

The University of Manchester

SENATE

Wednesday, 30 June 2010

Present:

Professor Rothwell (in the Chair)

Professor Aarons, Dr Birse, Professor Börjars, Dr Brown, Professor Case, Dr Cobb, Professor Coombs, Dr Davies, Professor Devine, Professors Eccles, Esmail, Fagan, Grey, Gale, Helliwell, Humphries, Drs Lane-Serff, Lyte, Professor Masters, Drs Malik, McBride, McCrohan, McGovern, Professors North, Reece, Dr Schiessl, Professors Stirling, Taylor, Dr Timmerman, Professor Ulph, Dr Vallely and Ms Wilkinson (33)

For unreserved business: Miss Little and Miss Wakefield (Students' Union)

By invitation: Dr Edwards (School of Computer Science), Professor Luger (Manchester Business School), Professor Luker (School of Nursing, Midwifery and Social Work), Dr Sen (School of Environment and Development) and Professor Whitehead (School of Chemistry)

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

At the start of the meeting the Acting President and Vice-Chancellor welcomed Sarah Wakefield to her first meeting as General Secretary of the University of Manchester Students' Union (UMSU).

1. Minutes

Confirmed: the minutes of the meeting held on 28 April 2010.

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 Acting President and Vice-Chancellor provided an oral supplement to her written statement as follows:

- (a) She was delighted to have been appointed as President and Vice-Chancellor from 1 July 2010 and extended her thanks and very best wishes to her predecessor, Professor Alan Gilbert.
- (b) While the implications of the 2010 General Election remained unclear the consequences for higher education were likely to be profound. The scale of the reductions in funding for individual universities was not yet known but she would keep Senate updated in due course as the detail from the Department of Business, Innovation and Skills (BIS) was confirmed.
- (c) She had been particularly pleased to officiate at the ceremony earlier in the year which celebrated the launch of the University Community Service and Volunteer of the Year

Awards for students and staff. It had been a superb event at which some inspiring achievements had been recognized.

- (d) As part of the University's commitment to being a truly international institution she had convened a small group to look at an internationalization strategy. She would update Senate on the work of this group in due course.
- (e) She paid tribute to Professor Alistair Ulph who was to retire on 30 September 2010 and thanked him for his significant contribution both to the Faculty of Humanities and to the University more widely during his tenure as Vice-President and Dean.
- (f) She confirmed that she would appoint to the post of Deputy President and Deputy Vice-Chancellor shortly.
- (g) She had scheduled two open meetings for all staff from across the University at which she wanted to hear peoples' views and take questions. For this reason she was keen that as many colleagues as possible were encouraged to attend.
- (h) She reported that HEFCE had announced recently that funding for the Manchester Museum and the Whitworth Art Gallery would be maintained at current levels for each of the next five years. In the current financial climate this was a great achievement and a tribute to the strategic aims and vision articulated by both organizations.
- (i) There were real issues with respect to the quality of the student experience at the University that needed to be addressed. As part of this endeavour she would be inviting input from the Students' Union to help determine future priorities.

4. Vice-President (Teaching and Learning)

The Vice-President (Teaching and Learning) provided an oral supplement to his written report as follows:

- (a) The overall satisfaction rate expressed by students responding to the International Student Barometer conducted in 2009 had increased to 92% as compared to 77% in 2007. As a consequence, the University had been ranked 21st amongst the 123 participating institutions. Nevertheless, there were a number of areas of the international student experience that needed to be addressed, including costs and finances, issues relating to registration, factors associated with feedback on performance and issues around making friends from the UK, establishing good contacts for the future and experiencing the culture of the UK.
- (b) The institutional level results of the 2009-10 National Student Survey (NSS) would be available on 23 July 2010 and would be followed on 6 August 2010 by the discipline specific information, free text comments and sector-wide comparative data. The significance of these results could not be underestimated, not least their impact on the league tables published by national newspapers, including *The Guardian*.
- (c) The taskforce to review the arrangements for the provision of timetabled space for teaching, established in the autumn of 2009, had agreed a series of recommendations, including the introduction of a Timetabling and Shared Learning Spaces Group to oversee the management of teaching space and to make recommendations regarding the allocation of the annual refurbishment budget for teaching spaces. This would be paralleled by a forum for administrative colleagues in Schools with responsibility for timetabling and room booking and colleagues in the Teaching Support Services Unit with the aim of enhancing the relevant administrative processes and facilitating two-way communication. In the

meantime, a project was underway to roll out to colleagues in Schools the software to support the local timetabling of classes.

