

Unconfirmed minutes

## The University of Manchester

### SENATE

Wednesday, 17 October 2007

*Present:*

Professor Gilbert (in the Chair),

Professors Addison, Bailey, Drs Birse, Browning, Professors Case, Coombs, Dr Eccles, Professors Ford, Garrod, Georghiou, Drs Kimber, Lane-Serff, Ms Lyte, Professor Leudar, Drs Mellor, McGovern, Professors K O'Brien, Osborne, Perkins, Dr Qualtrough, Professors Rubery, Snook, Stirling, Ulph, Vincent and Williamson (27).

*For unreserved business:* Mr Ahmed, Mr Jenkinson, Mr Meddemmen and Mr Skinner, Students' Union.

*Invited:* Professor Agnew (School of Environment and Development), Professor Boaden (Manchester Business School), Professor J Durell (School of Physics and Astronomy), Professor P Glendinning (School of Mathematics), Professor P O'Brien (School of Medicine) and Professor Withers (School of Materials).

*In attendance:* The Registrar and Secretary and the Head of the Student Services Centre.

At the start of the meeting the President and Vice-Chancellor welcomed those elected members for whom this was their first meeting.

#### 1. Minutes

**Confirmed:** the minutes of the meeting held on 27 June 2007.

#### 2. Matters arising from the minutes

There were no matters arising not dealt with elsewhere on the agenda.

#### 3. Statement by the President and Vice-Chancellor

*The President and Vice-Chancellor and senior colleagues provided an oral supplement to his written statement as follows:*

##### (a) Blackboard Vista and e-Learning

The Associate Vice-President (e-Learning) **reported** that in July 2007 the University had signed a contract to operate *Blackboard Vista* in a hosted environment. The process of implementation and integration with *Campus Solutions* and other internal IT systems was underway. With the completion of Phase 1 approximately 2,000 students were receiving teaching *via Blackboard Vista*. Phase 2 would see the launch of 45 exemplar projects in January 2008, the completion of the integration with *Campus Solutions* and the Library systems and the delivery of teaching to approximately 7,500 students. The aim was that by the start of Semester 2 *Blackboard Vista* would be available campus-wide and that all members of academic staff would be able to deliver modules *via e-Learning*. By the end of the 2007-08 academic year all existing *WebCT* provision will have been migrated to *Blackboard Vista* and thereafter will not be available.

During the ensuing discussion it was acknowledged that subject to the resolution of any relevant license implications and some technical issues it would be possible to explore not only the ways in which *Blackboard Vista* might be used to facilitate engagement with prospective students but also the extension of access to resources to groups of students other than the cohort currently registered for a particular module e.g., for revision purposes, and to staff who would benefit from seeing other colleagues' work.

(b) International College

The Vice-President (Innovation and Economic Development) **reported** that plans for the University to enter a partnership with an 'International College' for the provision of 'bridging' or 'foundation' programmes for prospective international students whose academic qualifications had not yet reached the standard necessary for admission to The University of Manchester were progressing and that INTO/City College Manchester (CCM) had been identified as its potential partner to deliver this managed service provision of Foundation Year programmes for international students. INTO was a national company which operates a number of International Colleges in other UK cities, in collaboration with other Universities. A specially formed Joint Venture exists between INTO and CCM, and CCM already runs a Foundation Year (FY) programme which sends some students to this University. Discussions were now taking place which should lead to the signing of a formal contract between the University and INTO/CCM in due course.

The key elements of the proposed agreement were:

- INTO/CCM will run Foundation Year programmes in the two principal areas of Engineering and Physical Sciences and Humanities. The programmes will be structured so that students taking them will, if successful, be able to progress to a wide range of degree programmes in many Schools in those two Faculties;
- in the academic year 2008-09 students will be recruited into the existing Foundation Year programme run by CCM and validated by NCUK;
- the new University of Manchester Foundation Year programmes will admit students to INTO/CCM in September 2009, with the first cohort of successful students enrolling in the University in September 2010;
- these new Foundation Year programmes will be validated by the University using its normal procedures for validation of courses by external bodies. This process will begin as soon as the contract has been signed;
- the International College will market these programmes internationally, using the fact of its relationship with Manchester on an agreed basis;
- the existing 'internal' Faculty of Engineering and Physical Sciences Foundation Year programme will continue, taking students with an IELTS score of 5.5 or above. The new Engineering and Physical Sciences Foundation Year programme run by INTO/CCM will take students with IELTS scores of 5.0 or above. INTO/CCM will market both programmes in an orderly way;
- INTO/CCM will endeavour to progress no less than 50% of the students on their Foundation Year programmes to University of Manchester degree programmes. They will aim to deliver no fewer than 225 progressing students in 2009; 300 students in 2010; and 350 in 2011. Further targets may be agreed through contract management and review mechanisms;

- as long as INTO/CCM meets the target numbers and progression rates, they will pay royalties to the University of 5% of the fees they collect. Should they fall below target, the royalty rate will increase to 10%. The University's validation costs and other services made available to students will be charged separately;
- this arrangement will be exclusive within the UK. The University reserves the right to contract separately with other Foundation Year providers (or indeed with INTO) with respect to programmes provided in other countries.

The task now would be to bring details and recommendations as required to Senate for approval and reference to the Board of Governors.

(c) Review of Teaching and Learning

In introducing this item the President and Vice-Chancellor explained that the review of undergraduate education had been established to answer the question:

*How can The University of Manchester ensure the highest international standards of excellence in the quality of the students we admit, learning environments we create, the learning experiences we offer and the graduates we produce?*

He emphasised the importance of recognizing that the University was as committed to undergraduate education as to research and that this needed to be reflected in the values, structures and culture of the University. To this end the Review was to be a 'root and branch' exercise designed to improve the quality of what we do and to enrich the student experience. The Chairs of the eight Task Forces, established under the auspices of an overarching Undergraduate Education Review Committee, were invited to update Senate on the progress of their work to date.

*Note:* A copy of the membership and remit for each Task Force is attached at Appendix 1 to these minutes.

- (ii) Professor Clive Agnew, Head of School of Environment and Development, Chair of *Task Force 1: Admissions and Standards*

**Reported:**

That the work of the Task Force was focused on two areas: improving the quality and diversity of students admitted to the University and recognising and enhancing the standards achieved by students at the University. To this end data on widening participation and entry and exit data had been collected and analysed in order to gain an understanding of the University's current performance in these areas. A particular challenge for the Task Force in due course would be to agree within the overall context of admissions and standards an appropriate definition and demonstration of 'value added'. In the meantime, the Task Force was engaged in a round of consultation that had included focus groups and 'town hall' discussions and would also consider the recently published Burgess Report and its implications for the future.

