

# Summary of changes to Academic Regulations, Policies & Procedures (2021/22)

We have made some important clarifications and changes to some of our academic regulations, policies and procedures for the 2021/22 academic year. These apply to students on both undergraduate, postgraduate taught and postgraduate research courses, including assessment regulations.

The updated policies can be found on our website at [www.bournemouth.ac.uk/important-information](http://www.bournemouth.ac.uk/important-information), and a summary of the changes is presented below.

The documents listed here, and all other regulations, policies and procedures that concern you can be accessed throughout the year on the BU website at [www.bournemouth.ac.uk/important-information](http://www.bournemouth.ac.uk/important-information) should you need to consult them. If you have a query in relation to any of these documents, please discuss these with your Programme Leader, Programme Support Team, [AskBU](#) or [SUBU Advice](#).

## 2A Awards of Bournemouth University: Policy

This Policy has been updated to ensure that the terminology relating to Assessment Boards is in line with what is set out in the new version of 6K-Assessment Boards: Policy (see 6K- Assessment Boards: Policy, below)

## 3A Standard Admissions Regulations: Taught Postgraduate and Graduate Certificate/Diploma Programmes

### 3A Standard Admissions Regulations: Undergraduate Programmes

The following regulations have been merged into one set of Admissions Regulations, applicable to all applicants to Undergraduate, Postgraduate Taught and Graduate Certificate/ Diploma programmes:

- 3A Standard Admissions Regulations: Taught Postgraduate and Graduate Certificate/Diploma Programmes
- 3A Standard Admissions Regulations: Undergraduate Programmes

The new admissions regulations, **3A Standard Admissions Regulations: Taught Programmes** will be in effect for all applications to these taught programmes as of October 2021.

## Section 3.2 Admissions, Transfers & RPL Policies and Procedures

A new version of **3B Admissions Policy: Taught Programmes** will be in effect from October 2021 onwards and now contains the policy principles set out in the following Policies and Procedures:

- 3D Fraudulent Applications: Policy
- 3J Academic Progression (International Admissions): Procedure
- 3L Fee Status: Policy
- 3H English Language: Policy

These policies and procedures will no longer be in effect from 2021/22 onwards.

The Policy and procedure for Admissions Appeals and Complaints (previously 3T) has been renamed **3C-Admissions Appeals and Complaints Policy and Procedure**

**3D Admissions Policy and Procedure for Applicants with a Disability, Medical Condition or Other Support Need** has been published as a new policy and procedure for 2021/22.

3E Admissions Policy for Applicants with a Criminal Record has been updated to include and clarify relevant procedural principles and has been renamed **3E Admissions Policy and Procedure for Applicants with a Criminal Record**

### **3P Recognition of Prior Learning (RPL) Policy and Procedure**

This Policy and Procedure has been updated to ensure that the terminology relating to Assessment Boards is in line with what is set out in the new version of 6K-Assessment Boards: Policy (see 6K- Assessment Boards: Policy, below)

There have also been some amendments made to the Exemption Form for Individual Unit Exemption. This has been updated to allow the capture of information relating to course pathways, placement exemption and interview outcomes.

### **3Q Movement of Students between Programmes: Procedure**

This procedure has been updated to update the information relating to the withdrawal procedure for Foundation Year students.

### **3U Interruption of Study: Procedure**

This procedure has been updated to ensure the relevant information is set out in relation to roles and responsibilities, the suggestion that a Return to Study meeting may be held as required, and to clarify that the Programme Support Officer (or Partner Equivalent) will be required to assist and support students who may need to interrupt their studies, direct students to relevant departments for advice on fees, Visa implications and to inform Student Services who can follow up any students who are living in BU accommodation.

The Interruption of studies request form has also been updated to add information to advise the student that when they are ready to resume their studies a Return to Study meeting may be required, depending on the reason for interruption.

### **4A Programme Approval, Review and Closure Policy**

The appendices to this Policy have been updated to ensure they reflect the current Policy set out in 2B – Programme Structure and Curriculum Design Characteristics: Policy.

The programme approval and review procedures set out within the appendices have been updated to ensure they are effective in the virtual working environment.

A guidance document has been added to set out requirements for ensuring programmes are designed to run within the Common Academic Structure.

### **5B Student Engagement and Feedback: Policy and Procedure**

This Policy and Procedure has been updated to ensure that the terminology relating to Assessment Boards is in line with what is set out in the new version of 6K-Assessment Boards: Policy (see 6K- Assessment Boards: Policy, below)

### **5C Annual Monitoring & Enhancement Review: Policy and Procedure**

This Policy and Procedure has been updated to ensure that the terminology relating to Assessment Boards is in line with what is set out in the new version of 6K-Assessment Boards: Policy (see 6K- Assessment Boards: Policy, below)

**6A Standard Assessment Regulations: Undergraduate Programmes**  
**6A Standard Assessment Regulations: Foundation Degree Programmes**  
**6A Standard Assessment Regulations: Integrated Masters Programmes**

These Regulations have been updated to clarify that the carry-credit rule applies to individual elements of assessment as well as entire units, where applicable.

The principles have been updated to reflect the implementation of the 'Degree Outcomes Statement'.

Terminology in these Regulations has been updated to clarify between unit/programme/assessment (umbrella term) boards.

These Regulations have also been updated to reflect the amendments made within as outlined in 6K-Assessment Boards: Policy.