- (d) In the light of an increasing number of queries and comments, a desk-based review conducted in 2008-09 that suggested there were several issues of concern as well as a perception of potential inequality among students, the Teaching and Learning Group (TLG) had resolved to revise the University's degree regulations for undergraduate and postgraduate taught provision. Consequently, a Degree Regulations and Assessment Policies Group had been established to bring forward a revised set of regulations for approval by Senate and implementation for students admitted to the University in September 2011. In the meantime, Senate was invited to endorse a set of principles to inform the work of the Group going forward and to approve two amendments to the current regulations for implementation by Schools as soon as was practical in order to address some aspects of the regulations that required immediate clarification.

During the ensuing discussion it was **noted**:

- (i) That the second bullet point in the proposed principles was a statement rather than a principle. Also, it was not clear what was intended by the statement *to ensure the equitable treatment of students of similar abilities and achievements across the University* at the end of the third bullet point or how grade descriptors might be framed in ways that would be useful across a range of diverse and different disciplines. While it was acknowledged that the task might be difficult it would be important not to pre-judge the outcome of the Degree Regulations and Assessment Policies Group's deliberations.
- (ii) That the key drivers for the review had been the data that suggested final degree outcomes could vary across the University according to discipline and the concern that ambiguity in the regulations could result in a given set of marks being interpreted differently by colleagues, thereby giving rise to issues of uncertainty for students and of confidence for external examiners. For these reasons it was critical to be assured that the degree regulations were fit for purpose and as clear and as unambiguous as possible.
- (iii) That the proposal for an immediate change to the degree regulations as they related to the credit requirements for Integrated Masters programmes was necessary to ensure compliance with the QAA requirement for 120 credits at Level 7. There was no intention that this change be applied retrospectively to students who had already commenced their programme of study.
- (iv) That the proposal for an amendment to the postgraduate taught degree regulations was to clarify what might constitute an equivalent alternative to a dissertation of at least 60 credits and was in recognition of the increasing demand from students, especially on professional Masters programmes, to be permitted to proceed on the basis of an alternative rather than the traditional dissertation. While it was acknowledged that Masters students did not necessarily have to complete a dissertation there was concern about how best to describe the required equivalence. Furthermore, it would be useful to maintain a record of the incidence of an alternative having been approved and of its type. This information could be reviewed periodically to inform any future revision to the regulation that might be required.

Agreed:

- (i) That the principles to guide the work of the Degree Regulations and Assessment Policies Group be revised in the light of the discussion at the meeting and be circulated to members of Senate for information. (*Action: Head of the Teaching and Learning Support Office*).
- (ii) To approve the recommendation that Paragraph 9 of the University's undergraduate degree regulations be amended to read:

Award of the integrated Degree of Master for a programme of standard length (four years full-time study or its part-time equivalent) requires 480 credits, with at least 120 credits at level 7.

- (iii) To approve the recommendation that Paragraph 3e of the University's postgraduate taught degree regulations be amended so that it would read:

A Degree of Master will normally include a dissertation [or equivalent] of at least 60 credits or, for specific programmes (e.g. Professional Masters) and by institutional approval, this may be replaced by an agreed alternative structure of teaching, learning and assessment which achieves equivalent level learning outcomes.

This provision would be subject to periodic review.

- (e) Reporting to the Teaching and Learning Group (TLG) a Degree Attainment Group had been established:
 - (i) to investigate the relationship between degree attainment and ethnicity, with the objective of identifying issues and making recommendations for appropriate amendments to University regulations, policies and codes of practice;
 - (ii) to review the University's current procedures for the handling of academic appeals in order to ensure that appellants from ethnic minority groups are treated equally.

In the first instance, the Group would focus its attention on home undergraduate students with the intention that subsequently its remit would be extended to include international and postgraduate students. To this end a draft interim report on a quantitative analysis of existing undergraduate degree attainment/ethnicity data sets would be completed by October 2010.

- (f) The usage of eLearning technologies had expanded significantly since the launch of the *Blackboard* project in June 2007 so that the number of *Blackboard Vista* active users had increased from approximately 3,000 in June 2008 to 30,000 in June 2010. In 2009-10 the average daily logins was 14,377 per day. There were 47 online examinations involving 3,796 candidates in 2009-10 compared with 35 online examinations involving 3,796 candidates in 2008-09. The expectation was that there would be substantial growth in this activity which would require investment on an ongoing basis. The use of *Turnitin* had increased markedly in parallel with the increased use of *Blackboard* for the online submission of course work and assignments.