- (iii) Professor Ruth Boaden on behalf of Professor Kersti Börjars, Associate Dean (Undergraduate), Faculty of Humanities, Chair of *Task Force 2: Appointing, Promoting and Supporting Academic Teachers*

**Reported:**

That the work of the Task Force was concerned with the policies and processes involved in the appointment, reward and retention of academic teachers as well as

the ways in which teaching is rewarded and supported within the University. A particular concern was to ascertain the ways in which teaching is valued and to gather information on practice across different schools and faculties as well as on the different appointment types used currently to deliver teaching. In the meantime, a series of open meetings for staff would be arranged, one of which would focus particularly on staff with experience of models of appointment and promotion used at universities internationally.

- (iv) Professor Phil Withers, School of Materials, Chair of *Task Force 3: Institutional Priorities, Structures and Commitments*

**Reported:**

That a key consideration of the Task Force was the priority and commitment accorded undergraduate education within the institutional culture of the University. Within this overall context it would seek to identify any cultural and or structural changes that might be needed to ensure parity of esteem for undergraduate education, research and research training. To inform its work the Task Force would look at structures at institutions both at home and overseas and as part of this endeavor had invited David Good of the Cambridge-MIT Institute to visit the University.

- (v) President and Vice-Chancellor, Chair of *Task Force 4: Curriculum Design and Development*

**Reported:**

That currently within the University there was no consensus on the purpose of undergraduate education and no clear view as to the qualities to be attained by students of this University. Furthermore, current practice was such that curriculum change and development occurred without decisions being made about what was to be offered. The list of programmes reported to the meeting under item 9(b) of the agenda was cited as illustrative of this. This approach was costly and inefficient, resulting in academic staff spending time on work that was not needed and thereby reducing the time available to them for constructive interactions with students. The Task Force was, therefore, focused on issues around pedagogic principles and practices underpinning teaching and learning, generic learning outcomes, the provision of a broad and liberal education, and the impact on academic workloads and the shape of the workforce. The Task Force would also take account of the Bologna Process and its implications for future curriculum design. It was acknowledged that in due course the University would have to decide whether, like Imperial College and the University of Southampton, its provision should be Bologna compliant. In the meantime, the emphasis was on the quality of students' learning experience and the ways in which it might be improved. To this end a host of different factors that influence the student experience would be considered including the portfolio of courses offered, feedback and assessment.

- (vi) Professor Alistair Ulph, Vice-President and Dean of the Faculty of Humanities, Chair of *Task Force 5: Personalised Learning*

**Reported:**

That the membership of this Task Force had been extended to include representatives from *Task Force 4: Curriculum Design and Development* and *Task Force 6: On-Line Learning* and two student members. To underpin its work the Task Force had developed a working definition of personalised learning i.e., it has four key characteristics:

- *Scale* - Whilst not all learning experiences have to be highly personalised, all students should have the opportunity for significant interaction on an individual or small group basis with some of their tutors, so as to allow students to get to know well at least one tutor.
- *Choice* of what, when and how to learn within the context of curriculum coherence and with personal, tailored guidance.
- *Interactivity* within different learning contexts, between staff and students, and between peers.
- *Self expression* - students should have ample opportunity to develop their own arguments, critical voice, and opinions and be able to articulate, defend and develop them.

It was important that totality of the learning experience was considered and while this did not mean that each individual experience should meet all of the criteria each experience should be aligned to the criteria to some extent and that the holistic student learning experience should be defined by these elements. Students should have the opportunity to develop meaningful relationships with academic staff, and a sense of identity with a cohort of learners. They should feel a sense of ownership over their learning. A plan of work was underway that included an audit of current practice across the University e.g., the PASS scheme was a good example, the formulation of a series of questions for students to inform the ongoing work of the Task Force, a review of the relevant literature and an exercise to benchmark current provision with peer institutions, nationally and internationally. It was acknowledged that it was important for students to understand their responsibility to engage in their learning and that learning was an active rather than passive process. In this regard the previous learning experiences of students were significant so particular attention would need to be paid to the various experiences they had e.g., students from overseas.

- (vii) Professor Colin Stirling, Associate Vice-President (e-Learning), Chair of *Task Force 6: On-Line Learning*

**Reported:**

That currently the engagement of colleagues with the technologies available and its potential for the delivery of teaching and the support of learning had been variable. Against this background the work of this Task Force was centred on the expectations of students for whom engagement with on-line and interactive technologies was increasingly the norm, together with a desire to exploit the technologies currently available to deliver an enhanced learning experience. Consequently, the anticipated outcome was a blended approach to learning in which the best aspects of e-Learning and face-to-face teaching would be combined. In the first instance, however, the Task Force would use an evidence-based approach to identify the appropriate balance between these elements. Thereafter it would explore further the infrastructure requirements of such an approach, the ways in which to manage the associated change process that would be required to accelerate the uptake among academic colleagues, and conduct an exercise to benchmark provision with peer institutions internationally.

- (viii) Professor Kevin O'Brien, Associate Dean (Teaching and Learning), Faculty of Medical and Human Sciences, co-Chair of *Task Force 7: Library and Information Services*

**Reported:**

That the approach of this Task Force was to seek to identify the nature and scope of the current Library and IT provision within the University to serve as a baseline against which to measure proposals and suggestions for the future. In this way

attention could then be focused on the ways in which the gap in provision identified might be bridged. In the meantime, it was acknowledged that while the University Library was rich in books, journals and electronic resources the physical space was not good and there were problems with its location. It was recognised that students require access to advanced learning facilities. To this end the Task Force would look at facilities at the University of Sheffield and the Saltire Centre at the Glasgow Caledonian University. It would also consider a range of possibilities including, the potential for increased wireless networking across the campus and University residences, the provision of laptops and the use of pod casting and social networking facilities for the delivery of resources and services.

On the conclusion of this part of the discussion the President and Vice-Chancellor expressed his warmest thanks and good wishes to Mr Bill Simpson, the University Librarian, on the occasion of his retirement for his contribution to one of the country's outstanding University libraries. This was endorsed by a round of applause from the members of Senate.

- (ix) Albert McMenemy, Registrar and Secretary, Chair of Task Force 8: *Student Support Services*

**Reported:**

That the work of the Task Force was being addressed by two sub-groups: one focusing on student support and the other on residential halls and campuses. The former was concerned with definitions of student support, the distinctions between academic and non-academic support and the primacy of the interface with students within Schools while the work of the latter was centred on the value added by pastoral arrangements in University residences, the notion of residences as learning communities and the transition of students from University residences to the private sector, including the experience of students in private sector residences. It was acknowledged that consideration should also be given to the experience of students who live at home.

- (x) Professor Pat Bailey, Associate Dean (Teaching and Learning), Faculty of Engineering and Physical Sciences

**Reported:**

That he had been working with representatives of the Students' Union to conduct a series of focus groups to gather the views of students to inform the work of the Task Forces on an ongoing basis. The overall objective was to identify those aspects of the University's activity which were considered to be good and those which students felt could be improved.

