

Changes to University Legislation for the 2017-18 cohort.

Please note: University Legislation for the 2017-18 cohort is now archived and no longer being updated, even though it may still be in use.

For more information please visit the [Archived Legislation page](#).

This note includes information regarding changes to academic and student University Legislation (i.e. Regulations, Codes of Practice, Policies and Guidance), which were approved by the relevant University Committee.

It shows changes that were made prior to the publication of the 2017-18 cohort legislation, and, retrospective changes that were made following the publication of the 2017-18 cohort legislation. *[NB: in line with CMA guidance, all 2017-18 cohort legislation documents were published in January 2017].*

If a piece of University Legislation is not listed then please assume it was rolled forward between years (i.e. no changes were made).

Changes made prior to publication:

1. University Regulations

a. Regulation 1 - Definitions and Interpretation

- 'Birmingham Foundation Academy' replaced with 'Birmingham International Academy'.

b. Regulation 5 - Admission and Registration

- Additional overarching principles regarding Accreditation of Prior Learning (APL) added.
- The removal of the 'E' (Experiential) from the term AP(E)L to reflect the broader uses of APL.
- 5.1.2 (c) (ii), which relates to PGR programmes, has had the phrase 'amounting to no more than 50% of the taught credits of the programme' included.
- Removal of the section on 'Registration for Research Degrees by Research Fellows...Staff Holding Honorary Titles' as it is not needed.

c. Regulation 6 - Programmes of Study

- Addition of the University's right to impose a compulsory leave of absence.
- Addition of the student's right to submit a complaint to the University.
- Removal of the collaborative provision process for setting up programmes (it is already stated in the Policy on Collaborative Provision).
- Removal of the appeal process for Collaborative Provision (i.e. that there is one final appeal to the University after all other processes have been completed in the partner institution) as this is now articulated in each legal agreement.

d. Regulation 7 - Assessment, Progression and Award

- Title of 'Director of Academic Services and College Administration' has been replaced with 'Academic Registrar'.
- Pronouns have been made non-gender specific.

e. Regulation 8 - Student Conduct

- Definition of 'Academic Misconduct' updated so that it reflects the definition in Regulation 1.
- Includes content from the Code of Practice in Discipline in Residence.
- Removal of repetition throughout the Regulation.
- Addition of the review of suspensions or temporary exclusions.

2. Codes of Practice

a. Code of Practice on Academic Appeals

- The original Code of Practice has been split into two documents, a Code of Practice and a Guidance document. The Code of Practice focuses on the overarching principles and the Guidance Document focuses on the procedure.
- Clarification that a Completion of Procedure Letter will be sent to Registered Students who do not have their appeal upheld in full at Senate Review Stage.

b. Code of Practice on Academic Integrity

- Includes content from the Code of Practice on the Conduct of Centrally Co-ordinated Formal Written Exams.

c. Code of Practice on Admission of Students

- Addition of detail regarding Split Location of Study from the Code of Practice on Split Location of Study (which no longer exists).
- Addition of a principle relating to research degrees as a condition of employment (for example European Union funded programmes, such as the Marie Curie ITN programme) that the application to study should be submitted at the same time as the employment commences.
- Overarching APL principles added, along with timescales.
- Addition of admissions-specific details, which have been removed from the Code of Practice on Supervision and Monitoring Progress of Postgraduate Researchers.
- Removal of the requirement to interview all applicants for PGR programmes.

d. Code of Practice on Assessment and Award of Higher Doctorates

- Inclusion of the request for Registered Students to submit an Intention to Submit form.
- Confirmation that the Adjudicator's recommendation will be approved by Senate, or delegated authority.

