be approved for implementation as set out in paper S/14/23.' (See Appendix B1-3 for final descriptions)
THEMES AND ISSUES ARISING FROM PGT EXTERNAL EXAMINER REPORTS (AQSC/72/14)	
Noted	<p>In the discussion of matters arising from the review of external examiner reports the following points were noted:</p> <ul style="list-style-type: none"> ▪ External examiners were not responsible for or involved in the assessment of individual students and should not be asked to act as third markers. If an external examiner has concerns about internal marking they should discuss with the internal markers whether it would be appropriate for the department to re-mark the relevant assessed work for the whole cohort. ▪ It would not be appropriate for text from external examiner reports to be used in publicity; the external examining system was not designed for this purpose. ▪ As with the UG reports, some externals had commented on the need for visible evidence of second or double marking. It was agreed that this should be clearly available to the external examiner. It was agreed it would not be helpful (and could potentially be very misleading) to make this level of detail available to students. ▪ The role of external examiners in approving coursework assessment instruments would be referred to the Rules of Assessment Advisory Group for discussion and to bring recommendations back to AQSC.

Section B- For Information

PROPOSED CHANGES TO THE RULES OF ASSESSMENT (EC/71/14)	
	<p>Variations to the Undergraduate Rules of Assessment:</p> <ul style="list-style-type: none"> ▪ LLB Law (With Placement Year) Students would be required to achieve a Stage mark of 60% in Stage One rather than the standard mark of 53% in order to remain on a course with a Placement. This change would be with effect from 2014-15. ▪ BSc Sports Therapy Courses <ul style="list-style-type: none"> a) Students will only have a maximum of two attempts at the clinical placements (HS382) rather than three. This is in line with all other professional accredited courses in the School of Health and Human Sciences. b) Students must pass specified individual elements of assessments in designated modules. ▪ BA Social Work An additional variation is required to fulfil Health Care Professions Council requirements. The variation states that the award of an aegrotat degree does not lead to professional registration. This change would be with immediate effect.

Resolved	'That (i) the proposals contained in paper EC/14/26 be recommended to Senate for approval' (see Appendix C)
DRAFT UNIVERSITY EDUCATION STRATEGY (S/97/14 & S/101/14)	
Received	'A paper prepared by Professor Jane Wright (Pro-Vice-Chancellor, Education) and Dr Richard Harrison (Head of Strategic Projects and Change) setting out the draft Education Strategy, which was presented to Senate for approval and recommendation to Council.'
Senate Agreed	'That the draft Education Strategy be approved and recommended to Council as set out in paper S/14/20.'
Strategy	https://www.essex.ac.uk/about/strategy/restricted/framework/default.aspx (will be updated shortly with new strategy)
DRAFT UNIVERSITY RESEARCH STRATEGY (S/102/14)	
Received	'A paper prepared by Professor David Sanders (Pro-Vice-Chancellor, Research) and Dr Richard Harrison setting out the draft Research Strategy, which was presented to Senate for approval and recommendation to Council.'
Senate Noted	During Discussion, the following minor changes to the Strategy were agreed: <ul style="list-style-type: none"> ▪ Objective 13 should be changed from 'Increase the amount of research income generated from businesses and charities' to 'Increase the amount of research funded by businesses and charities'. ▪ In Objective 16, the word 'experience' should be replaced with 'provision' ▪ The Strategy and Objectives should be checked to ensure they reflected accurately descriptions of all staff engaged in research at the University, particularly staff in the UK Data Archive who undertook research but who were employed as professional rather than academic staff.
Senate agreed	'That the draft Research Strategy be approved as presented to Senate with the amendments and 'minor changes' above and recommended to Council as set out in paper S/14/21.'
Strategy	https://www.essex.ac.uk/about/strategy/restricted/framework/default.aspx (will be updated shortly with new strategy)
PAN-UNIVERSITY ACADEMIC LEADERSHIP ROLES (S/122/14)	
Received	A paper prepared by Professor Jane Wright and Dr Richard Harrison setting out for approval by Senate the role descriptors for the new roles of Dean of Postgraduate Research and Education and Director of Research Training, and updates to the job descriptions for the Dean of Academic Partnerships and Dean of Health.
Senate Agreed	That the role descriptors and job descriptions be approved as set out in paper S/14/24.
CHAIRS OF BOARDS OF EXAMINERS FOR 2013-14 ONWARDS (EC/75/14)	
Senate Agreed	That (i) four Faculty Examination Officers be appointed for a fixed term of three years to chair Boards of Examiners and undertake associated activity across all three faculties, with effect from 2013-14; and (ii) work be undertaken during 2014-15 to consider how the University can best manage the work of the Boards of Examiners over the longer term, with recommendations submitted to Senate via Education Committee as appropriate.
AMENDMENT TO PERIODIC REVIEW PROCEDURE (AQSC/40/14 & 42/14 & EC/68/14)	
Received	A paper outlining amendments to the procedures for periodic review to align with the Faculty structures in place from 2013-14.