#### 4. Vice-President (Research)

**Reported:**

- (a) That the University of Manchester representatives on the management board for the recently established Sustainable Consumption Institute (SCI) had been confirmed as Professor Simon Gaskell, Professor Helen Gleeson, Professor Luke Georghiou and Professor Alistair Ulph. The interim Director of Research would be Professor Kenneth Green and the Director of Graduate Studies would be Professor Colin Hughes. In the meantime, a call for research proposals had been announced and several projects would commence over the forthcoming weeks. The Institute would be launched officially on 21 February 2008.

- (b) That the final arrangements for the RAE submission were proceeding well.
- (c) That from 2003-04 to 2006-07, research grant income to the University had increased by 48.5%.

## 5. Associate Vice-President (Graduate Education)

- (a) Regulations for postgraduate research degrees

**Received:** a paper setting out proposed revisions to the regulations for postgraduate research degrees.

**Noted:**

That the revisions proposed had been approved by the Graduate Education Group following consultation with the Associate Deans for Graduate Education and School and Faculty Graduate Administrators.

**Agreed:**

To approve the revisions to the regulations for research degrees as set out in Appendix 2 to these minutes.

- (b) Regulations for the degree of Master of Enterprise (MEnt)

**Received:** a paper setting out proposed new regulations for the Master of Enterprise (MEnt) degree.

**Noted:**

That the regulations had been approved by the Graduate Education Group following consultation with the Associate Deans for Graduate Education and School and Faculty Graduate Administrators.

**Agreed:**

To approve the regulations for the Master of Enterprise (MEnt) degree as set out in Appendix 3 to these minutes.

## 6. Teaching and Learning

- (a) Revisions to undergraduate regulations

**Received:** a recommendation for two revisions to the undergraduate regulations adopted with effect from September 2005 entry.

**Agreed:**

To approve the revisions to the revisions to the undergraduate regulations as set out in Appendix 4 to these minutes.

- (b) Policy on alternative assessments

**Received:** for endorsement an updated version of the policy on alternative assessments which had been agreed by the Teaching and Learning Group, following consultation in Faculties.

**Agreed:**

To endorse the policy on alternative assessment as set out in Appendix 5 to these minutes

## (c) Assessment Framework

**Received:** for information, a copy of the most recent version of the Assessment Framework.

**7. The Guardian League Tables**

**Received:** an interim report on the work of the Guardian League Tables Working Group prepared by the Head of the Planning Support Office.

**Noted:**

(a) That the Guardian League Tables Working Group had been established following discussion at the meeting of Senate in July 2007. It had met on three occasions and had looked, in depth, at three of the key data sources for The Guardian and other newspaper league tables:

- Student HESA Return
- Destinations of Leavers of Higher Education (DLHE)
- National Student Survey

Although the Group had still to consider the Finance and Staff HESA returns it considered that some of its initial findings might help inform other ongoing work, particularly the Undergraduate Education Review.

(b) That since the publication of The Guardian League table in May, two other league tables had been published. In The Times Good University Guide, the University of Manchester had dropped from 26<sup>th</sup> to 29<sup>th</sup> overall (16<sup>th</sup> within the Russell Group) and in a new on-line league table - The Good University Guide the University of Manchester was ranked 31<sup>st</sup> (18<sup>th</sup> within the Russell Group). Although the methodologies of the league tables varied, the same data was used so that the University's poor performance in graduate employment and student satisfaction in particular had impacted on its ranking in each of them.

(c) That while significant effort had been focused on ensuring the robustness of the Student and DLHE returns several factors had impacted on the ability to review relevant data thoroughly before submission. This would have to be addressed and steps taken to monitor the likely impact of the data on University performance in newspaper league tables. In the case of the DLHE return, it would also be important to ensure the consistent coding of occupations and the quality of the data collected via the internally conducted telephone survey. In addition, there was some evidence that actions by specific Schools to underline the importance of the DLHE Survey and to encourage participation had resulted in more positive results (e.g., Chemical Engineering).

(d) That evidence from the High Fliers Survey had indicated that undergraduates and recent graduates in Manchester were more likely to take a 'gap year' post graduation than students in other comparable Universities. The reasons for this were not immediately apparent but the emergence of the post-graduation gap year was adversely impacting on the University's performance so that the reasons behind this trend would need to be investigated.

(e) That although the 2007 National Student Survey results published in August 2007 had indicated some improvement in performance the overall position was poor. The Group was concerned that this continued poor performance was indicative of concerns with the



undergraduate student experience rather than issues related to the conduct of the Survey itself that required investigation. To this end it proposed that the NSS results be reviewed by Schools to identify poor performers and strong performers in order to identify and exchange best practice. This should be supplemented with best practice identified at other Russell Group institutions. It would also be useful to understand more fully, perhaps through focus groups, students' expectations of assessment and feedback.

- (f) That the Group was concerned about the robustness of some of the data and the methodologies used in the compilation of league tables and the ways they were used adversely to affect the reputation of the UK Higher Education sector internationally. In particular, it felt that the inclusion of graduate destinations data six months after graduation presented an unnecessarily poor view. It considered, therefore, that the University must continue to engage with league table compilers, HESA and HEFCE to raise these ongoing issues.

**Agreed:**

That the Group would submit a final report to Senate at its meeting in February 2008. In the meantime, the Head of the Planning Support Office would write to Heads of School to inform them of the steps they might take immediately to effect an improvement in the data used to compile the league tables. (Action: Head of the Planning Support Office)

**8. Dates for semesters**

**Received:** the dates for semesters in 2011-2012.

**9. Matters for report to Senate**

- (a) Report on exercise of delegations (on behalf of Senate and the Board of Governors)

**Appointment of the University Librarian**

The following appointment has been approved on behalf of the Board of Governors:

Jan Wilkinson, currently Head of Higher Education at the British Library, has been appointed University Librarian and Director of the John Rylands University Library, and will take up appointment on 2 January 2008.

Jan has a wide experience of a variety of academic libraries having spent seventeen years as senior manager in different posts. Prior to joining the British Library in 2004, she was University Librarian and Keeper of the Brotherton Collection at the University of Leeds and was formerly Deputy Librarian at the London School of Economics (LSE).

**Professorial appointments**

The following promotional Chair appointment has been approved on behalf of Senate and the Board of Governors:

***Ad Personam* Promotional Chair in Development Informatics**

Richard Heeks, BA, MPhil (Open), at present Senior Lecturer in Information Systems in the Faculty of Humanities at this University, as Professor of Development Informatics in the Faculty of Humanities from 1 September 2007.

**Chair of Creative Writing**

Martin Amis, MA, Novelist, essayist and short story writer, as a Professor of Creative Writing, in the School of Arts, Histories and Cultures, in the Faculty of Humanities, from 1 September 2007.

**Chair of Finance**

Michael Brennan, BPhil, PhD (MIT), Emeritus Professor, Anderson Graduate School of Management, UCLA, as Professor of Finance in the Manchester Business School, in the Faculty of Humanities, from 1 October 2007.

**Chair of Finance**

Mara Faccio, BEcon, PhD (Milan), formerly Assistant Professor of Finance, Vanderbilt University, USA, as Professor of Finance in the Manchester Business School, in the Faculty of Humanities, from 1 October 2007.

