

Summary of Changes to Quality Management and Student Experience Policies

July 2018



This briefing note outlines in broad terms the nature of changes to policies and procedures which fall within the remit of University Learning, Teaching and Student Experience Committee (ULTSEC) carried out during the 2017/18 academic year. In addition to these substantive changes, minor editorial changes have been made to many policies (for example to reflect the replacement of ULTSEC by University Education Committee, and FLTSECs by Faculty Education Committees).

The Learning and Teaching Development Service (LTDS) manages the majority of these on behalf of the University. For queries regarding the changes, or for assistance with their implementation, please e-mail ltts@ncl.ac.uk or contact #83978. Please click on a policy title to take you to the relevant documentation or location.

Please see the end of the document for further updates we expect to be able to publish early in the new academic year.

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| University Regulations for 2018/19 Key changes summary | <ul style="list-style-type: none"> ▪ Annual updates to the regulations. |
| Quality Assurance of End Point Assessment in Apprenticeship Training | <ul style="list-style-type: none"> ▪ A new policy detailing the University’s approach to End Point Assessment for Degree Apprenticeships. |
| Assessment and Feedback | <ul style="list-style-type: none"> ▪ This document replaces four previous policies in an aim to make this area more accessible via improved language and reduced number of documents. There is no new content. ▪ Policies replaced - <ul style="list-style-type: none"> ▪ Submission of Assessed Work Policy ▪ Policy on Feedback on Assessed Work ▪ Policy on Disclosure of Marks and Return of Assessed Work ▪ Assessment and Feedback Principles |
| Learning and Teaching Review Policy | <ul style="list-style-type: none"> ▪ An LTR can be brought forward from the planned academic year by the chair of UEC based on the recommendation of the relevant Faculty Dean or at the discretion of the chair of UEC. |
| Degree Programme Handbook Guidelines | <ul style="list-style-type: none"> ▪ Annual update including revised sections on: Attendance, S3P, Peer Mentoring, Complaints and Appeals, Examinations, Careers Service and Health and Safety |
| International Admissions and Pathway Arrangements | <ul style="list-style-type: none"> ▪ New Policy covering low-risk arrangements co-ordinated by the International Office in co-operation with Faculties, Schools and Admissions staff, in the context of the University’s Recruitment Strategy. This replaces the ‘Guidelines for the Development of an International Pathway Agreement’. |
| ReCap Policy | <ul style="list-style-type: none"> ▪ Updated to align with the ReCap Strategy. ▪ Clearer guidance on types of learning events that are recognised as not appropriate for recording. ▪ That students with Student Support Plans may be entitled to make a personal recording where the session is not captured by ReCap. ▪ Updated retention guidance |
| Academic Queries and Appeals | <ul style="list-style-type: none"> ▪ Addition to Grounds for Appeal (section 2) to include the ground of ‘perverse decision’. ▪ Addition of instruction to ensure an Independent Chair is appointed, when relevant, for reconsideration by the appointed Board/staff following successful appeal. |