- e. Code of Practice on Assessment and Award of PhD by Published Work
- Minor changes, including relocation of some points and re-wording of paragraphs for clarity.
- f. Code of Practice on Assessment of Research Degree Theses
- Criteria for the nomination of Examiners and Chairpersons have been updated to avoid duplication.
 - Minor changes, including relocation of some points and re-wording of paragraphs for clarity (including that a student cannot disclose the examination report with a second set of examiners for cases where the examiners fail to reach agreement, but they can share with their supervisor).
- g. Code of Practice on the Conduct of Centrally Co-ordinated Formal Written Exams
- Content has been included in the Code of Practice on Taught Programme and Module Assessment and Feedback and the Code of Practice on Academic Integrity.
 - Code of Practice has been removed / discontinued.
- h. Code of Practice on Discipline in Residence
- Content has been included in Regulation 8.
 - Code of Practice has been removed / discontinued.
- i. Code of Practice on Extenuating Circumstances
- Removal of examination deferrals (deferrals can be sought via the Code of Practice on Assessment of Taught Programme and Module Assessment and Feedback).
 - The Medical Form that supports this document has been updated and simplified.
 - The Code has been re-written to ensure clarity of the process.
- j. Code of Practice on External Examining (Taught Provision)
- Minor updates to reflect changes in external sector requirements.
- k. Code of Practice on Health, Wellbeing and Fitness to Study
- Minor changes, including relocation of some points and re-wording of paragraphs for clarity.
- l. Code of Practice on Misconduct and Fitness to Practise
- Appendices F and G (orders of proceedings) have been moved into a Guidance Document.
 - Minor changes, including relocation of some points and re-wording of paragraphs for clarity.

m. Code of Practice on Personal Tutoring

- Minor changes so as not to duplicate material provided in the guidance for personal tutors.

n. Code of Practice on Placement Learning

- Inclusion of appropriate feedback mechanisms for students whilst on placements.
- Inclusion of information relating to students with disabilities (including early discussions with Student Support to ensure a suitable placement is located).

o. Code of Practice on Plagiarism

- Has been renamed the Code of Practice on Academic Integrity.
- Clarification of Principal Academic Unit (PAU) responsibilities (including measures to detect plagiarism) and Student responsibilities (familiarising themselves with guidance on plagiarism and acceptable conduct in assessments).
- Clarification of the categories of plagiarism as well as consequences and sanctions.

p. Code of Practice on Reasonable Adjustments for Students

- A section on 'Disclosure' has been added, including details of the University disclosure protocol, which must be followed after students disclose a disability.
- Monitoring of the implementation of reasonable adjustment plans has been moved to guidance.
- Addition of all party agreement where disputes over the reasonableness of a proposed adjustment.

q. Code of Practice on Split Location Study of Postgraduate Researchers

- Content has been included in the Code of Practice on Supervision and Monitoring of Postgraduate Researchers.
- Code of Practice has been removed / discontinued.

r. Code of Practice on Student Attendance and Reasonable Diligence

- Clarification of the term 'reasonable diligence'.
- Clarification that the Code of Practice should be read in conjunction with the Code of Practice on Health, Wellbeing and Fitness to Study.

s. Code of Practice on Student Concerns and Complaints

- Minor changes, including relocation of some points and re-wording of paragraphs for clarity.
- Clarification on when a Registered Student can request a Completion of Procedure Letter.

t. Code of Practice on Student Immigration

- In order to better reflect the content this has been renamed the Code of Practice on Compliance with Student Immigration Visa Permissions and Obligations.
 - Responsibilities of the University and Registered Students have been clarified (the University must retain copies of any evidence submitted as part of an offer of study and reporting any students who defer their registration; Students must let the University know of any changes in address immediately).
- u. Code of Practice on Student Representation System
- Minor changes, including relocation of some points and re-wording of paragraphs for clarity.
 - Addition of a requirement for the Guild to receive all SSC minutes.
- v. Code of Practice on the Supervision and Monitoring of Postgraduate Researchers
- Update to conflict of interest procedure (to include existing relationships between any parties of the supervisory team).
 - All GRS2 forms must be held centrally (no longer permitted to use and store local GRS2 forms).
 - 'Thesis awaited' status will now need to complete a GRS2a form to assist with monitoring.
 - Access to University facilities has been updated to reflect QAA expectations.
 - Includes content from the Code of Practice on Split Location Study of Postgraduate Researchers.
- w. Code of Practice on Teaching and Support Provided by Registered Students
- Minor updates to reflect changes in external sector requirements.
 - A guidance document has been created to support this Code of Practice.
- x. Code of Practice on Taught Programme and Module Assessment and Feedback
- Inclusion of information on assessment tariffs and feedback expectations.
 - Includes content from the Code of Practice on the Conduct of Centrally Co-ordinated Formal Written Exams.
 - Deferral section has been re-written to reflect the changes to the process (as noted in the Code of Practice on Extenuating Circumstances).
 - Moderation has been included, with clarity regarding the adjustments of marks for individual markers forming part of an assessment team.
 - The clause on the capping of marking following a reassessment or repeat for Registered Students following a conduct penalty has been revised so that the capped mark appears on the transcript.
 - The borderline zones into which a student's weighted arithmetic mean needs to fall into order for them to be considered for a higher degree classification according to the DMC system (i.e. profiling) have been amended. In order to be considered for a 1st, the borderline zone will be ≥ 68.0 and < 69.5 for the 2017-18 cohort onwards (rather than ≥ 67.0 and < 69.5 , which still applies to the 2016-17 cohort and earlier cohorts), and in order