**Chair of Law**

Nuno Garoupa, BSc, DPhil (York), currently Professor of Law at the University of Illinois College of Law, and a Research Professor at IMDEA (Madrid), as a Professor of Law in the School of Law, in the Faculty of Humanities, from 1 June 2007.

**Chair of French Language and Linguistics**

Maj-Britt Hansen, BA, PhD (Copenhagen), formerly Associate Professor at the University of Copenhagen, as a Professor of French Language and Linguistics, in the School of Languages, Linguistics and Cultures, in the Faculty of Humanities, from 11 June 2007.

**Chair of Composite Materials**

Paul Hogg, BSc, PhD (Liverpool), currently Professor of Materials Engineering at Queen Mary, University of London, as Professor of Composite Materials in the School of Materials, in the Faculty of Engineering and Physical Sciences, from 1 January 2008.

**Chair of Toxicology**

Ian Kimber, PhD (Manchester), previously Head of Research at Syngenta in Sheffield, as Professor of Toxicology in the Faculty of Life Sciences, from 27 August 2007.

**Chair of Accounting**

Clive Lennox, BSc, PhD (Oxford), formerly Associate Professor of Accounting, Hong Kong University of Science and Technology, as Professor of Accounting in the Manchester Business School, in the Faculty of Humanities, from 1 September 2007.

**Chair of Accountability and Management Control**

Susan Llewellyn, BA, PhD (Edinburgh), formerly Professor of Accountability at the University of Leicester, as Professor of Accountability and Management Control in the Manchester Business School, in the Faculty of Humanities, from 1 June 2007.

### **Chair of International Human Resource Management**

Miguel Martinez Lucio, BA, PhD (Warwick), formerly Professor of Industrial Relations and Human Resource Management at the University of Bradford, as Professor of International Human Resource Management in the Manchester Business School in the Faculty of Humanities, from 1 August 2007.

### **Chair of Urban Development**

Caroline Moser, BA, PhD (Sussex), formerly Visiting Fellow at the Brooking Institution, Washington DC, and Senior Research Associate at the Overseas Development Institute, London, as Professor of Urban Development, in the School of Environment and Development, in the Faculty of Humanities, from 1 September 2007.

### **Chair of Accounting**

James Ohlson, PhD (Berkeley), previously Professor in Accountancy at Arizona State University, USA, as Professor of Accounting in the Manchester School of Business, in the Faculty of Humanities, from 1 September 2007.

### **Chair of Social Statistics**

Ian Plewis, BSocSci, MSc (LSE), formerly Professor of Longitudinal Research at the University of London, as Professor of Social Statistics in the School of Social Sciences, in the Faculty of Humanities, from 1 September 2007.

### **Chair of Cosmopolitan Culture**

Nina Glick Schiller, BA, PhD (California), formerly a Professor at the University of New Hampshire and a currently a Visiting Research Associate at the Max Planck Institute, as Professor of Cosmopolitan Culture and Director of the Cosmopolitan Cultures Institute (CCI), in the School of Social Sciences, in the Faculty of Humanities, from 1 September 2007.

### **Chair of Innovation Management and Policy**

Philip Shapira, MA, PhD (California), currently Professor in the School of Public Policy at the Georgia Institute of Technology, USA, as Professor of Innovation Management and Policy in the Manchester Business School in the Faculty of Humanities, from 1 September 2007.

### **Chair of Cultural Studies**

Jacqueline Stacey, BA, PhD (Birmingham), formerly Professor of Women's Studies and Cultural Studies at Lancaster University, as Professor of Cultural Studies in the School of Arts, Histories and Cultures, in the Faculty of Humanities, from 1 September 2007.

### **Chair of Pure Mathematics**

John Stafford, BA, PhD (Leeds), formerly Professor of Mathematics at the University of Michigan, USA, as Professor of Pure Mathematics in the School of Mathematics in the Faculty of Engineering and Physical Sciences from 1 September 2007.

### **Chair of Neuroscience**

Annemarie Suprenant, BSc, PhD (Monash), formerly Professor of Cellular Physiology at the University of Sheffield, as GlaxoSmithKline Professor of Neuroscience, in the Faculty of Life Sciences, from 1 March 2007.

### **Chair of Comparative Literature and Intellectual History**

Galim Tihanov, BA, DPhil (Oxford), formerly Professor of Comparative Literature at the University of Lancaster, as Professor of Comparative Literature and Intellectual History in the School of Social Sciences, in the Faculty of Humanities, from 1 August 2007.

### **Chair of Computing Engineering**

Thomas Thomson, BSc, PhD (Wales), formerly a Research Fellow at Hitachi Global Storage Technologies in San Jose Research Centre, USA, as Professor of Computing Engineering in the School of Computer Science, in the Faculty of Engineering and Physical Sciences, from 1 October 2007.

### **Chair of Pure Mathematics**

Alex Wilkie, BSc, PhD (London), formerly Reader in Mathematical Logic at the University of Oxford, as Fielden Professor of Pure Mathematics in the School of Mathematics in the Faculty of Engineering and Physical Sciences from 1 September 2007.

### **Chair of Social Science and Development Policy**

Michael Woolcock, BA, PhD (Brown), formerly a Senior Social Scientist at the World Bank and appointed as a Visiting Professor and Brooks World Poverty Institute Research Director over 2006-07, as Professor of Social Science and Development Policy in the School of Environment and Development, in the Faculty of Humanities, from 1 September 2007.

### **Visiting Professors**

Paul Adler, Diplome de l'Ecole, PhD (University of Picarde, Amiens, France), currently Professor in the Marshall School of Business, University of Southern California, as a Visiting Professor in the Manchester Business School, in the Faculty of Humanities, from 1 July 2007.

Dieter Zapf, Diploma, DPhil (FU Berlin), currently a Professor in the Work and Organisational Psychology Division of Frankfurt University, as a Visiting Professor in the Manchester Business School, in the Faculty of Humanities, from 1 June 2007.

### **Grant of the title of Professor Emeritus**

Acting on behalf of Senate and the Board of Governors, the President and Vice-Chancellor has approved the conferment of the title of Professor Emeritus on the following:

Professor Barrie G Dale, Professor of Quality Management (in the Manchester Business School) (*from 1 October 2007*).

Professor Dale A Littler, Professor of Strategic Management (in the Manchester Business School) (*from 1 October 2007*).

Professor John Stanley (Stan) Metcalfe, Professor of Political Economy (in the School of Social Sciences) (*from 1 January 2008*).

(b) New undergraduate and taught programmes

The following new and amended undergraduate and taught postgraduate programmes have been approved by Faculties, and ratified by the Vice-President (Teaching and Learning), during the 2006-07 session. Unless otherwise marked, the programmes will start in the 2007-08 session.