	A Dean The Executive Dean , or an alternative appointed at the request of the <u>Executive Dean(s)</u> responsible for the provision under review will be the Chair of the Review Panel. The Chair is usually the Deputy Dean for the Department under review, although a Dean cannot act as Chair for their own Department's Periodic Review
Noted	The committee discussed the requirements and restrictions pertaining to the chairing of periodic review panels and agreed that the stipulation that a Dean cannot act as chair for their own Department's periodic review should remain unchanged.
Education Committee	'That the proposed amendments to Periodic Review Procedure, as set out [above]... be approved.'

Academic Standards and Partnerships Office

May 2014

FOR ACTION:

Head of Departments/School
Directors of:
Centres
Study Abroad Office
Departmental Administrators (including Centres)

FOR INFORMATION:

Pro-Vice-Chancellor
Executive Deans
Deputy Deans (Education)
Academic Registrar
Faculty Managers
Faculty Education Managers

Appendix A1- Proposed changes to policy with changes tracked

Departmental Student Support Policy Executive Summary

The proposed Departmental Student Support Policy outlines arrangements for supporting students within Departments, Schools and Centres from 2012-13.

Many departments already meet most, if not all, of the expectations of the new policy. The intention is to ensure parity and clarity of basic provision for all taught students by ensuring that all students are allocated to a named Department (School / Centre) Adviser. It is recognised that many departments have existing arrangements which may exceed the proposed minimum expectations. The proposed policy does not prevent these current arrangements from continuing.

The commitment that all taught students will have access to a named Adviser within their department, school or centre can then be included in the Student Charter and other student publications. Adviser systems are already established in most other 1994 Group universities, and can increase engagement and retention, encourage attendance, promote academic success and enhance the overall student experience.

These arrangements are intended to complement existing, well-developed, central support for students. In 2010-11 around 30% of the student population sought information, advice, guidance or support from Student Support alone. This is believed to be a high proportion compared with other HEIs and is expected to continue alongside the new arrangements within departments.

The following elements of the policy are highlighted and expanded below, for clarification:

- Advisers do not have to be academic staff, and it is up to departments to decide how many and which staff will act as Advisers. Sufficient staff will need to be allocated to the Adviser role to ensure reasonable accessibility to students. The Workload Allocation Model will be expected to take account of the Adviser role.
- It is anticipated that Advisers will meet with students when they are first allocated. For example meetings could be arranged as part of the department's induction events, individually or in groups. The opportunity to request subsequent meetings or attend during office hours should be offered to students. It should be noted that there is no expectation of further meetings unless these are requested by the student or part of a department's own expectations or practice. Furthermore, it is not anticipated that all students, or even most students, will take up the opportunity.
- The University will provide written guidance for departments including Departmental Advisers and Senior Advisers and training for staff undertaking these roles in time for implementation in the new academic year.
- Advisers are not expected to:
 - have specialist pastoral support skills
 - offer counselling, specialist advice or on-going emotional support

Specialist support services are and will continue to be available to provide these and students should be referred as appropriate.

A summary of the indicative responsibilities is attached at Annex A.

Departmental Student Support Policy Introduction

The purpose of this policy is to enhance the student experience by providing a framework within departments, schools and centres to support undergraduate and taught postgraduate students in their 'academic journey'. It is recognised that many departments have existing personal adviser arrangements or student support and/or tutorial programmes, and it is envisaged that the policy can

be incorporated into, or run parallel to, existing systems. This policy aims to ensure parity of basic provision for all taught students.

~~Adviser~~ Personal Tutor systems can increase engagement and retention, encourage attendance, promote academic success and enhance the overall student experience. ~~A greater focus on minimum standards of department based support was needed due to the imminent increase in fees, increasing competition for students, and the demand for consistent and transparent support and information.~~ There is considerable evidence and research which indicates that effective personal tutoring is beneficial to student outcomes and satisfaction, particularly in the context of expansion of student numbers and student diversity. Personal contact and feeling connection to the University is important to all students, however, those students who are most at risk of failure, withdrawal or underachievement are the same ones who may need encouragement to ask for help. A personal named contact within the department is especially important for these students to build connections and signpost support.

This policy should help the University to demonstrate the requirements of Section B4 of the QAA Code of Practice *Higher education providers put in place accessible and clearly communicated opportunities to enable students to discuss specific issues about their learning objectives and academic progress, and make appropriate choices* is informed by existing models in this University and other 1994 Group HEIs. It comprises a University- wide, flexible ~~Departmental Adviser~~ Personal Tutor system. The policy enables departments to deliver support to its students by methods consistent with existing departmental structures and cultures whilst ensuring that all students benefit from basic, equivalent provision.