to be considered for a 2.1, the borderline zone is ≥ 58.0 and < 59.5 (rather than ≥ 57.0 and < 59.5).

3. Policy Documents

a. Drug and Alcohol Policy

- Policy has been removed / discontinued.

b. Policy on accommodating Students' Religious Observances

- The Policy has been changed to a Code of Practice.
- Creating of a set of 'Frequently Asked Questions' to support the Code of Practice.
- Addition of the recently appointed Academic Lead on Religious and Cultural Diversity, who can be consulted in the event of queries.
- Addition that Registered Students should arrange to attend prayers outside of teaching hours.
- Clarification that Registered Students cannot leave and then return to an examination venue for prayer purposes.

4. Stand-Alone Guidance Documents

a. Guidance for the Accreditation of Prior Learning (APL)

- The Guidance has been re-written following addition of information to the Code of Practice on Admission of Students and Regulation 5. Whilst the format is different, the process has not changed.

Changes made following publication:

5. Grade Point Average (GPA)

- a. From summer 2019 graduating Students will be able to request to receive their grade point average, as such, a number of University Legislation documents have been updated. The following documents have been updated so any reference to degree classification now also references weighted mean mark and grade points average:
 - i. Regulation 1: Definitions and Interpretation;
 - ii. Regulation 5: Admission and Registration;
 - iii. Regulation 6: Programmes of Study;
 - iv. Regulation 7: Assessment, Progression and Award;
 - v. Code of Practice on Academic Appeals;
 - vi. Code of Practice on Adjusted Regulations and Bachelor's Degrees;
 - vii. Code of Practice on Adjusted Regulations and Undergraduate Masters Degrees;

- viii. Code of Practice on Extenuating Circumstances;
- ix. Code of Practice on External Examining (Taught Provision);
- x. Code of Practice on Misconduct and Fitness to Practise Committees;
- xi. Code of Practice on Teaching and Support Provided by Registered Students;
- xii. Code of Practice on Taught Programme and Module Assessment and Feedback.

6. Home Office (UK Visas and Immigration [UKVI]) Required Amendments

a. In late 2022, the Home Office (UK Visas and Immigration [UKVI]) provided universities with updated details about what they are required to do / undertake to continue to meet their sponsor licence duties. The Home Office's clear expectation is that all delivery to international taught or research student visa holders is required to take place on campus, with no online activity or online delivery allowed. These amends to UKVI regulations also required consideration around dissertations periods, examination periods and sabbatical officer periods. The below changes have all been made as part of this process (i.e. they were required to ensure the University continues to adhere to its duties).

