

Academic Regulations

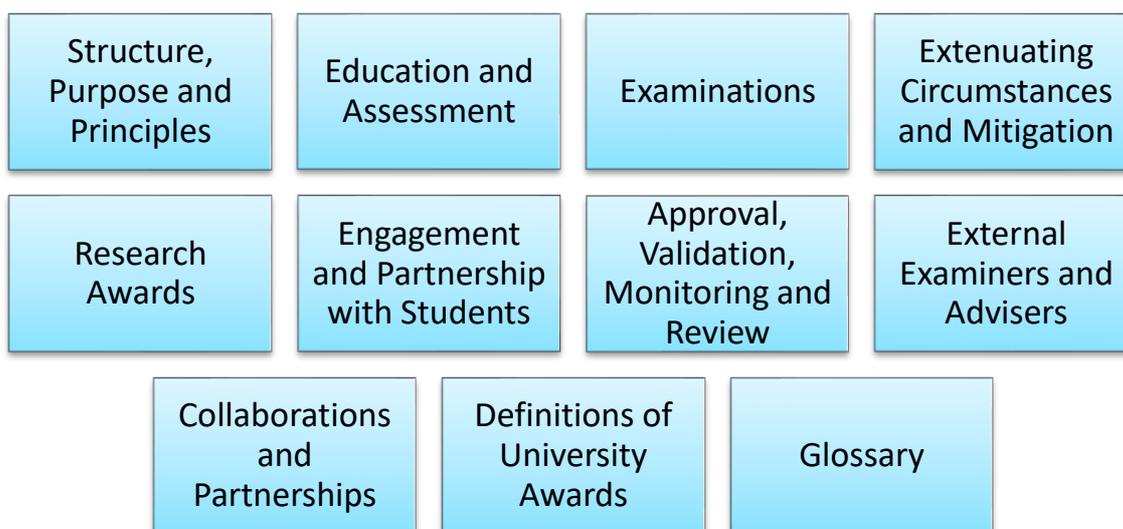
Staff Briefing Changes to the Academic Regulations

Approved by Academic Board July 2019

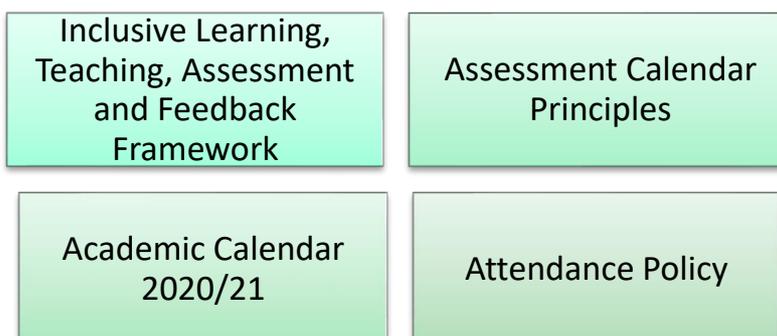
Introduction

The review and development of the Academic Regulations was progressed through our University Regulatory Review Group, informed by stakeholder feedback including members of Academic Quality and Standards Committee, Schools, Professional Services and the Students' Union and proposals were approved by **Academic Board** at its meeting in **July 2019**. All proposals, with the exception of those related to the postgraduate taught pass mark and the associated award of merit and distinction, will be introduced from 1 August 2019. Work will continue to develop the PGT pass mark and merit/distinction proposals, as endorsed by Academic Board, throughout 2019/20 academic year.

Changes were approved to the following sections of the Academic Regulations



Changes were approved in the following policy/framework developments



Academic Regulations

Section 1 - Structure, Purpose and Principles

More explicit references to inclusive education and assessment and alignment with national and European higher education expectations.

Section 3 – Education and Assessment

More explicit references to inclusive education and assessment, following Academic Board's approval for the adoption of the [Inclusive Learning, Teaching, Assessment and Feedback Framework](#). Introduction of provision for alternative assessment arrangements for both students with registered disabilities and, with Deans' approval, students who are unable to access reassessment opportunities following studying abroad.

Changes to the application of late penalties, whereby students who submit late will not normally have marks reduced below a cap of 40%. A non-submission will continue to be recorded for full time students who submit 10+ days late and part time students who submit 11+ days late. Latitude for Progression and Award Boards to consider the application of late penalties in exceptional cases where such penalties impact on progression/ award eligibility profiles.