**6C Principles of Assessment Design: Policy**

This Policy has been updated to ensure that the terminology relating to Assessment Boards is in line with what is set out in the new version of 6K-Assessment Boards: Policy (see 6K- Assessment Boards: Policy, below)

**6D Marking, Independent Marking and Moderation Policy and Procedure**

This Policy and Procedure has been updated to ensure that the terminology relating to Assessment Boards is in line with what is set out in the new version of 6K-Assessment Boards: Policy (see 6K- Assessment Boards: Policy, below)

**6E Assessment Feedback & Return of Assessed Work Policy and Procedure**

This Policy and Procedure has been updated to ensure that the terminology relating to Assessment Boards is in line with what is set out in the new version of 6K-Assessment Boards: Policy (see 6K- Assessment Boards: Policy, below)

**6F Generic Assessment Criteria: Procedure**

The assessment criteria set out in this procedure have been updated to align with the principles set out in the Quality Assurance Agency (QAA) publication: [Annex D Outcome Classification Statements for Level 6](#)

**6G Invigilation of Exams: Procedure**

This Policy and Procedure has been updated to ensure that the terminology relating to Assessment Boards is in line with what is set out in the new version of 6K-Assessment Boards: Policy (see 6K- Assessment Boards: Policy, below)

**6H Academic Offences: Policy and Procedure for Taught Awards**

The policy and procedure principles have been updated to better align with principles set out in the Office of the Independent Adjudicator 'Good Practice Framework'. Changes include:

- Clarification of the procedural requirement for communicating the reason for the penalty applied to the student
- Clarification of the procedure for the management of Minor Academic Offences
- Amendment to the Terms of Reference for University Academic Offences Boards to allow any member of the University Leadership Team (or nominee) to be appointed in the role of Chair
- Clarification to all principles to ensure that they may be run either virtually or physically

**6J Exceptional Circumstances: Policy and Procedure**

This Policy and Procedure has been updated to ensure that the terminology relating to Assessment Boards is in line with what is set out in the new version of 6K-Assessment Boards: Policy (see 6K- Assessment Boards: Policy, below)

The appendices to this Policy and Procedure have also been updated to ensure accurate details are provided to students about the timelines for consideration, who they should contact, evidence requirements and the details for when they need to self-certify.

Additions have been made to inform students what to do in order to request different formats of the documentation as required.

The Guide to Identifying Exceptional Circumstances has been updated with clarification of examples of exceptional circumstances.

#### **6K- Assessment Boards: Policy**

This Policy was republished mid-year during 2020/21 and implemented changes to the Assessment Board structure. Assessment Boards are now constituted to run as separate Unit and Programme Boards. This structural change was in place for the Assessment Boards 2020/21.

#### **6L Assessment Board Decision-making, Including the Implementation of Assessment Regulations: Procedure**

There are now two versions of this Procedure which apply to current and new students respectively. The changes made are specific to the version as follows:

**6L Assessment Board Decision-making, Including the Implementation of Assessment Regulations: Procedure (FOR CURRENT STUDENTS ONLY)** has been updated to clarify that the carry-credit rule applies to individual elements of assessment as well as entire units, where applicable.

**6L Assessment Board Decision-making, Including the Implementation of Assessment Regulations: Procedure (FOR NEW ENTRANTS ONLY)** has been updated to clarify that the carry-credit rule applies to individual elements of assessment as well as entire units, where applicable and has also been updated to remove the rule that allows the Board to use discretion to apply an uplift in classification where the profile is within 1% of a classification boundary. This rule will no longer be in effect for new entrants 2021/22 onwards.

Both versions have been updated to reflect the amendments made within as outlined in 6K- Assessment Boards: Policy.

#### **6N External Examining Policy and Procedure**

This Policy and Procedure has been updated to ensure that the terminology relating to Assessment Boards is in line with what is set out in the new version of 6K-Assessment Boards: Policy (see 6K- Assessment Boards: Policy, above)

#### **6P External Examiner's Handbook**

This Policy and Procedure has been updated to ensure that the terminology relating to Assessment Boards is in line with what is set out in the new version of 6K-Assessment Boards: Policy (see 6K- Assessment Boards: Policy, above)

#### **6Q Guidance for Assessment Preparation and Submission**

This Policy and Procedure has been updated to ensure that the terminology relating to Assessment Boards is in line with what is set out in the new version of 6K-Assessment Boards: Policy (see 6K- Assessment Boards: Policy, above)

#### **7B Partnership Approval Policy and Procedure**

The Partnership Development Proposal Form has been updated with additional guidance on required sign-off of approval.

## **7 Validations Operations Manual**

This Manual has been updated with clarification around recordkeeping relating to extension requests.

## **7 Franchise Operations Manual**

This Manual has been updated with clarification around recordkeeping relating to extension requests.

## **8A Code of Practice for Research Degrees**

This Code of Practice has been updated to clarify the criteria for the appointment of external examiners, specifically, where there are two external examiners, both should normally have examined at least once at the appropriate level for the examination, and if not, there should be a detailed rationale as to their appointment.

A number of small clarifications which do not impact the principles of the Code of Practice have been made.

New guidance in relation to the process of appointing panel members and the presentation of integrated thesis' has been added, as has a section specific to Clinical Academic Doctorates and UKRI funded Doctorates.

Sections which contained information relating to MRes continuation status, issues arising in reading the thesis and reference to collaborative research have all been removed.

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