**Faculty of Engineering and Physical Science**

Postgraduate

MSc Analytical and Separation Science, full-time or part-time

MSc/PG Diploma Corrosion Control Engineering

MSc/PG Diploma Advanced Engineering Materials

MSC/PG Diploma Polymer Materials Science and Engineering

MSc/PG Diploma Textile Technology, distance learning mode of study to be available in all four programmes in addition to full-time mode

MSc Environmental Management; MSc Environmental Management and Technology; MSc Environmental Technology, full-time or part-time

MSc Environmental Science, Policy and Management, full-time (Erasmus Mundus programme with consortium partners Central European University Hungary, Lund University Sweden and the University of the Aegean, Greece) retrospective approval for entry September 2006

MSc Interdisciplinary Medicine and Engineering, full-time (with the Faculty of Medical and Human Sciences)

MSc Mathematics and Computational Science, full-time.

**Faculty of Humanities**

Undergraduate

BA Honours Applied Community and Youth Work Studies, full-time or part-time

\*BA Honours Digital Live Arts, full-time, with pathways in Lighting Programming; Performance Sound (validated programme with Rose Bruford College, Sidcup, Kent)

LLB English Law with French Law, title change from LLB English Law and French Law, full-time

BA/BSc Honours Geography, addition of a part-time mode of study

BSc Honours Information Technology Management for Business/Information Technology Management for Business with Industrial Experience, full-time

BA Honours Japanese Studies, full-time, Diploma of Higher Education and Certificate of Higher Education (the last two without residence abroad)

Addition of Japanese to the following joint BA Honours combinations:

Chinese and Japanese;

English Language and Japanese;

French and Japanese;

German and Japanese;

Italian and Japanese;

Japanese and Screen Studies;

Linguistics and Japanese;

Middle Eastern Language and a Modern Language;

Modern Language and Business and Management (Japanese);

Portuguese and Japanese;

Russian and Japanese;  
Spanish and Japanese.

Correction to approved programmes list 27 June 2007: \*BSc Honours Financial Markets and Management, part-time mode of study only (validated programme with the Institute of Financial Services).

#### Postgraduate

MA American Studies, full-time, with pathways in Literature and Culture; or History (title change from MA American Cultural Studies) from 2008-09

MA Applied Theatre Studies, full-time

\*MA/PG Diploma Contemporary Design, full-time (validated programme with Sotheby's Institute of Art, London)

MBA, full-time (to be part delivered in South Korea in collaboration with the Maekyung Media Group)

MBA/DBA Financial Managers and Financial Professionals, part-time (with Fundacio Getulio Vargas, Rio de Janeiro, Brazil)

MSc Environmental Governance, full-time or part-time

\*MSc/PG Diploma Health and Public Leadership, part-time (jointly with the University of Birmingham)

MSc Information Systems, full-time, with pathways in: Business Information Technology; e-Business Technology, Organisations and Management; e-Government (the last pathway to commence after 2007-08). This is a merger of two programmes from the School of Informatics; MSc Business Technology and MSc e-Business Technology with MSc Information Systems, Organisations and Management from Manchester Business School, to form one programme with four pathways

MA Medieval Studies, full-time or part-time

MA/PG Diploma Political Economy, full-time or part-time

MRes Social and Public Policy, full-time or part-time.

#### **Faculty of Life Sciences**

##### Postgraduate

MSc Biomechanics, full-time.

#### **Faculty of Medical and Human Sciences**

##### Postgraduate

PG Diploma Applied Mental Health, part-time

MSc Interdisciplinary Medicine and Engineering, full-time (with Faculty of Engineering and Physical Sciences)

MRes Translational Medicine, full-time (title change from MRes Molecular Translational Medicine).

\* indicates validated or joint programme

## **9. Any other business**

There was no other business.

## **Membership and Terms of Reference of the Undergraduate Review Committee**

### **Terms of Reference**

In reporting on its deliberations, the Review of Undergraduate Education will make recommendations covering:

- The need to ensure that undergraduate education is accorded parity of esteem with research and research training in the plans, structures, resource allocation models and institutional culture of the University;
- Opportunities for revising policies and/or operating procedures both to enhance the quality of students admitted and to improve the University's performance in relation to its widening participation goals;
- Options for improving policies and practices in relation to the setting and/or maintenance of academic standards to ensure that all Manchester graduates are assessed, and their achievements duly certified, against appropriate international benchmarks of excellence;
- Options for improving the recruitment, development, reward and recognition of outstanding academic teachers;
- Steps that might be taken to improve the structure, design and development of undergraduate curricula to ensure that curriculum development is informed by agreed educational purposes and priorities, and designed to maximise the quality of student learning;
- Major changes in teaching practices and in the provision of tutoring, mentoring and academic advice to ensure that all Manchester students have access to highly interactive learning environments based on frequent, meaningful personal contact with academic teachers and mentors;
- Opportunities for maximising the potential of on-line learning to enhance the quality of undergraduate education, both as a repository of rich, interactive learning objects and as a medium for sophisticated bilateral and unilateral interactions within learning communities;
- Options for changing the range and mix and improving the quality of academic, social, cultural and individual support services offered to students, in order to enhance the Manchester student experience; and
- Further steps, if any, that might be taken to position Manchester as a destination of preference for outstanding undergraduates.

### **Membership**

President and Vice-Chancellor (in the Chair)

Professor Clive Agnew, Head of School of Environment and Development, Chair of Task Force 1

Professor Kersti Börjars, Associate Dean (Undergraduate), Faculty of Humanities, Chair of Task Force 2

Professor Phil Withers, School of Materials, Chair of Task Force 3

Professor Alistair Ulph, Vice-President and Dean of the Faculty of Humanities, Chair of Task Force 5

Professor Colin Stirling, Associate Vice-President (eLearning), Chair of Task Force 6

Professor Kevin O'Brien, Associate Dean (Teaching and Learning), Faculty of Medical and Human Sciences, co-Chair of Task Force 7

Dr Jan Wilkinson, incoming Librarian, co-Chair of Task Force 7

Albert McMenemy, Registrar and Secretary, Chair of Task Force 8

Professor Stuart Turley, Associate Dean (Postgraduate Taught), Faculty of Humanities

Professor Pat Bailey, Associate Dean (Teaching and Learning), Faculty of Engineering and Physical Sciences

Professor Richard Reece, Associate Dean (Undergraduate), Faculty of Life Sciences

Professor Andrew Doig, Associate Dean (Postgraduate Taught), Faculty of Life Sciences

Professor Mike Luger, Director of the Manchester Business School

Tom Skinner, General Secretary, UMSU

Secretary: Louise Walmsley, Head of the Teaching and Learning Support Office

### **Membership and remits of the task forces**

1. The **Admissions and Standards Task Force** will provide advice to the Review on the setting of entry requirements, and in particular on the desirability and practicality of:

- (i) weighting academic outcomes to take account of prior educational opportunities and experience, and
- (ii) adopting as a matter of long term strategy – as distinct from short term necessity, the policy of developing undergraduate education able to serve a wider spectrum of educational aspiration and achievement than more elite providers do, while formally identifying and rewarding Manchester graduates deserving recognition as equal to the best graduates in the world.