Each taught student will be assigned a named ~~Departmental Adviser~~ Personal Tutor ~~from~~ with whom they will be expected to meet and receive essential information and referral to specialist support, and with whom they can develop a relationship over the course of their degree. Staff acting as ~~Departmental Advisers~~ Personal Tutors will be supported by a Senior ~~Adviser~~ Tutor, work with a manageable number of students, and have access to information and training to perform the role. The Departmental Student Support system complements existing central provision (including Student Support, the University Skills Centre and Employability and Careers Centre), and it is expected that ~~Departmental Advisers~~ Personal Tutors will direct students to these agencies services as appropriate.

Personal Tutors are not expected to:

- have specialist pastoral support skills
- offer counselling, specialist advice or on-going emotional support

Delivery of Departmental Student Support will be for departments to design, but this policy is to ensure parity of ~~basic~~ provision for all taught students. It is expected that elements of this will be delivered either one-to-one or in groups, as appropriate.

The Policy

- a) All undergraduate and ~~PGT~~ taught postgraduate students will have access to a named ~~Departmental Adviser~~ Personal Tutor whom they can approach for information, advice and guidance. This should be a member of the department's staff but need not necessarily be an academic. It is strongly encouraged that wherever possible students should be allocated the same Personal Tutor throughout their course. Students may ask their department to allocate them to a different Personal Tutor by speaking to the Senior Tutor. When the Senior Tutor is the named Personal Tutor, students can speak to their Departmental Administrator. Although research students are not allocated a Personal Tutor, it is expected that supervisors are likely to be a main departmental contact for research students.
- b) Peer mentoring should be available in all departments. Where possible, all new undergraduate students should be offered the opportunity to have a student Peer Mentor.

- c) The role of ~~Departmental Adviser~~ Personal Tutor is distinct from that of existing UG/PGT/Year/Course Director. It is conceivable that a member of staff might fill more than one of these roles.
- d) A named Senior ~~Adviser~~ Tutor will monitor and co-ordinate the delivery of the Departmental Student Support programme.
- e) Departments will be able to demonstrate that students have been offered opportunities to meet their ~~Departmental Adviser~~ Personal Tutor at least 3 times per year; documentation of meetings is desirable.
- f) The operation of the support arrangements should be considered in staff-student liaison meetings annually and evaluated in the annual review of courses monitoring report.
- g) The University will ~~develop~~ provide guidance for departments, including specific guidance for ~~Departmental Adviser~~ Personal Tutor and Senior ~~Advisers~~ Tutors- see appendix below for further details and indicative responsibilities.
- h) The roles of ~~Departmental Adviser~~ Personal Tutor and Senior ~~Advisers~~ Tutor will be considered in work-load allocation models.
- i) A range of information, advice and guidance appropriate to the level and stage of study should be delivered in each year to support 'induction' and 'transition'. The mechanism for delivery of this support is at the discretion of the department (eg group or one-to-one and by whom). Student handbooks and peer mentors ~~are envisaged~~ to play an important secondary role.

Roles and Responsibilities

Indicative University responsibilities:

- Provide written guidance and training for staff supporting students departments including Personal Tutors and Senior ~~Advisers~~ Tutors.
- ~~Provide training for staff undertaking Departmental Adviser roles.~~
- Provide written guidance and general training for student Peer Mentors.
- ~~Provide general training (in conjunction with SU) for peer mentors.~~

Indicative Department/School/Centre responsibilities:

- Provide pre-arrival information, clarify expectations and encourage early engagement.
- Welcome and induct students, and establish an early relationship between ~~Departmental Advisers~~ Personal Tutors and their students and the wider department community. Allocate students to ~~Departmental Advisers~~ Personal Tutors (and student peer mentors if applicable) and schedule initial meetings.
- Outline rules of assessment, coursework submission policy, extenuating circumstances, intermission, attendance policy and the importance of attendance, avoiding plagiarism and module choices. ~~where appropriate.~~
- Direct students towards broader skills development opportunities including those available through the Employability and Careers Centre, Students' Union, as well as available through the 'Big e'
- ~~http://www.essex.ac.uk/big-e/ eg: Frontrunners, Study Abroad, University Skills Centre, Employability and Careers Centre, and award discipline specific opportunities such as sports coaching training, volunteering, etc. Direct students towards the talent development programme for additional study skills, numeracy and language support.~~
- Ensure students are given information about the range of support services available and know how to contact Student Support services.
- ~~Direct students towards the University Skills Centre for additional study skills, numeracy and language support.~~

Indicative Senior ~~Adviser~~-Tutor responsibilities:

- Co-ordinate arrangements for Departmental Student Support.
- Ensure that Personal Tutors are made aware of the support and resources available to them in their role as Personal Tutor
- Provide back up to ~~Departmental Adviser~~ Personal Tutors.
- Oversee peer mentoring arrangements within the department and liaise with peer mentoring scheme co-ordinator (if a different person). Ensure that briefing /training is available on any departmental requirements.
- Act as link with Student Support for the department
- Act as under-18s co-ordinator for the department
- Respond to requests from students to change their Personal Tutor

~~Indicative Departmental Adviser~~ Personal Tutor responsibilities:

- Provide on-going general and academic support to ~~advisees~~ tutees (this is not intended to replace individual support from specialist support services).
- Meet with students at the start of their course and offer meetings (individually or in small groups) each term.
- Be aware of progress of tutees and invite students them to discuss the transition between years/into 'graduate life' and any issues affecting progression and engagement.
- Make use of resources available and participate in training, as required, to support the Personal Tutor role.
- Be aware of and keep up to date on support services available to students in order to facilitate signposting and referrals.

Appendix A2- Proposed amended policy Departmental Student Support Policy

Introduction

The purpose of this policy is to enhance the student experience by providing a framework within departments, schools and centres to support undergraduate and taught postgraduate students in their 'academic journey'. It is recognised that many departments have existing personal adviser arrangements or student support and/or tutorial programmes, and it is envisaged that the policy can be incorporated into, or run parallel to, existing systems. This policy aims to ensure parity of provision for all taught students.

Personal Tutor systems can increase engagement and retention, encourage attendance, promote academic success and enhance the overall student experience. There is considerable evidence and research which indicates that effective personal tutoring is beneficial to student outcomes and satisfaction, particularly in the context of expansion of student numbers and student diversity. Personal contact and feeling connection to the University is important to all students, however, those students who are most at risk of failure, withdrawal or underachievement are the same ones who may need encouragement to ask for help. A personal named contact within the department is especially important for these students to build connections and signpost support.

This policy should help the University to demonstrate the requirements of Section B4 of the QAA Code of Practice *Higher education providers put in place accessible and clearly communicated opportunities to enable students to discuss specific issues about their learning objectives and academic progress, and make appropriate choices*. It comprises a University- wide, flexible Personal Tutor system. The policy enables departments to deliver support to its students by methods consistent with existing departmental structures and cultures whilst ensuring that all students benefit from equivalent provision.

Each taught student will be assigned a named Personal Tutor with whom they will be expected to meet and receive essential information and referral to specialist support, and with whom they can develop a relationship over the course of their degree. Staff acting as Personal Tutors will be supported by a Senior Tutor, work with a manageable number of students, and have access to information and training to perform the role. The Departmental Student Support system complements existing central provision (including Student Support, the University Skills Centre and Employability and Careers Centre), and it is expected that Personal Tutors will direct students to these services as appropriate.

Personal Tutors are not expected to:

- have specialist pastoral support skills
- offer counselling, specialist advice or on-going emotional support

Delivery of Departmental Student Support will be for departments to design, but this policy is to ensure parity of provision for all taught students. It is expected that elements of this will be delivered either one-to-one or in groups, as appropriate.

The Policy

- a) All undergraduate and taught postgraduate students will have access to a named Personal Tutor whom they can approach for information, advice and guidance. This should be a member of the department's staff but need not necessarily be an academic. It is strongly encouraged that wherever possible students should be allocated the same Personal Tutor throughout their course. Students may ask their department to allocate them to a different Personal Tutor by speaking to the Senior Tutor. When the Senior Tutor is the named Personal Tutor, students can speak to their Departmental Administrator. Although

research students are not allocated a Personal Tutor, it is expected that supervisors are likely to be a main departmental contact for research students.

- b) Peer mentoring should be available in all departments. Where possible, all new undergraduate students should be offered the opportunity to have a student Peer Mentor.
- c) The role of Personal Tutor is distinct from that of existing UG/PGT/Year/Course Director. It is conceivable that a member of staff might fill more than one of these roles.
- d) A named Senior Tutor will monitor and co-ordinate the delivery of the Departmental Student Support programme.
- e) Departments will be able to demonstrate that students have been offered opportunities to meet their Personal Tutor at least 3 times per year; documentation of meetings is desirable.
- f) The operation of the support arrangements should be considered in staff-student liaison meetings annually and evaluated in the annual review of courses.
- g) The University will develop guidance for departments, including specific guidance for Personal Tutor and Senior Tutors- see below for further details and responsibilities.
- h) The roles of Personal Tutor and Senior Tutor will be considered in work-load allocation models.
- i) A range of information, advice and guidance appropriate to the level and stage of study should be delivered in each year to support 'induction' and 'transition'. The mechanism for delivery of this support is at the discretion of the department (e.g. group or one-to-one and by whom). Student handbooks and Peer Mentors play an important secondary role.