During the ensuing discussion it was **noted**:

- (i) That it was hoped that greater use of *Blackboard Vista* would be facilitated by the upgrade to version 9.1 which was more user-friendly than the current version. Beyond that it was envisaged that progress might be made on greater use of the full range of functionality available.

- (ii) That there were many examples of innovative use of *Blackboard Vista* by colleagues in Schools which should be recognized. Academic colleagues needed to feel encouraged and their contribution more formally recognized and rewarded.

5. Vice-President (Research and Innovation)

The Vice-President (Research and Innovation) provided an oral supplement to his written report as follows:

Following the publication in February of the final report on the first annual Research Profiling Exercise (RPE) the University Profiling Group had reviewed its conduct and supported a series of outline recommendations for the next exercise which would be considered in detail by the University's Research Group over the coming months. This would include the assessment procedure that might be applied. In the meantime, it was likely that in 2010-11:

- (a) The assessment would be undertaken during February and March 2011 with research expenditure, research students and outputs data being available from October or November 2010. Staff would be expected to engage with data *via* their web portal pages by a date to be determined in late January 2011.
- (b) There would be no significant change in the eligibility for inclusion criteria i.e., all academic staff on the University payroll as of 31 July 2010 whose contracts had an expectation of independent research activity would be included.
- (c) That the research profile data types and sources would include information on PI/Co-I status and the academic credit share for the relevant investigator. Research output data would be for the period 2006 to 2010 (inclusive) and would be sourced from the *eScholar* interface. Staff would be invited to highlight a limited number of outputs. Student data would include records from 2007, 2008, and 2009 preferably sourced from *Campus Solutions* rather than the *Research Activity Survey*. Textual information on the social and economic impact of an individual's research would be requested according to a more structured template than had been used in the past so that only relevant information might be submitted.

6. Regulations for postgraduate research degrees

- (a) Doctoral Training Programme including a Master of Research

Approved: in principle, a new MRes/PhD (Econ) doctoral training programme to form the basis of the Economics Discipline Area's contribution to the North West bid for an ESRC funded Doctoral Training Centre (DTC) and to include the following features:

- (i) the PhD/MRes (Econ) will involve an initial period of 1 year and 9 months of advanced research training followed by a 2 years and 3 months research period;
- (ii) the first year of training will use the established level 4 courses and dissertation that are the basis of the ESRC recognized Masters in the DA;
- (iii) progression to the second year of training will require a merit or equivalent. Students, who fail to progress will receive an exit MSc degree certificate;
- (iv) in the second year of the PhD/MRes(Econ) students will take 60 credits of advanced post level 4 courses, and develop a 60 credit research proposal;

- (v) progression to the third year of training will require a merit or equivalent for the taught component and a viable proposal (as assessed by the supervisory team and the external examiner to the team);
- (vi) students who fail to meet the progression requirements after year 2 but achieve otherwise satisfactory results will be awarded an MRes(Econ) as an exit degree;
- (vii) all students who continue to year 3 will receive progress reviews every 6 months by their supervisory team and annually by the external examiner to the team in line with current practice in the School of Social Sciences;
- (viii) students who successfully complete their 4 years of research will be given both MRes (Econ) and PhD(Econ) certificates; others only MRes(Econ).

(b) Professional, Engineering and Enterprise Doctorate Degrees

Approved: a revision to the Regulations for Professional, Engineering and Enterprise Doctorate Degrees as follows:

1. Admissions criteria for the ClinPsyD

EDIT SECTION (add section C to section 1di of the Professional, Engineering and Enterprise Doctorate regulations as below)

1d The following additional criteria governing admission of applicants applying to individual Professional, Engineering or Enterprise Doctorates:

i. Doctor of Clinical Psychology (ClinPsyD)

Applicants shall normally have:

A. a Bachelor's degree in Psychology with first or upper second class honours or an equivalent qualification or qualifications granted by an educational institution of University rank;

B. eligibility for graduate membership of the British Psychological Society.

C. 12 months experience in the field of Clinical Psychology.

7. Chaplaincy and the University of Manchester

Received: a report prepared by the Associate Vice-President (Equality and Diversity).