Professor Clive Agnew (*in the Chair*)

Dr Tim Westlake

Janet Tatlock

Professor Tom Gibbons

Elizabeth Somerville, UMSU

Professor Aneez Esmail

Peter Brown

Professor Fred Loebinger

Liz Theaker

Secretary: Julian Skyrme

2. The **Appointing, Promoting and Supporting Academic Teachers Task Force** will examine current policies and procedures for attracting, promoting, recognising and rewarding excellent academic teachers, tutors and mentors and to advise the Teaching and Learning Review on:

- (i) Further changes, if any, that might be introduced to the policies and procedures of the University in order to further elevate the status and prestige attached to teaching and learning; and
- (ii) Improvements in the range and quality of professional development programmes and support available to academic teachers at all levels of the University, but particularly to early career staff or postgraduate students becoming engaged as tutors, mentors and advisors of undergraduates.

Professor Kersti Börjars (*in the Chair*)

Professor Martin Taylor

Professor Ruth Boaden

Emily Randall, UMSU

Karen Heaton

Dr Liz Sheffield

Professor David Eisner

Secretary: Emma Hilton

3. The **Institutional Priorities, Structures and Commitment Task Force** evaluate the priority and commitment accorded undergraduate education in the overall institutional culture of The University of Manchester, and to advise the Teaching and Learning Review on:

- (i) Steps that might be taken to ensure parity of esteem between undergraduate education, on the one hand, and research and research training, on the other, both within the formal management and oversight of the University and the consciousness of the University community; and



- (ii) The case for extending current arrangements in parts of the University under which responsibility for the teaching and learning is strengthened through the provision of separate structural and budgetary arrangements.

This Task Force will undertake a fundamental review without being constrained by existing structures and processes.

Professor Phil Withers (*in the Chair*)  
 Professor Alistair Ulph  
 Professor Maynard Case  
 Professor Karen Luker  
 Professor David Farrell  
 Secretary: Martin Conway

Professor Alan North  
 Professor John Perkins  
 Dr Judith McGovern  
 Professor Neil Bulleid  
 Jeff Meddemenn/Tom Skinner, UMSU

4. The **Curriculum Design and Development** Task Force will:

- (i) Consider and recommend a formal Statement of the Purposes and Outcomes of Higher Learning to inform undergraduate education generally in The University of Manchester.
- (ii) Consider and advise on ways of ensuring this Statement, and an accompanying understanding of how desired educational outcomes will be secured, becomes a feature of all undergraduate programmes in the University.
- (iii) Review curricula currently in place across the University to ask whether they are fit for purpose, and represent the best use of the human and financial resources available to the University to provide undergraduate education.
- (iv) Consider whether a consolidation of the overall curriculum into fewer, better-designed, better-supported programmes would improve the quality of student learning and learning outcomes, and advise on the extent to which this may be possible.
- (v) Consider and make recommendations in relation to the objective of ensuring that the University provides all its graduates, irrespective of particular programme of professional orientation, with a broad and liberal education providing opportunities for personal, moral, social and cultural development.
- (vi) Consider whether, in relation to this general educational purpose, and to what extent, the Manchester Leadership Programme should be used as a preferred solution.

President and Vice-Chancellor (*in the Chair*)  
 Dr Veronique Pin-Fat (will also attend TF5)  
 Jane Ratchford  
 Alan Ferns  
 Professor Jill Rubery  
 Jeff Meddemenn/Tom Skinner, UMSU

Professor John Perkins  
 Professor Tim Dornan  
 Dr Bill Hutchings  
 Professor Chris Taylor  
 Dr Gregory Lane Serf  
 Secretary: Deborah Black

5. The **Personalised Learning Task Force** will:

- (i) Identify the essential features of the richly interactive learning communities characteristic of the world's finest learning environments.
- (ii) Consider and advise on initiatives available to The University of Manchester to ensure the creation of close-knit, highly interactive learning opportunities for all students, such as the innovative, systematic use of mentors drawn from the student population, particularly at postgraduate level.

Professor Alistair Ulph (in the Chair)  
 Dr Tracey Speake  
 Dr Suzanne Embury  
 Jeff Meddemenn/Tom Skinner, UMSU

Professor Paul O'Neill  
 Professor Martin Walker  
 Ian Miller (will also attend TF6)  
 Secretary: Patricia Clift

6. The **On-Line Learning Task Force** will:

- (i) Review and recommend strategies for creating on-line learning environments to facilitate small group learning, high levels of student engagement through formal and informal interactions, and access to one-to-one advising and mentoring.
- (ii) Review and recommend strategies, structures and a business plan for accelerating the take up of on-line content, pedagogies and learning environments as a means of enhancing the quality and relevance to students of on-campus learning.
- (iii) Consider and advise on scope for delivering high quality on-line programmes to off-campus students.

Professor Colin Stirling (in the Chair)  
 Dr Tim O'Brien  
 Dr Martin Steward  
 Chris Jenkinson, UMSU

Professor Stuart Turley  
 Dr Julie Andrews  
 Professor Steve Williamson  
 Secretary: Sarah Morgan

7. The **Library and Information Services Task Force** will review and make recommendations in relation to:

- (i) The quality, range and potential for improvement of the scholarly resources and academic services available for undergraduates.
- (ii) Likely changes over the next decade or so in the nature and provenance of a university Library as a provider of academic support and information services, and the impact such changes would have on the functions, plans and priorities of the Library.
- (iii) The evolving relationship between library services and information services more generally, and the desirability of providing for greater interoperability between the two.

Co-Chair: Professor Kevin O'Brien  
 Professor Alan North  
 Professor Caroline Carlisle  
 Professor David Garrod  
 Jeff Meddemenn/Tom Skinner, UMSU

Co-Chair: Dr Jan Wilkinson  
 Professor Niels Walet  
 Dr Fiona Smyth  
 Paul Harness  
 Secretary: Emma Rose

8. The **Student Support Services Task Force** will:

- (i) Evaluate the breadth, quality and relevance of student support services currently available in the University, and advise as to the efficacy of these services in ensuring that no Manchester student is prevented from achieving her/his full academic potential by lack of effective advice and support in relation to non-academic problems.
- (ii) Evaluate the efficacy of the University's residential halls and campuses in building effective learning communities, recommend strategies for improving their efficacy, and advise as to the practicality of working with private providers to extend best practice into student accommodation beyond the University-provided student accommodation.
- (iii) Recommend changes of priority and/or scope in the development, delivery and funding of residential accommodation and student support service that promise to improve the quality of the Manchester student experience.