- Regulation 7 – Sections 7.8.1 (c)(i), 7.8.1 (c)(iii), 7.8.1 (d), and 7.8.1 (f) updated.
- Code of Practice on Extension to Study Periods – Section 7.5 updated.
- Code of Practice on Leave of Absence Procedure – Section 3.5 inserted (with subsequent section numbering updated). Sections 3.1, 3.4, 4.1.3, 4.1.4 (i), 5.2, 9.2, and 12.2 updated.
- Code of Practice on Placement Learning – Sections 6.6 (a), 6.6 (b), and 8.6 (b) updated.
- Code of Practice on Student Attendance / Engagement and Reasonable Diligence – Sections 1.6, 2.3.1, 2.3.3, 3.4, 4.1, 4.2, 4.4, 5.1, 5.2.4, 5.2.6, 6.1, 7.1, and 7.2 updated.
- Code of Practice on Student Immigration Duties – Sections 2.4, 4 and 6 inserted. The Title of the document, Sections 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2.2, 4.2.4, 4.3.1, 4.3.2, 4.6, 7, and Appendix 1.2 (e) have been updated.
- Code of Practice on Supervision and Monitoring Progress of Postgraduate Researchers – Sections 2.8, 2.16, 2.18, 2.20, 2.21, 2.23, 3.2, 4.1, 4.4, 5.2.1, 5.2.2, 6.1.3, 6.1.4, Appendix A 6.2, 6.3, 6.4, 6.5, and 10.2 updated.
- Guidance for Students on Paid Employment – Section 5b inserted (and subsequent numbering updated). Sections 1a, 1b, 3b, 4a, 4b, 4c, and 5c updated.
- Guidance for Taught Students on Leaves of Absence – Sections 4c, 5c, and 10a updated. Hyperlinks found in 6a, 7b, 8a, and 9a also updated (to ensure they go to the correct / appropriate webpage).

7. University Regulations

a. Regulation 1 - Definitions and Interpretation

- The definition of “Assessment Protocols” has been removed as these no longer exist within the University.
- The definition of “Friend” has been updated to the following “Friend means a member of the staff of the University, a registered student of the University, a Sabbatical Officer of the Guild of Students, or a Guild Advisor of the Guild of Students.”

b. Regulation 2 - Organisation and Governance

- Updated to reflect the new naming conventions for the Student Representation System.

c. Regulation 3 - Human Resource Matters

- Sections 3.2.3 (b) (ii), 3.12.3, 3.12.7 and 3.13.2 have had minor updates to ensure that correct terminology is being used. These changes were made as part of the implementation of the new academic teaching year (NATY).
- Sections 3.2, 3.4, 3.4.12, 3.5, 3.6, 3.8, 3.9, 3.12 and 3.13 have been updated. These updates were made in order to implement the changes to titles and promotions processes which have been agreed as a result of the Birmingham Academic Career Framework.
- Section 3.4.9 has been deleted (with subsequent numbering updated), and section 3.4.8 has been updated. These amendments were made to align the process for promotion to Associate Professor with that already in place for promotion to Professor.

d. Regulation 5 - Admission and Registration

- Sections 5.2.1 (b) and 5.2.3 (d) have had minor updates to ensure that correct terminology is being used. Section 5.2.9 (c) has been inserted to provide clarity on module choice. These changes were made as part of the implementation of NATY.
- Section 5.3.1 (j) has been updated to reflect a change in operational Leave of Absence processes / procedures.
- Section 5.2.3 (i)(iii) has been updated. This section has been updated to correct a previously incorrect reference to another area of this Regulation, and to delete a reference to the glossary that no longer exists.
- Sections 5.2.3 (d) and 5.2.9 (d) have been updated. The updates were made to provide further clarity on the definition of "University Session".

e. Regulation 6 - Programmes of Study

- Sections 6.1.2 (g) and 6.1.2 (p) (iii) have had minor updates to provide greater clarity to students and staff. Section 6.1.2 (p) (xi) has been removed as this clause is no longer relevant. These changes were made as part of the implementation of NATY.
- The text contained in sections 6.2.1 and 6.2.2 has been deleted as they added no value / were unnecessary.
- A new section, numbered 6.2.3 and called "Intercalated Programmes of Study", has been created, however, no content has been added / amended.
- Sections 6.2.4 (d) and (e) have been updated to reflect the current practice in Admissions regarding a reduction in periods of registration.
- Section 6.1.4 (e) has been updated to list the Postgraduate Diploma (PGDip) as an Exit Award from a Professional Doctorate programme.
- Section 6.2.2 (c) has had a footnote added to show that, for students who register on a 'top-up' programme, their maximum registration period will be worked out by adding the maximum length of the two programmes together, instead of taking the maximum length from the first programme they initially registered on.
- Section 6.1.2. (s) (iv) has been updated to further clarify that, for programmes leading to a Taught Postgraduate Degree, the dissertation components should normally be attempted

after a student has attempted 120 taught credits, and that the 120 taught credits should normally include research methods training.

