

Academic Regulations

Approved Changes to Academic Regulations for implementation 2018-19

Approved by Academic Board on 4 July 2018

Introduction

The review and development of the Academic Principles and Regulations has been informed by feedback received from Schools, Professional Services and the Students' Union, Regulation Roadshows and our University Regulations Review Group. Proposals for development of our Academic Regulations have been endorsed by Academic Quality and Standards Committee and Research and Enterprise Committee, in respect of Research Awards. The Academic Regulations have been made available for consultation online and **Academic Board considered and approved final proposals at its meeting on 4th July 2018** for implementation from 1 August 2018.

Key Developments and Proposed Changes

The key developments and proposed changes are to:	Page
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a) Disclosure of Mitigation for Disabled Students

Proposals to amend sections 7, Disabled Students and 8, Extenuating Circumstances and Mitigation to provide clarification to:

- fulfil the anticipatory duty of the Equality Act through consent for sharing a student's disability status with their School (and others) at the point of application or subsequently, following implementation for the GDPR law.
- Apply a reasonable adjustment plan, normally, to inform mitigation without the need for a separate request.

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b) Academic Integrity Clarifications

Proposals to provide clarification within section 10, Academic Integrity on:

- Self-plagiarism
Self-plagiarism will not apply to reassessment or repeat modules.
- Consideration of extenuating circumstances
Submission of extenuating circumstances will be permissible where there is a suspected case and taken into consideration when applying penalty for proven or found cases.
- Consistent use of terminology throughout
Reference made to 'case' rather than 'offence'
- Students' Union Advice Service attendance
Extension of permission for SU Advice Service to attend category 2 cases, where possible
- Deletion of electronic material where no case is admitted or found
- Categorisation of cases
Extension to categories to include 'other forms unfair advantage'.

c) Research Awards

Proposals for development of section 11, Research Awards, have been discussed and endorsed by the Research and Enterprise Committee:

- a) Masters by Research
A change to the terminology by removing the word 'of' and replacing it with 'by'.
The addition of a statement that confirms that work achieved at masters level cannot be re-used unadapted for doctoral level study.
- b) Doctor of Education, Doctor of Engineering, Doctor of Business Administration, Doctor of Creative Arts and Professional Doctorate
Rewording of the sentence outlining appropriate professional experience.
- c) Doctor of Professional Practice in Sport (DProf. Sport)
Inclusion of a new professional doctorate.
- d) English Language Qualification
Addition of a sentence to indicate that the lower level of 6 (IELTS) for STEMM subjects may be accepted. The approval of such applications will be required by the Research Degrees Sub-Committee on a case-by-case basis.
- e) Appointment of Supervisory Team
The addition of a sentence which outlines that the composition of a supervisory team is based on academic judgement and cannot be challenged by the student.
- f) Data Protection Act
Update to the new Data Protection Act 2018
- g) Available outcomes for all Examinations
The addition of the outcome 'substantive amendments' (3-6 months) to be available at the first examination. The examiners will be required to indicate the date by which the amendments are to be completed.

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h) Recommendation for a Research Award of the University

The addition of a 'nominee' who can act on behalf of the Chair of the University Research and Enterprise Committee to confirm the examiner's decision to award a degree.

In addition, any inconsistencies of terminology have been noted and updated, namely the titles referring to the Research Degrees Sub-Committee and the University Academic Regulations.

d) Minor Clarification

Minor changes are proposed to clarify responsibilities for examination timetabling, maximum submission deadline for late penalties and assessment requirements for the award of PG Certificate.