Albert McMenemy (in the Chair)  
Dr Pat Sponder  
Jacquie Wilson  
Catherine Croft  
Bev Craig, UMSU

Rachel Brealey  
Mike Shore-Nye  
Professor Tim David  
Dr Liz Sheader  
Secretary: Jenny Wragge

**Agendum 5(a) Regulations for postgraduate research degrees****Revisions to multiple regulations****1. Thesis Submission**

- Doctor of Business Administration, DBA (Section 11c)
- Doctor of Medicine, MD (Section 10c)
- Doctor of Philosophy, PhD (Section 10c)
- Master of Surgery, ChM (Section 10c)
- Professional, Engineering and Enterprise Doctorate Degrees (Section 11c)

ADD:

“Students who are granted permission to submit early, will still be required to pay full fees for the degree period for which they originally registered”

**Revisions to the Master of Philosophy regulations (MPhil)****2. Submission Pending Period (Section 3a)**

CHANGE FROM:

“Candidates registered on the MPhil degree may register for the submission pending period at the discretion of the University to allow additional time for preparation of the thesis for up to one year beyond the completion date of the MPhil degree.”

TO:

“Candidates registered on the MPhil degree may register for the submission pending period at the discretion of the University to allow additional time for preparation of the thesis for up to one year beyond the completion date of the MPhil degree. The submission pending period will only apply to students who are registered on a one-year full-time or part-time MPhil degree.”

**Agendum 5(b) Regulations for the degree of Master of Enterprise (MEnt)****A. ORDINANCES**

1. The University may award the degree of Master of Enterprise (MEnt) in accordance with the regulations in recognition of the successful completion of an approved programme of training and research.
2. Students will satisfactorily pursue an approved programme of training and research which combines advanced study, research methodology and a substantial research project, or series of research projects, as either a full or part-time student.
3. These ordinances and regulations provide a general framework for the degree of Master of Enterprise (MEnt), and should be read in conjunction with detailed notes for guidance.
4. Regulations for student complaints and appeals are provided in the University's General Regulations, XVII XVIII and XIX respectively.

**B. REGULATIONS****1. Admission to the degree**

- a. Applicants for admission to the Master of Enterprise (MEnt) will normally have:
  - i. a first degree (equivalent to a UK Honours Bachelors degree) or equivalent qualification from a recognised institution; or
  - ii. evidence of previous advanced study, research or professional experience, which the University accepts as qualifying the applicant for entry.
- b. All applicants must meet the minimum English language requirements of their chosen degree, as described by the University's Postgraduate Admissions Policy.

**2. Duration of the degree**

- a. A full-time Master of Enterprise (MEnt) degree will normally extend over a period of twelve months. The date for the end of the degree and submission of the dissertation will be published in the degree handbook.
- b. A part-time Master of Enterprise (MEnt) student will complete the degree over a more extended period of time which will be published in the degree handbook, but will not exceed two academic years.

**3. Credits**

- a. A Master of Enterprise (MEnt) degree will consist of 180 credits, in total, comprising a combination of level 4 (M level) units approved by the University and a programme of research.
- b. The Master of Enterprise (MEnt) degree will normally consist of a 120 credit research project, in addition to 60 credits of taught content, making a standard 180 credits in total. A minimum of 120 and a maximum of 150 credits should be directly awarded for the research dissertation, and the final balance of credits will differ depending upon the background, experience and proposed subject of research of each student. The taught

content will serve to provide the student with research skills and a depth of specialist knowledge that is directly applicable to the field of research.

- c. The taught content will consist of course units, normally comprising four level 4 (M level) 15 credit course units. The degree has two level 4 (M level) core units.

#### **4. Progression and Assessment**

- a. Regulations for work and attendance are outlined in the University's General Regulations XX.
- b. Students for the degree of Master of Enterprise (MEnt) will present themselves for assessment of their progress as required in the degree handbook.
- c. Students will normally successfully complete the taught component of the Masters degree before submission of the dissertation.
- d. A student who fails to satisfy the examiners in any assessment of taught units may be permitted to resubmit the assessment or retake the examination on one further occasion. The student will take this opportunity during the next available University examination period or within a period as published in the degree handbook.
- e. The maximum mark to be awarded for resubmitted coursework or retaken examination will normally be 50%.
- f. Students may, in exceptional circumstances, and with prior permission of the Faculty, be allowed to re-take the entire degree subject to all outstanding fees being paid.

#### **5. Dissertation**

- a. Dissertations should be submitted in accordance with the information set out in the University's Guidance Notes for the Presentation of MEnt Dissertations.
- b. Dissertation submission dates will normally be 51 weeks after the start of the degree and will be published in degree handbooks. Submission dates for part-time students will reflect the length of the degree (pro-rata compared to a full-time degree).
- c. The dissertation must be submitted before the end of the programme in order for a student to be eligible for the award of distinction.
- d. At the recommendation of the examiners, students will normally be allowed one resubmission of a failed dissertation or project and this will normally be within four months of the date of the publication of the result. The examiners, may, exceptionally, decide not to allow resubmission. The Faculty will agree that the grounds for allowing/not allowing a resubmission are justified.
- e. The maximum mark to be awarded for resubmitted dissertations will normally be 50% for the Master of Enterprise (MEnt) Degree.
- f. A student may exceptionally be required to attend an examination, orally or otherwise, in the subject of their dissertation, project, or a related matter.

#### **6. Extension to the Dissertation Submission Deadline**

- a. Extensions to the dissertation submission deadline may be granted at the discretion of the University to allow additional time for preparation of the dissertation

- b. The maximum period for an extension to submit a dissertation will normally be four months for a full and part-time degree. Candidates must register for the Submission Pending period and pay the relevant registration fee.
- c. Further periods of extension to the dissertation submission deadline may be sought only in exceptional circumstances. A fee will be payable for each period of extension that is granted by the University.

## 7. Examination Board and External Examiners

- a. Manchester Science Enterprise Centre Board of Examiners will be responsible for confirming the marks of the taught element of the degree at the end of the second semester. Normally, all staff who have been involved in the assessment of the taught units shall be present at the Board of Examiners meetings. Each candidate's dissertation shall be examined by two or more examiners of whom at least one shall normally be an external examiner. The appointment of examiners shall proceed in accordance with the University's examinations policy which can be found at: <http://www.campus.manchester.ac.uk/researchoffice/graduate/code/submissionandexamination/>.
- b. There will be normally be a minimum of two Examination Board meetings for each degree each year, one at which the marks for the course units are confirmed, and one where the marks for the dissertation and the final awards are recommended. Normally, all staff who have been involved in the assessment of the course units shall be present at the Examination Board meetings. The degree External Examiner will be present for at least one meeting per year and preferably at both and will confirm all the marks agreed at Examination Board meetings and be consulted when decisions on awards and classifications are made.