Roles and Responsibilities

University responsibilities:

- Provide written guidance and training for staff supporting students including Personal Tutors and Senior Tutors.
- Provide written guidance and general training for student Peer Mentors.

Department/School/Centre responsibilities:

- Provide pre-arrival information, clarify expectations and encourage early engagement.
- Welcome and induct students, and establish an early relationship between Personal Tutors and their students and the wider department community. Allocate students to Personal Tutors (and student Peer Mentors if applicable) and schedule initial meetings.
- Outline rules of assessment, coursework submission policy, extenuating circumstances, intermission, attendance policy and the importance of attendance, avoiding plagiarism and module choices.
- Direct students towards broader development opportunities including those available through the Employability and Careers Centre, Students' Union, as well as discipline specific opportunities. Direct students towards the talent development programme for additional study skills, numeracy and language support.
- Ensure students are given information about the range of support services available and know how to contact Student Support services.

Senior Tutor responsibilities:

- Co-ordinate arrangements for Departmental Student Support.
- Ensure that Personal Tutors are made aware of the support and resources available to them in their role as Personal Tutor.
- Provide back up to Personal Tutors.
- Oversee peer mentoring arrangements within the department and liaise with peer mentoring scheme co-ordinator (if a different person). Ensure that briefing /training is available on any departmental requirements.
- Act as link with Student Support for the department.
- Act as under-18s co-ordinator for the department.
- Respond to requests from students to change their Personal Tutor.

Personal Tutor responsibilities:

- Provide on-going general and academic support to tutees (this is not intended to replace individual support from specialist support services).
- Meet with students at the start of their course and offer meetings (individually or in small groups) each term.
- Be aware of progress of tutees and invite them to discuss the transition between years/into 'graduate life', and any issues affecting progression and engagement.
- Make use of resources available and participate in training, as required, to support the Personal Tutor role.
- Be aware of and keep up to date on services available to students in order to facilitate signposting and referrals.

Appendix B1- Proposed role description for Director of Education

Overview

The Director of Education is a senior academic leadership role within a Department. The role supports the strategic development of the department's educational provision (undergraduate, taught postgraduate and research degree programmes) in order to achieve excellence in this provision, and ensures that the department's provision is consistent with the University's framework for academic quality and standards. In this the Director supports the Head of Department as a member of the department's leadership team in achieving the department's vision and strategic objectives. The Director of Education chairs the departmental education committee.

Directors work closely with colleagues across their department, and are supported in their role by the department's administrative team. The Director of Education also works closely with senior faculty officers (particularly the Deputy Dean - Education) and relevant members of Professional Services (particularly but not exclusively the relevant Faculty Support Team and colleagues in Academic Section) to discharge her/his responsibilities.

Responsibilities

Working to her/his Head of Department, the Director holds the following responsibilities:

1. Supporting the Head of Department to develop the Departmental Strategic Plan in relation to undergraduate and taught postgraduate provision, and ensuring the effective implementation of the strategic objectives for education set out in this Plan.
2. Promoting and co-ordinating the on-going development and review of the department's undergraduate and taught postgraduate portfolio of courses to ensure that these remain current and valid in light of developments in the discipline(s) offered by the department.
3. Liaising with the Departmental Employability Director to ensure that appropriate opportunities are in place within and outwith the taught curriculum to allow students to develop the skills and qualities required to gain graduate employment and/or to undertake further study.
4. Ensuring that the department's taught undergraduate and postgraduate educational provision is effectively organised and delivered.
5. Reporting on student matters to the Departmental Meeting, and chairing the department's Staff-Student Liaison, Extenuated Lateness and Extenuated Circumstances committees.
6. Working with the Head of Department to ensure that appropriate learning resources are in place for the delivery of the department's taught undergraduate and postgraduate provision.
7. Ensuring that taught undergraduate and postgraduate students (and prospective students) receive current, relevant and clear information about the department, and on their course in a timely fashion.
8. Establishing and implementing effective arrangements for the induction of new students, and for the development of the study skills of undergraduate and taught postgraduate students.
9. Ensuring that the department has in place and implements effective arrangements to provide students with academic support and guidance (including feedback on assessed work) throughout their course of study, and to refer students to specialist student support services where appropriate.
10. Working with the Departmental Director of Employability to promote the availability of work and international placements within the department's undergraduate and taught postgraduate courses, and ensuring that effective measures are taken to prepare and support students undertaking such placements.
11. Liaising with the Director of Research regarding ethics approval where this is required in relation to taught courses or work by individual students.
12. Ensuring that appropriate and effective mechanisms are developed and implemented to monitor the academic progress of the department's taught undergraduate and postgraduate students, and to support those students not making such progress (including referring such students to institutional student support services where appropriate).
13. To advise the Faculty on requests from the department's students to intermit, change course, to be permitted to follow a special syllabus or withdraw.