Noted:

- (a) That the report was intended to establish a mechanism for recognizing and coordinating individuals offering faith based pastoral care to students and staff at the University and to this end identified the following objectives:
 - (i) to introduce a process by which agencies ('chaplancies'), chaplains and faith advisers ('chaplains') will have recognition from the University;
 - (ii) to appoint an individual to act as coordinator for this process, working in this matter under the authority of a named member of the University Professional Support Services (specifically the Head of the Office of Student Support and Services);

- (iii) to coordinate the operation and interaction of the recognized chaplains and chaplaincies;
 - (iv) to establish mechanisms for receiving feedback from recognized chaplains and chaplaincies.
- (b) That the arrangements detailed would be reviewed after one year and annually thereafter by the Associate Vice-President (Equality and Diversity), the Head of Equality and Diversity, the Head of the Office of Student Support and Services and the coordinating Chaplain at St Peter's House.

8. Annual Report of Student Appeals, Student Complaints and Student Discipline Cases for the academic year 2008-09

Received: the annual Report of Student Appeals, Student Complaints and Student Discipline cases for the academic year 2008-09, prepared by the Head of Student Support and Services.

Noted:

- (a) That as in previous years the data presented in the report related only to formal cases and thus did not include the significant number of cases which were dealt with and/or resolved informally by colleagues in Schools.
- (b) That the total number of formal complaints received in 2008-09 had reduced to 26 from 31 in the previous year and while it was notable that of these 54% were found not to be justified it was evident that there were areas where improvements might be made. In particular, handling complaints openly and efficiently, without resentment and without seeming unduly defensive, and ensuring that the complainant was kept informed in a timely way could reduce greatly the level of dissatisfaction which generated the complaint initially.
- (c) That there was a total of 212 formal academic appeals in 2008-09, an increase of 15% (27 appeals) on the previous year as compared to an increase of 5% in the total number of students during the same period. Of the academic appeals submitted 31% were from international students and 31% from home ethnic minority students. The student body comprises 24% international students and 14% home ethnic minority students. This over-representation of international and ethnic minority students submitting appeals had been a common feature of every annual report to Senate. Notably, the majority (60%) of academic appeals received were on the grounds of mitigating circumstances. Of these 15% were reconsidered and the student's result amended as a consequence.
- (d) That there were 172 cases of academic misconduct handled by Faculties and the Student Discipline Committee in 2008-09 of which 63% concerned international students and 59% concerned taught postgraduate students. 80% of the cases dealt with by Faculties and 38% of those dealt with by the Student Discipline Committee involved allegations of plagiarism. 87% of students dealt with by Faculties were found guilty as were 96% of those appearing before the Student Discipline Committee. Of those appearing before the Student Discipline Committee 38% were for cheating in an examination and the same proportion for plagiarism. A total of six students were excluded from the University. As with academic appeals the over-representation in the proportion of international and taught postgraduate students in the total number of misconduct case continued to be a matter of concern.
- (e) That there had been eight Fitness to Practice cases originating in the Faculty of Medical and Human Sciences during the period covered by the Report.

- (f) That in 2008-09 20 complaints against the University had been made to the Office of the Independent Adjudicator (OIA). Of these 13 related to issues concerning academic status/assessment/grades, five related to service issues/contractual obligations and two related to academic misconduct issues. Only one case was found by the OIA to be partially justified and the University had been required to apologise for the length of time that had been taken to deal with an original appeal.
- (g) That while the steady increase in the overall caseload of academic appeals, conduct and discipline cases and students complaints might be regarded as an inevitable consequence of the changing environment in higher education, colleagues across the University could help to minimize the number of cases by adhering to several principles of good practice which are appended to these minutes and would be circulated for wider distribution to colleagues in Schools. (*Action: Head of the Office of Student Support and Services*)

During the ensuing discussion the following points were made:

- (a) That handling the current volume of academic appeals was time consuming so that it had to be hoped that with clearer, less ambiguous degree regulations the number of cases might be reduced. Furthermore, since the majority of appeals were on the grounds of mitigating circumstances it might be prudent to consider the ways in which the administration of mitigating might be streamlined and students provided with clearer information about the process. An avenue to explore would be the role academic advisors might play in advising students to make circumstances known in a prompt and timely manner.
- (b) That it was of concern that it appeared that the number of examination cheating cases had risen substantially during the recent May/June examination period.
- (c) That it was important that School representatives required to attend a meeting of the Student Discipline Committee ensured that they were fully prepared and able to provide any additional, relevant information required by the Committee, particularly in terms of the impact of any penalty that might be imposed.