Section 5 – Examinations

Clarification and updating of departmental titles.

Section 8 – Extenuating Circumstances and Mitigation

Students with declared disabilities or long-term conditions will not need to apply for mitigation to enable implementation of recommended adjustments. There will be provision to present extenuating circumstances where their condition is exacerbated or where appropriate adjustments are not in place at the time of assessment.

Section 9 – Appeals

Updating to Service and role titles and new section for managing research student requests for appeal.

Section 11 – Research Awards

Proposed changes to Research Awards regulations were approved by the Research and Enterprise Committee and subsequently by Academic Board. If you are engaged in research as a member of staff or a student you should read the exact changes via the QAS website.

Section 12 – Engagement and Partnership with Students

More explicit references to inclusive practice and the Student Protection Plan in the context of student engagement and consultation.

Section 13 – Validation, Monitoring and Review

A re-drafted section incorporating the University's approach to course validation, monitoring of course performance, annual review and confirmation of ongoing validation status on an annual basis for taught provision was approved by Academic Board. This section has been redrafted in full and all colleagues involved in course development and review should access the new section to understand the extent of change and how it will impact your course/role.

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Section 14 – External Examiners and Advisors

Alignment with QAA Quality Code on the essential appointment of a mentor, for examiners not having held the position previously, correction of typo and clarification of appointment parameters.

Section 15 – Collaborations and Partnerships

Alignment with QAA Quality Code in respect of relevant national qualification frameworks.

Section 18 – Definitions of University Awards

Clarification of normal duration of periods of study for PG Cert and PG Dip.

Section 19 – Glossary

Clarification that pathway validation may be progressed through the university validation panel (UVP) or course validation panel and addition of level 7 which may include a pathway.

PGT Pass mark and Award of Merit and Distinction

Following review of feedback and a benchmarking exercise of masters pass marks at other HE providers, the Regulations Review group agreed to progress revisions to the postgraduate taught pass mark with a view to introducing a 50% pass mark from 2020/21.

Furthermore, proposals to incorporate a profile of achievement at PG level, similar to our approach at UG level, were discussed as follows:

‘Non-honours degree students who have demonstrated excellent performance will be awarded a distinction or merit where they have attained a defined profile of achievement (confirmed through the course validation process), or, where there is no defined profile, have attained a specific average mark in assessments contributing to the final award as follows:

- *60% or more for a merit*
- *70% or more for a distinction*
- *OR*
- *An overall grade of 58% or 59% and 50% or more of the total credits at level 7 are graded at 60% or more for a merit*
- *An overall grade of 68% or 69% and 50% or more of the total credits at level 7 are graded at 70% or more for a distinction*

Further development of these proposals will be undertaken during 2019/20 through the regulatory review group and with relevant services (Registry, ITS and Schools). Final approval will be sought from Academic Board for implementation from August 2020.

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Policy/Framework Developments

Inclusive Learning, Teaching, Assessment and Feedback Framework

This framework applies to all formative and summative assessment and feedback and sets out guiding principles for schools to apply in developing student assessments. The framework may be found on the Teach Learn and Student Regulations websites.

Assessment Calendar Principles

A set of principles to support students' learning, assessment and reassessment is proposed to support a structured assessment calendar. Schools are asked to adopt the principles within their local context and to provide details of their examination boards at the start of each academic year for service planning purposes. The principles are proposed for adoption from 2019/20 and may be found on the Student Regulations website.

Academic Calendar 2020/21

The Student Academic Calendar for 2020/21 was approved by Academic Board. This takes into consideration the 2019/20 calendar, Leeds City Council School holidays and graduation dates.

Student Attendance Policy

Revisions to the student attendance policy provide further clarity of process for school-level intervention through an 'Individual Improvement Development plan', before referral to the attendance panel. The changes also give clarity on the timeframe for submission of a request for appeal of the decision of the attendance panel. Guidance will be provided by the Registrar's Office and further development of a corporate attendance monitoring system and business process framework will continue for 2020/21.

Further Information

Please visit the QAS website (www.leedsbeckett.ac.uk/staffsite/services/quality-assurance-services) for further information on the changes and consider how these relate to your course/role.

If you would like further information about the content of this briefing or would like to engage in the discussion throughout 2019/20, please contact qas@leedsbeckett.ac.uk or ResearchStudentAdmin@leedsbeckett.ac.uk (for research enquiries).