14. Ensuring that taught students are included in the department's decision-making processes where appropriate, and that effective mechanisms are in place for considering student feedback (including the results of University and national questionnaires); effectively responding to this feedback; and ensuring that the department's students are aware of how their feedback has been used.
15. Ensuring that the department (including student representatives) consider and respond appropriately to the reports of external examiners for taught courses.
16. Co-ordinating the department's annual review of courses, and its engagement with periodic review.
17. Where a department offers taught courses that are accredited by Professional Statutory or Regulatory Bodies, ensuring the department has appropriate engagement with external validating bodies.
18. Acting as the main point of contact for the faculty and University on education issues relating to taught provision.
19. Working to support the sharing of good practice within the faculty and the department in matters associated with Excellence in Education, and where appropriate engaging with national and international networks in support of enhancing education provision in the department.

Holders of the role may delegate specific activities related to these responsibilities to departmental colleagues. Where activities are delegated the role holder remains responsible for them; activities can be delegated, responsibility may not.

Good practice guidelines

Heads of Department should:

- Include an appropriate time allocation with the role holder's workload allocation to allow them to carry out the role.
- Ensure that appropriate administrative support from the departmental office is available to the role holder.
- Consider when appointing someone to the role the level of experience and seniority required to operate strategically and influence colleagues effectively.

Heads of Departments are encouraged to:

- Ensure that colleagues are appointed to the role for at least two years, and preferably three, to provide continuity and consolidate expertise.
- Where possible and appropriate, identify a successor a year before a holder of the role is due to end their term of appointment in order to allow the successor to shadow the role before taking up its responsibilities.

Role holders are encouraged to:

- Attend and engage with relevant faculty and University networks related to the role.
- Consider using their experience in the role as part of an application through CADENZA for Senior Fellowship of the Higher Education Academy (if they have not already achieved this) and/or Fellowship of the Leadership Foundation for Higher Education as appropriate.

Appendix B2- Proposed role description for Director of Research

Overview

The Director of Research is a senior academic leadership role within a department. The role supports the strategic development of the department's research activity, in order to achieve research excellence in relation to research quality, intensity and impact. In this the Director of Research supports the Head of Department as a member of the department's leadership team in achieving the department's vision and strategic objectives. The Director of Research chairs the departmental research committee.

The Director of Research works closely with colleagues across the department, and is supported in the role by the department's administrative team. The Director of Research also works closely with senior faculty officers and relevant members of Professional Services (particularly but not exclusively the relevant Faculty Support Team) to discharge their responsibilities.

Responsibilities

Working to the Head of Department, the Director holds the following responsibilities:

1. Developing and recommending to the Departmental Meeting the department's strategic approach to research, and subsequently ensuring that this is effectively implemented and regularly reviewed.
2. Chairing the Departmental Research Committee, and reporting to the Departmental Meeting on research matters (including meetings of the Departmental Research Committee).
3. Developing and implementing effective mechanisms to monitor research quality, intensity and impact to ensure that the University's and department's strategic objectives in relation to research are met.
4. Reviewing staff research plans and performance, and where issues or concerns are identified working with the Head of Department to ensure action is taken, and where appropriate support is put in place, to address the issues or concerns.
5. Developing and implementing effective mechanisms and structures to provide research mentoring and peer support that assist colleagues in achieving excellence in research.
6. Making recommendations to the Head of Department on Research Leave applications.
7. Developing and implementing effective processes and structures within the department to support colleagues in developing and preparing grant applications, and for ensuring the quality of such applications prior to their submission.
8. Working with colleagues to ensure that the department takes maximum advantage of the opportunities to obtain external research funding to support the achievement of the department's strategic objectives in research, and to diversify the department's sources of research income.
9. Overseeing the strategic use of departmental research funds (including for example Research Promotion Fund, Indirect Costs from external research grants returned to department, and any other sources), to ensure that these support the department's research strategy.
10. Disseminating information on research development and opportunities.
11. Ensuring that the department has in place and implements appropriate research ethics review processes, and disseminating good ethics practice in research.
12. Working with the Head of Department, to have responsibility for overseeing the preparation of the department's submission to external assessments of research quality.
13. Supporting the Head of Department to develop the Departmental Strategic Plan in relation to undergraduate and postgraduate (taught and research) provision, and ensuring the effective implementation of the strategic objectives for education set out in this Plan.
14. Ensuring that the department's research degree provision is effectively organised and delivered.
15. Ensuring that research degree students (and prospective students) receive current, relevant and clear information about the department, and on their research degree programme in a timely fashion.