9. Nominations for the Award of an Honorary Degree

Agreed: to endorse for onward transmission to the Board of Governors the recommendations for the award of honorary degrees that had been tabled for consideration at the meeting.

10. Matters for report to Senate

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

Appointment of the Director of Finance

The following appointment have been approved on behalf of Senate and the Board of Governors:

Stephen Mole, BSc, FCMA, PGCE, at present Chief Financial Officer at Sepura plc, as Director of Finance from 21 June 2010.

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 Victor Buchstaber, Professor of Pure Mathematics in the School of Mathematics
(from 1 September 2010)

Professor Dian Donnai, Professor of Medical Genetics in the Faculty of Medical and
Human Sciences (from 1 August 2010)

Professor Janet Wolff, Professor of Cultural Sociology in the School of Arts, Histories and
Cultures (from 1 August 2010)

Professor David Mayer, Professor of Drama (in the Faculty of Humanities) (from 1 October
1996) (nb: There is no record of Professor Mayer officially being granted the title of
Emeritus Professor on his retirement in 1996 although a Resolution of Thanks is recorded
in the Senate minutes of 26 November 1996 and Council minutes of 4 December 1996.)

Acting on behalf of Senate and the Board of Governors, and on the recommendation of the
Awards and Honours Group, the President and Vice-Chancellor had approved the
conferment, at a ceremony to held during 2010-11, of the following degree *honoris causa*:

Professor Thomas Schelling

DSocSci

Professor Thomas Schelling (born 14 April 1921) is an American economist and professor
of foreign affairs, national security, nuclear strategy, and arms control at the School of
Public Policy at University of Maryland, College Park. He is also member of the co-faculty
at the New England Complex Systems Institute. He was awarded the 2005 Nobel Memorial
Prize in Economic Sciences (shared with Robert Aumann) for "having enhanced our
understanding of conflict and cooperation through game-theory analysis."

- (c) New and amended undergraduate and postgraduate taught programmes approved by
Faculties on its behalf during the 2009-10 session (unless otherwise shown, the
programmes will start in the 2010-11 session). Withdrawn or suspended programmes are
listed for information.

New programmes - Faculty of Humanities

Undergraduate BA (Hons) in Theological Studies in Philosophy & Ethics

Postgraduate MA in Theatre for Young Audiences (validated programme with
Rose Bruford College)

MA in Ensemble Theatre (validated programme with Rose Bruford
College)

MA in Conference Interpreting

Programme amendments - Faculty of Humanities

Undergraduate Range of UG programmes within the School of Languages,
Linguistics and Cultures - phased change of programme content and
structure to be rolled out over 2010/11 and 2011/12 with no change to
programme titles, aims or ILOs

Postgraduate **MSc in Executive Education** - introduction of a new pathway:- MSc
in Executive Management (Banking and Financial Services
Management)

MSc in Quantitative Finance (Financial Engineering) (Risk Management) - Changes to core course units

MA in East Asian Art (validated programme with Sotheby's Institute of Art – London) - change to the programme structure from 8 x 15 credit units to become 3 x 30 credit units and 2 x 15 credit units

MA in Political Science (with pathways); MA in International Politics (with pathways) and MA in Human Rights (with pathways) - Re-structure of the core subject specific research training on the ESRC recognised routes of these programmes

Programme amendments - Faculty of Life Sciences

Postgraduate **MSc History of Sciences, Technology and Medicine:-** streamlining of pathways so students can now graduate with the following awards (depending on their elected pathway): MSc History of Sciences, Technology & Medicine; MSc Science Communication; MSc Medical History and Humanities. Also expansion of the chronological range of the HSTM60162 course unit (Nineteenth-Century Biosciences & Medicine) to include the first half of the twentieth century and change the course unit title to Medicine, Science & Modernity.