- Sections 6.1.2 (i) & (j) have been inserted (with subsequent section numbering updated) to provide definition of pre- and co-requisite modules.
- Sections 6.1.2 (g), (h), (n), (t) (viii) updated to provide further clarity on existing practices.
- A footnote has been added to the header of section 6.1. This has been added for clarity, to note that UoB use the term “programme” and “course” interchangeably.
- Section 6.1.2 (g) has been updated. This section has been updated to allow for the use of synoptic / integrated programme assessment, something that was recently agreed by the University Executive Board.
- Sections 6.1.2 (g), 6.1.2 (h), and 6.1.2 (s)(x) have been updated. These updates were made to ensure that the required flexibility in design and delivery of modules is available to colleagues, and to ensure consistency of language used across University Legislation.

f. Regulation 7 - Assessment, Progression and Award

- Sections 7.2.3 (d) (v), 7.2.7 (a) and 7.8.1 (b) have been updated to provide clarity around the reporting of examination irregularities and fitness to practise processes.
- Sections 7.2.1 (d) (i) and (ii), 7.2.1 (e) and (l), 7.2.6 (d) (ii) and 7.3.1 (f) (vi) have been updated to provide clarity on the structure of the academic teaching year. Section 7.2.1 (d) has been removed as this clause is no longer relevant. These changes were made as part of the implementation of NATY.
- The text in in the table of section 7.4.2 (d) has been amended to remove the reference to “one year” in the columns for MRes, MA and MSc by Res and MPhil.
- Section 7.13.2 (a) has been updated to ensure appropriate terminology is contained within. This section was updated as a result of the University using the “Emergency Situations’ regulation due to the ongoing COVID-19 pandemic.
- Sections 7.8.1 (b) – (g) have been updated to ensure that they align with the updated Code of Practice on Student Attendance / Engagement and Reasonable Diligence. These updates were made in accordance with the Emergency Regulations relating to the COVID-19 pandemic and the ‘Framework for Educational Resilience 2020-21’.
- Section 7.4.4 (a) has been updated to provide further clarity regarding the need for external examiners for registered students who are current / former members of staff.
- Section 7.2.6 (a) has been updated to allow students in the final stage of a classified honours degree an opportunity to retrieve failure.
- Sections 7.1.2 (b), 7.1.2 (c), 7.2.2 (a), 7.2.5 (c) and 7.2.5 (d) have been updated to remove references to “assessment protocols” and replace it with references to the “Code of Practice on Taught Programme and Module Assessment”. Assessment protocols previously existed in the University, however, they have since been replaced by the CoP referenced.
- Section 7.2.1 (i) has been updated to include Level D modules as having a pass mark of 50. Previously, this section erroneously only referred to Level M modules having this pass mark, rather than the correct reference to both Level M and D.
- Section 7.3.1 (a) (iii) has been moved (in order for the information to flow better in the overall section) and updated (by updating language used to ensure consistency with other Regulations).
- Minor changes in language made throughout (i.e., “programme requirements” changed to “programme specification”).

- Sections 7.2.1 (c) and 7.2.1 (d) have been updated. These sections have been updated to allow for the use of synoptic / integrated programme assessment, something that was recently agreed by the University Executive Board.
- Section 7.4.1 (g) has been inserted (with subsequent numbering updated). Sections 7.3.2 (a)(ii) and (a)(iii) have been updated. The insertion and updates were made to provide further clarity on, and put in to writing, current processes and practices.
- Section 7.8.1 (c) has been updated. This update was made to ensure alignment with the updates to the Code of Practice on Student Attendance / Engagement and Reasonable Diligence.
- Sections 7.2.1 (d)(i) and (d)(ii) have been updated. These updates were made to ensure that the required flexibility in design and delivery of modules is available to colleagues.
- Section 7.4.2 (b) has been updated. The update removes the requirement for a hardbound thesis to be submitted / deposited.