16. Establishing and implementing effective arrangements for the induction of new research students, and for the on-going development of the research skills development of research students.
17. Ensuring that the department has in place and implements effective arrangements to provide research students with support and guidance throughout their research degree programme, and to refer students to specialist student support services where appropriate.
18. Appointing supervisory teams for research students, and ensuring that staff who are new to supervision receive appropriate training, advice and mentoring in this area.
19. Ensuring that appropriate and effective mechanisms are developed and implemented to monitor the academic progress of the department's research students, and to support those students not making such progress (including referring students to institutional student support services where appropriate).
20. Monitoring research student submission and completion rates, and taking action where necessary to promote timely submission and completion.
21. To advise the Faculty on requests from the department's research students to intermit, change course/research degree programme, or withdraw.
22. Ensuring that research degree students are included in the department's decision-making processes where appropriate, and that effective mechanisms are in place for considering student feedback; effectively responding to this feedback; and ensuring that the department's students are aware of how their feedback has been used.
23. Co-ordinating the department's annual review of research degree programme and review, and its engagement with periodic review.
24. Acting as the main point of contact for the faculty and University on education issues relating to research degree provision.
25. Liaising with the Research and Enterprise Office on research-related matters relevant to the department.
26. Working to support the sharing of good practice within the faculty and the department in matters associated with Excellence in Research, and where appropriate engaging with national and international networks in support of enhancing research activity in the department.

Holders of the role may delegate specific activities related to these responsibilities to departmental colleagues. Where activities are delegated the role holder remains responsible for them; activities can be delegated, responsibility may not.

Good practice guidelines

Heads of Department should:

- Include an appropriate time allocation with the role holder's workload allocation to allow them to carry out the role.
- Ensure that appropriate administrative support from the departmental office is available to the role holder.
- Consider when appointing someone to the role the level of experience and seniority required to operate strategically and influence colleagues effectively.

Heads of Departments are encouraged to:

- Ensure that colleagues are appointed to the role for at least two years, and preferably three, to provide continuity and consolidate expertise.
- Where possible and appropriate, identify a successor a year before a holder of the role is due to end their term of appointment in order to allow the successor to shadow the role before taking up its responsibilities.

Role holders should:

- Attend and engage with relevant faculty and University networks related to the role.

Employability Development Director

Overview

The Employability Development Director (EDD) is a senior position and a member of the departmental leadership team responsible to the Departmental Director of Education. The purpose of the role is to take a strategic approach to leading the development and enhancement of employability provision for the department, ensuring that it aligns with the University Employability Strategy and work of the Employability and Careers Centre (E&CC).

Directors work closely with colleagues across their department, and are supported in their role by the department's administrative team. The Employability Development Director also works closely with senior faculty officers (particularly the Deputy Dean - Education) and relevant members of Professional Services (particularly but not exclusively the relevant Faculty Support Team and colleagues in E&CC) to discharge her/his responsibilities.

Responsibilities

Working to the Director of Education, the Director holds the following responsibilities:

Leadership

1. To align with the strategic objectives of the University Employability Strategy, the departmental strategy and the E&CC.
2. To support the Head of Department in implementing the University Employability Strategy by leading on the development of employability within the department.
3. As part of the annual planning and annual review of courses processes, to support the Director of Education in monitoring, evaluating and reporting on key employability initiatives and Destination of Leavers from Higher Education (DLHE) targets.
4. To align employability developments with wider policy and initiatives within the University including excellence in education and excellence in research.
5. To work closely with the Deputy Dean (Education), the staff of the E&CC and the institutional Director of Employability to further the employability agenda in the department.
6. To support and encourage departmental colleagues in engaging with student employability.
7. To ensure effective consideration within the department of DLHE and that appropriate action is taken in response to these results
8. To coordinate employability activities with the wider pastoral support offered by the department, and to adhere to the legal requirements of equality and diversity legislation/relevant QAA guidelines on issues relating to employability.
9. To develop and disseminate awareness of good practice by being active in relevant communities of practice (locally and nationally) and sharing expertise with other departments.

Curriculum

10. To be responsible for embedding and enhancing employability, career development learning and work-based and work-related learning in the curriculum of the department's taught programmes and for managing student engagement by working closely with the Faculty Career Adviser and the Faculty Employability Co-ordinator.¹
11. To act as a source of expertise on embedded employability within the department's disciplines.
12. To focus students on key employability deadlines and foster the timely development of employability attributes and capabilities.

Employers/alumni/external stakeholders

¹ The Faculty Careers Adviser leads on career learning and careers guidance, while the Faculty Employability Coordinator leads on work-based learning.