Developments

e) Development of Assessment Policy

The development of a University Assessment Policy for introduction in 2019/20 to support assessment good practice, equity, and consistency across Schools regarding the principles and expectations, which would supplement our academic regulations and guidance. This will be informed by wider engagement and consultation and a review of current good practice across our University. Areas under discussion include:

- advice on anonymous marking
- the use and meaning of formative assessments
- forms of dissertations
- assessment submission times
- a standard approach for when students are unable to submit electronic assignments due to system errors
- feedback practice
- policy relating to electronic assessment and feedback

f) Electronic Assessment and Feedback

Development of our approaches to the use of a single means for electronic submission and receipt feedback, building on the considerable use of the present systems and mechanisms will continue in 2018/19. Further discussions will be taken forward with colleagues in Schools and the Students' Union. Areas under discussion include:

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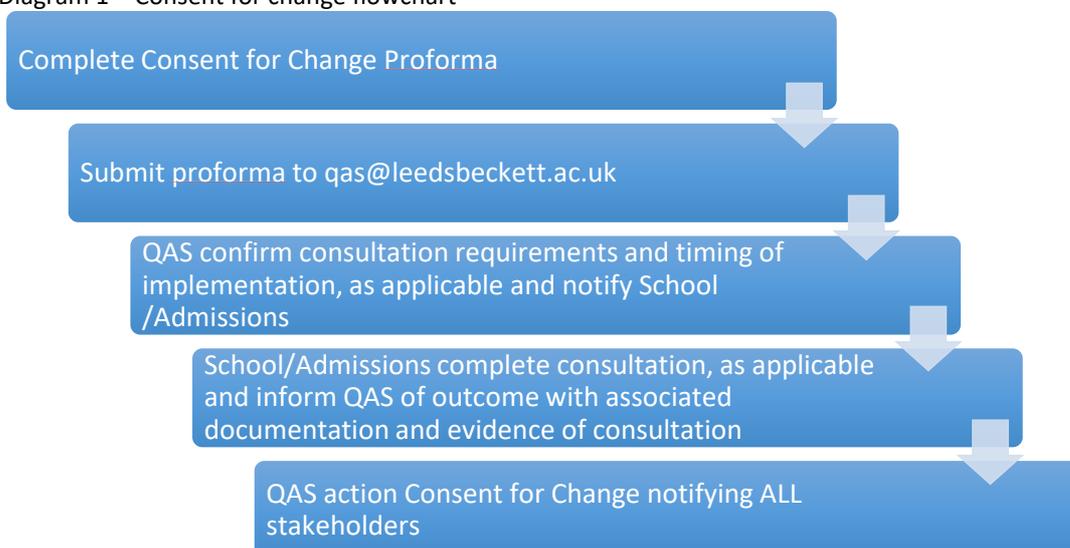
- Student interaction with feedback (perhaps making it a requirement prior to receiving their mark)
- Reconsideration of online submission for the dissertation/major project
- A consistent approach for the majority of courses for the online submission of work and engagement with feedback, noting that some work may not be suitable for online submission
- The use of Turnitin as a tool to engage with academic misconduct activities
- To facilitate the secure submission of assessments and return of feedback
- Creation of a 'menu' of approaches for assessment and feedback.
- Consider a standard format to provide feedback (or a template that could be adopted/personalised)
- How to facilitate feedback following exams (often at the end of a semester)
- Creation of a visual factsheet for students on the assessment and feedback activities
- Any policy or position would need to be mindful of the feedback received to date around the impact on staff and current marking practices

g) Consent for Change

Proposals to amend section 13, Validation, Monitoring and Review relating to modifications to courses and consent for change were approved by Academic Board in April 2018. The proposals simplify the modification process and introduce arrangements to oversee the timing and implication of changes to courses in line with the Office for Students, Competition and Markets Authority and Student Protection plan requirements.

Proposed change will proceed through relevant approval mechanisms, capturing consultation, where necessary. Where changes to courses and/or modules is required, a clear sign off process and deadlines will be observed to facilitate consent for change, portfolio management and published information.

Diagram 1 – Consent for change flowchart



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h) Future Development Work

The Regulatory Review Group will progress review and development of Assessment in the next Academic Year, working closely with the Student Union to align with one of their priorities for student feedback and sharing good practice. There will also be opportunity for workshops with students and gathering further feedback from Schools on the development of Assessment policy and regulation in 2018/19.

Further Information

Please visit the QAS website (www.leedsbeckett.ac.uk/staffsite/services/quality-assurance-services) for further information or contact gas@leedsbeckett.ac.uk (or ResearchStudentAdmin@leedsbeckett.ac.uk for research enquiries) if you would like further information about the content of this briefing or would like to engage in the discussion throughout 2018/19.