MSc in Computational Neuroscience and Neuroinformatics:- change of programme title to MSc in Computational Neuroscience

Programme withdrawals - Faculty of Humanities

Undergraduate

- Cert of HE in Profound & Complex Learning Disability (DL)
- BA (Hons) Literary Studies
- BA (Hons) English and American Literature
- BA (Hons) English Language & Literature
- BA (Hons) Visual Cultures
- BA (Hons) History of Modern (and Contemporary) Art
- BA (Hons) History of Modern Art
- BA (Hons) Greek and Ancient History
- BA (Hons) Greek and Archaeology
- BA (Hons) French and Latin
- BA (Hons) Ancient History
- BA (Hons) Latin
- BA (Hons) Study of Religions and Theology (Biblical Studies; Religion and Society; Jewish Studies; South Asian Studies)
- BA (Hons) Religions and Theology
- BA (Hons) Theology and Religious Studies

Postgraduate LLM European Law and Policy
 LLM European Business and Trade Law

Programme withdrawals - Faculty of Life Sciences

Undergraduate BSc Biology with Business and Management
 BSc Biology with Business and Management with Industrial
 Experience

11. Dates of meetings in 2010-2011

Noted: that meetings of Senate in 2010-2011 will be held on the following dates:

Wednesday 27 October 2010
Wednesday 2 February 2011
Wednesday 11 May 2011
Wednesday 22 June 2011

All meetings will be at 3.00pm and will be held in the Council Chamber on the first floor of the Whitworth Building (at the entrance to the University, Oxford Road).

12. Any other business

There was no other business.

University of Manchester

Office of Student Support and Services

There has been a steady increase in the overall caseload of academic appeals, conduct and discipline cases and student complaints. The bulk of the workload in handling these formal cases falls on Faculty staff but it must be inferred that the increasing number of formal cases is indicative of an even higher number of cases being handled by staff in Schools across the University. There has been a particular increase in the number of cases referred to the Student Discipline Committee of Senate.

The increase in case load might be regarded as an inevitable consequence of the changing environment in higher education. Nonetheless, staff across the University can play a part in seeking to minimise the number of cases through the following:

1. **Do not admit students who are not properly qualified or prepared to undertake PGR studies.** Any student admitted to undertake research at the University will understandably have a reasonable expectation of completing successfully. To admit someone who does not have that realistic chance is, effectively, taking their fees under a false premise which is likely to result in disproportionate time and energy being spent on supporting the student and on subsequent appeals/complaints.
2. **Manage Expectations.** Problems are likely to occur where expectations do not match reality which can lead to dissatisfaction and complaints. Mismatch does not necessarily mean that the University is failing – student may have unrealistic expectations.
So how to ensure expectations are realistic?
 - Make sure recruitment activities and promotional material do not over-sell provision but reflect accurately the nature of what is provided. All published material – prospectus, handbooks, codes of practice, supervisory statements etc all form part of the contract with the student.
 - Comprehensive induction on arrival is vital in making students aware of what they can expect.
3. **Do what has been promised** Eg in provision of facilities, following correct procedures, meeting timescales etc. To do otherwise might be a breach of contract.
4. **Deliver in accordance with current standards** Be consistent with latest institutional practices and standards; follow fair and correct procedures in for eg monitoring and reporting on progress of students, observe the requirements of natural justice.
5. **Deal with underperforming students.** It is most important that students are informed promptly and clearly when their progress is not satisfactory. If no improvement, follow due procedure but do not let failing students continue. Some of the most complex and difficult PGR cases arise when, for best of intentions, seriously weak students have been allowed to continue which creates false expectations of successful outcomes.
6. **Don't discriminate.** Just DON'T.
7. **Take complaints and appeals seriously.** All evidence is that the closer to the source the issue is addressed, the more likely it is that a resolution will be found. Resolve informally wherever possible.
8. **Treat Students with Respect by:**
 - Providing clear and accurate information to students in relation to course arrangements, including assessment and feedback
 - Providing students with full explanations of decisions taken and being willing to engage in dialogue with them to increase their understanding

- Promptly acknowledging when things have gone wrong and seeking to rectify and/or apologise for errors
- Avoiding inappropriate language, derogatory remarks or jokes that might cause offence.

9. Keep records but remember the Data Protection and Freedom of Information Acts

- Keeping records is essential – the ability of the University to respond successfully to appeals and complaints is seriously compromised if there is a lack of records.
- Make sure decisions about a student's progress are well documents.
- Make sure all material retained as part of record is dated
- Make sure date and substance of relevant phone calls are recorded
- Ensure all email correspondence is conducted in appropriate language and tone – avoid colloquial language or adopting an over-familiar tone when corresponding to colleagues about a student.
- Don't make sloppy or injudicious notes
- Nothing is Confidential – marking something "Confidential" is no safeguard against disclosure.

The Head of the Office of Student Support and Services
June 2010