13. To play a leading role in planning, evaluating and reporting strategic engagement with key external stakeholders for the department, co-ordinating activity with the E&CC and supporting Faculty initiatives.
14. To ensure relevant external stakeholders' views of are considered when developing new courses.
15. To facilitate the work of the Faculty Employability Co-ordinator in creating curriculum-based work placements for the department (and University) through building links with employers/business.
16. To utilise and promote the E&CC's vacancy jobs board, internships and career fairs.

Employability and Careers Centre

17. To annually agree departmental key priorities for joint working with the E&CC (with the Faculty Careers Adviser) and to meet regularly with relevant E&CC members, acting as the main departmental link.
18. To promote key E&CC services, information and events to students and colleagues.
19. To take part in the annual workshop for Employability Development Directors.
20. To encourage students/graduates/colleagues to inform the E&CC of graduate outcomes to optimise positive DLHE survey results.

Good practice guidelines

Heads of Department should:

- Allocate an appropriate amount of time to the role and to agree this with the role holder.
- Provide appropriate administrative support (e.g. through the Departmental Office).

Heads of Department are encouraged to:

- Consider, when appointing someone to the role, the level of experience and seniority required to operate strategically and influence colleagues effectively.
- Appoint the role for at least two years to provide continuity and consolidate expertise.
- Ensure the role holder is a member of the Departmental Education Committee or equivalent.

The role holder is encouraged to:

- Attend regular expert briefing sessions provided by the E&CC/Learning and Development.
- Use employability work as part of their case for HEA (Senior) Fellow status, as appropriate.

(Approved by Senate April 2014)

Appendix C

Proposed changes to the sections of the Undergraduate Rules of Assessment (ROA) which relate to withdrawal

Over the last couple of years a number of issues have been raised by departments and partner colleges over aspects of the rules which relate to withdrawal. They are set out below:

A Withdrawal due to non attendance at exams

Here is the relevant paragraph which covers the powers of the Exam Boards when considering results from reassessment:

“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.”

There had been queries about how to implement the following rule in departments which assessed by examinations during the academic year and the main examination period.

Recommended to Education Committee:

That the relevant paragraphs listed below be reworded as follows with effect from the 2014-15 academic year:

“where a student has no substantiated extenuating circumstances, he/she must withdraw from the University in either of the following situations:

-where the Stage mark is **below 20%**;

-where a student was absent from all examinations which were due to be sat in the most recent examination period;”

The relevant paragraphs are as follows:

Three Year Honours Rules:	3.1.2 c); 3.1.5 c); 3.1.10 c); 3.2.4 c)
Four-Year Honours Rules:	4.1.2 c); 4.1.7 d); 4.2.3 c)
Foundation Degrees:	5.1.2 c); 5.2.3 c)
Diploma of Higher Education:	6.1.2 c); 6.2.3 c)
Certificate of Higher Education and the International Dip:	7.1.2 c)
Certificate of Continuing Education:	8.1.2 c)
Ordinary Degree:	9.2.3 c) with wording adjusted to
reflect 60 credits not a stage mark;	
Integrated masters:	3.1.2 c); 3.2.2 c); 3.3.2 c);

B Withdrawal due to non attendance at resits

Here is the relevant paragraph which covers the powers of the Exam Boards when considering results from reassessment:

“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.”

Many queries had been raised about how this should be interpreted in cases where students had been set reassessment by coursework only, or coursework and examinations. Given there was no mention of coursework in these sections of the ROA, the University had instructed Exam Boards not to withdraw students unless they had not attended any of the exams they were required to resit. In all other cases students were offered a further reassessment attempt, if they had not already exceeded their number of attempts

We are now proposing to reword the rules for 14-15 onwards. We will continue to apply this only to students who have been set compulsory reassessment. If a student has applied to undertake voluntary reassessment and then does not do it, we will reinstate their June module aggregate mark. We will not withdraw them.

Recommended to Education Committee:

That the relevant paragraphs listed below are reworded as follows with effect from the 2014-15 academic year:

“where a student has no substantiated extenuating circumstances, he/she must withdraw from the University in either of the following situations:

- where the Stage mark is **below 20%**;
- where a student has undertaken none of the required reassessment.”

The relevant paragraphs are as follows:

Three-Year Honours Rules:	3.1.3 e); 3.1.6 e); 3.1.11 d); 3.2.5 d)
Four-Year Honours Rules:	4.1.3 e); 4.1.8 d); 4.2.4 d)
Foundation Degrees:	5.1.3 e); 5.2.4 d)
Diploma of Higher Education:	6.1.3 e); 6.2.4 e)
Certificate of Higher Education and the International Dip:	7.1.3 e)
Certificate of Continuing Education:	8.1.3 e)
Ordinary Degree:	9.2.4 e);
Integrated masters:	3.1.3 e); 3.2.3 d); 3.3.3 d);