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| Student Complaints & Resolution Procedure | <ul style="list-style-type: none"> ▪ Addition of a point to highlight to students that if they have a disability which impacts on their engagement with the procedure they need to inform the Casework team. ▪ Point added to allow for a complaint to be submitted where there is material new evidence to support the case. ▪ New emphasis to indicate that where a complaint relates to specific member of staff and could be sensitive, this shall be dealt with under Level 2 of the procedure. |
| Assessment Irregularities Procedure | <ul style="list-style-type: none"> ▪ Update to highlight the University's position on Contract Cheating/Custom Essay Writing. ▪ Update to provide clarity regarding when it is appropriate to hold an investigatory meeting under Level 1 of the procedure. |
| Student Disciplinary Procedure | <ul style="list-style-type: none"> ▪ Addition of a point to highlight to students that if they have a disability which impacts on their engagement with the procedure they need to inform the Casework team. |
| Exemplar Fines & Charges | <ul style="list-style-type: none"> ▪ Amendment to remove the specified times for noise disturbance in University Residences, bringing it into line with noise disturbance in the community. |
| Support to Study | <ul style="list-style-type: none"> ▪ Replaces the previous Fitness to Study policy although the terminology of 'Fitness to Study' is retained for level 3 of the process. ▪ Clarification of Levels ▪ Confirmation that the University can use a student's personal information (PEC/Medical letters) in order to enable relevant discussion about support/fitness of a student to engage in their studies. ▪ Clarity regarding when Case Conferences can be used ▪ Any discussion of a student's behaviour should be linked to the University's Student Charter ▪ Clarification that any interruption for ill health should result in a meeting within the academic unit, in advance of the student's return. ▪ Where it is deemed appropriate as a result of a Level 3 case conference, the Head of SPS will organise an independent 'Fitness to Study' panel. ▪ Late Appeals against the outcome of the Level 3 Support for Study Panel hearing will be considered by the Head of SPS. ▪ The Head of SPS, in consultation with the Director of the Student Health & Wellbeing Service, may place an interim suspension on a student from the University, upon report of serious concerns and pending further investigation. |
| Student Procedures and GDPR | <ul style="list-style-type: none"> ▪ A statement has been inserted into each student procedure informing the student on the use of their data and adjustment of the Confidentiality part of the procedure. |
| Student Opinion Policy and Procedures | <ul style="list-style-type: none"> ▪ Separation of the policy and the supporting procedure into two distinct documents. ▪ Clarification within the procedure of the institution's approach to supporting national surveys, module and stage evaluation. ▪ The policy now sets out more clearly University expectations for the involvement of students in the feedback loop and highlighting changes that have been made to the student experience as a result of feedback. |
| Policy on Changes to Programmes | <ul style="list-style-type: none"> ▪ Information to reflect how student interests are protected in the event of course changes. ▪ Listing aspects which are material to student choice at the point of application. ▪ Further detail regarding circumstances when a programme could be considered for withdrawal or suspension. |

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| | <ul style="list-style-type: none"> ▪ Deadline for withdrawals, suspensions and title changes to enable communication with applicants in a way that informs their decision. ▪ Incorporation of module approval guidance. ▪ Clarification regarding student consultation, student consent, and when evidence of these is required. |
| Jury Service Guidance for Students | <ul style="list-style-type: none"> ▪ Information for students created in response to multiple queries being received by SPS colleagues. |
| Policy Statement and Supplementary Guidance for Student Pregnancy, Maternity, Paternity, Adoption and Student Parents | <ul style="list-style-type: none"> ▪ The policy has updated terminology and incorporates new Research Council maternity terms and conditions. |
| Student Representation Policy and Staff Facilitator Role Descriptor | <ul style="list-style-type: none"> ▪ To note that the move to name ‘Student Staff Committees’ to ‘Student Voice Committees’ was not approved after consultation although academic units may rename SSCs to be SVCs if staff and students agree to such a change. ▪ The policy now provides a link to the revised Staff Facilitator role document and a Good Practice Document. |
| Moderation and Scaling Policy | <ul style="list-style-type: none"> ▪ Guidance to clarify the role of Module Moderation Boards has been added to the policy |
| Annual Monitoring and Review | <ul style="list-style-type: none"> ▪ A reminder that information on when feedback was returned to students should be provided in the AMR report for those assessments which have had an exemption from the 20 day feedback turnaround deadline (Section B.9). ▪ An additional question on the implementation of the new Blackboard Baseline (Section D.17) ▪ An additional checkbox to confirm that the previous year actions have been completed and a further reminder that any outstanding actions should be included in the report with the appropriate update (Section E). ▪ An additional section in the Faculty Education Committee summary report has been included on the review of Postgraduate Taught Experience Survey (PTES) results. |
| Programme Withdrawal and Programme Suspension forms | <ul style="list-style-type: none"> ▪ The section asking the author to state considerations regarding obligations to existing students and to applicants have been separated to support inclusion of information regarding alternative programmes for applicants. |
| Guidance, Virtual External Examiner attendance at BoE | <ul style="list-style-type: none"> ▪ Produced to offer guidance to academic units in the case where an External Examiner needs to attend virtually |
| JACS codes | <ul style="list-style-type: none"> ▪ Guidance provided regarding JACS codes for staff when creating or editing module information |

Coming soon

- A new online External Examiner Handbook
- Updates to various policies and process documents to recognise the inclusion of Degree Apprenticeships as part of the University’s offer. Programme Approval will be the first of these to be updated.