## 8. Recommendation for Award

- a. *Pass Marks*
  - i. To obtain a pass for a Degree of Master of Enterprise (MEnt), the student is required to obtain both a pass of 50% or more on the taught element and 50% or more on the dissertation.
  - ii. The Faculty shall, on report from the examiners, recommend to Senate the award of the degree of Master of Enterprise (MEnt) for those students who have completed all requirements of the regulations and satisfied the examiners. The awarding certificate will include the title of the degree.
- b. *Distinction*
  - i. A distinction may be awarded to a student who has consistently achieved excellence in the assessments of a Master of Enterprise (MEnt) degree.
  - ii. The student will have satisfied all of the following criteria to be awarded a Distinction:
    - A. An average at first assessment of 70% or more in the taught component of the degree with no mark below 50% in any course unit.
    - B. A mark of 70% or more in the dissertation.
    - C. Submission of the dissertation by the end of the period of the degree.

**c. Merit**

- i.** The student will have satisfied all of the following criteria to be awarded a Merit:
  - A.** An average at first assessment of 60% or more in the taught component of the degree with no mark below 50% in any course unit.
  - B.** A mark of 60% or more in the dissertation.
  - C.** Submission of the dissertation by the end of the period of the degree.



### **Agendum 6(a) Revisions to the undergraduate regulations**

#### **(i) Progression to Year 4 of the integrated Degree of Master**

Paragraph 23 governs progression between different years of all programmes, including the integrated Degree of Master. However, in some integrated Master's programmes, Years 3 and 4 are treated as a coherent whole in which level 3 and level 4 units may be taken in either year and are all considered together for the final award. Then it transpires that the current progression rules can have the unfair effect that a set of results that allow a student to complete the integrated Degree of Master successfully would, if achieved in different years, not allow the student even to progress from Year 3 to Year 4, effectively because the requirements for progression are more stringent than those for graduation.

Paragraph 22 specifies a minimum overall pass mark of 50% for progression to Year 4 of a programme for the integrated Degree of Master. This is intended to represent the standard requirement of second-class honours for entry to a Master's programme. It would be consistent with this intention to apply the requirements for graduation with at least second-class honours explicitly to govern progression from Year 3. The outcome would then no longer depend on when a student takes units in Years 3 and 4, so removing this possible source of unfairness. It is therefore proposed to express progression to Year 4 of a programme for the integrated Degree of Master explicitly in terms of honours classification by amending the first section of Paragraph 23 as follows (changes in *italics*).

*“To progress from one year of a programme to the next, except from Year 3 to Year 4 of a programme for the integrated Degree of Master, a student must*

- reach the minimum pass mark overall; and
- reach the pass mark in individual units totalling at least two thirds of the credits for that year; and
- reach the compensatable fail mark in all remaining units.”

*“To progress from Year 3 to Year 4 of a programme for the integrated Degree of Master, a student must*

- *reach the minimum pass mark overall; and*
- *satisfy the requirements for the Degree of Bachelor with at least class 2ii honours as set out in Paragraphs 32 to 37 of these Regulations.”*

*“Faculties may allow Schools on discipline-specific grounds to adopt more stringent requirements, including (but not restricted to):*

- limiting the number of credits for which a compensatable fail mark will be available in each of the separate components of a joint degree programme;
- specifying core units for which no compensatable fail mark will be available;
- increasing the proportion of the total credit that must reach the pass mark (ultimately to the total credits available, thus allowing no compensatable fails);
- setting a compensatable fail mark greater than 30% as allowed under Paragraph 16;
- setting a higher pass mark overall.”

Here the last bullet point would admit more stringent criteria for progression than a bare 2ii, such as a pass mark of 55% overall with at least class 2ii honours or a pass mark of 60% overall with at least class 2i honours.

Making reference to the Degree of Bachelor in the amended Paragraph 23 also makes it clear that this degree is embedded within the integrated Degree of Master. This helps to show explicitly that the integrated Degree of Master conforms to the Bologna expectation that the Degree of Master should be a ‘second cycle’ qualification that follows a ‘first cycle’ Bachelor

qualification. The UUK Europe Unit has suggested that this point would be emphasized if the integrated Degree of Master were made a dual award of Bachelor and Master. The amendments proposed here are consistent with such a move but do not imply or require it.

**(ii) Reassessment to meet external requirements**

Paragraph 25 allows students who have satisfied the Regulations for progression to be reassessed on units to satisfy more stringent requirements of a relevant professional, statutory or regulatory body (PSRB).

“A student who progresses to a subsequent year of a programme according to Paragraph 23, having obtained compensatable fail marks for some units, may be reassessed in those units in order to achieve higher marks where such marks are required by a relevant professional, statutory or regulatory body. However, the marks originally obtained will be used to calculate the overall mark for the year.”

This provision is therefore at present restricted to students who have obtained compensatable fail marks for some units where a PSRB requires a higher mark, whereas some PSRBs have requirements that are more stringent than a bare pass. To allow for this, it is proposed that Paragraph 25 should be amended as follows to remove the restriction to compensatable failed units.

*“A student who progresses to a subsequent year of a programme according to Paragraph 23 may be reassessed in order to achieve higher marks in units where such marks are required by a relevant professional, statutory or regulatory body. However, the marks originally obtained, which may include compensatable fail marks for some units, will be used to calculate the overall mark for the year.”*

**Agendum 6(b) Policy on alternative assessments**

1. Various categories of students may experience difficulties with the University's normal assessment procedures through circumstances beyond their control. In order to overcome these difficulties, the normal place, time or form of assessment or re-assessment may be changed. Such changes yield an *alternative assessment*.
2. Alternative assessments are available only for students in approved categories where the need is foreseeable.<sup>1</sup> Alternative assessments may also be available for certain other categories of students under separate arrangements: for disabled students, under the Guidance on Assessment for Students with Disabilities; for students affected by strict religious observance, under the Policy on Religious Observance; and for individual students who experience unforeseen difficulties, under the Policy on Mitigating Circumstances.
3. A designated University office will have oversight of each approved category of students.<sup>2</sup> It will mediate arrangements for such students, confirm their status and the need for alternative assessments, and provide advice and support on alternative assessments.
4. Schools that systematically admit students in approved categories will devise their policy on alternative assessments, and will publicize the arrangements well in advance so that students and staff can prepare accordingly. Faculties will be responsible for ensuring that the policies of their Schools are appropriate across the Faculty.
5. Schools will recognize in their work-load allocations the staff effort resulting from setting and marking alternative forms of assessment.
6. Alternative forms of assessment must assess the same intended learning outcomes as the normal ones and be of the same standard. They must be approved through the normal examination procedures of the School that provides them.
7. Alternative assessments will be conducted under conditions that are as far as possible equivalent to those of normal assessments, including appropriate supervision.
8. When an assessment is conducted in the same form as the normal assessment but in a different place, it should be conducted at the same time. If that is not practicable (for example, because of a difference in time zones), then to avoid the risk of compromising the security of the normal assessment, the alternative assessment should be conducted as soon as possible *after* the normal one.

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<sup>1</sup> At present the categories so approved are students on recognized exchange or collaborative programmes including Erasmus; and students who hold an approved sports scholarship.

<sup>2</sup> The office designated for students on recognized exchange or collaborative programmes is the Study Abroad Office; and the office designated for students who hold an approved sports scholarship is the Sports Office.