g. Regulation 8 - Student Conduct

- Numerous sections have been updated to provide further clarity on the process, based on guidance for plain English best practice (Crystal Mark), or based on the Office of the Independent Adjudicator for Higher Education (OIA) Good Practice Framework for Disciplinary matters.
- Sections 8.1.4, 8.2.1 (b), (q), 8.3.2 (b) and 8.3.6 have been deleted and relevant numbering updated.
- Sections 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2.1 (a), (b), (d), (g), (n), (o), 8.3.2, 8.3.2 (d), 8.3.3, 8.3.4, 8.3.5, 8.4.1 (a), (b), 8.6.1 (iv), 8.8.1, 8.9.1, 8.10.4 and 8.10.5 have been edited.
- Sections 8.2.1 (c), (y) and 8.2.2 have been added.
- The above three bullet point updates were made in response to the Office for Students (OfS) publication of its Statement of Expectations for Preventing and Addressing Harassment and Sexual Misconduct Affecting Students in Higher Education. The University convened a Student Conduct Review Group in spring 2020 which recommended the above changes.
- Section 8.2.2 has been updated so that the erroneous reference to Regulation 5 has been removed.
- Sections 8.1.1, 8.2.1 (k), 8.2.1 (m), 8.2.1 (p), 8.2.1 (t), and 8.2.2 have been updated. These updates were made to add further clarity to points, or to confirm existing practices.

8. Codes of Practice

a. Code of Practice on Academic Appeals

- To ensure that nomenclature is up to date various sections have been updated.
- Clarity has been added regarding the nature of eligibility decisions made by the Student Conduct, Complaints and Appeals team when: appeals are first received; and when applications for Senate Review of appeal outcomes are received.
- Section 2.12 has been inserted (with subsequent numbering updated). This insertion was made to reflect current / existing practice.

b. Code of Practice on Academic Integrity



- The definition of plagiarism has been updated to provide more detail / clarity on what the University constitutes as plagiarism.
 - Various updates have been made to provide clarity for students and Academic Integrity Officers (changes were made following feedback from misconduct committees and Academic Integrity Officers, who felt that some of the detail was too important to sit outside of the Code of Practice).
 - This Code of Practice (CoP), along with the associated guidance document, has undergone a full review with various sections updated, and more detail added. A Task and Finish (T&F) Group was set up to look at this CoP in response to feedback received from various Stakeholders. The updates can be summarised as: clarifying procedures, updating plagiarism procedures, and addition of examination irregularity categories.
 - Sections 1.5 and A1.5 have been updated. These sections have been updated to provide further clarity that AI (Artificial Intelligence) generated content is included in these clauses. The principles of this Code of Practice already cover generative AI, but the updates make it explicit with students about the use of generative AI.
 - Section 1.6 of Appendix A has been updated. This update was made to provide further clarity / instruction to students, with particular reference to Generative AI.
- c. Code of Practices on Adjusted Regulations and Bachelor's Degrees
- List of Schools that use adjusted regulations added.
- d. Code of Practices on Adjusted Regulations and Undergraduate Masters Degrees
- List of Schools that use adjusted regulations added.
 - Updates made to reflect what happens in current practice (i.e. on BIRMS). The previous version of the Code of Practice did not cover all potential scenarios for students, this has now been rectified.
- e. Code of Practice on Assessment and Award of PhD by Published Work
- Sections 3.1 and 5.6 have been updated. These updates were made to provide further clarity.
 - Section 3.1 updated. This update was made to provide further clarity on current processes.
- f. Code of Practice on the Assessment of Research Degree Theses
- Sections 4.3.4, 4.3.6 and 8.1.1 (j) have had minor updates to provide greater clarity to students and staff.
 - Section 3.2 has been updated to provide further clarity regarding the need for external examiners for registered students who are current / former members of staff.
 - Sections 2.2, 2.3, 4.1, 4.6, 5.1, 6.1, 7.2.1, 8.9, 9.1, 9.2, 9.4, 10.1, 11.4, A8, and C10 have been updated. These updates have been made to provide further clarity on process, or to link to correct sections of other legislation documents.
 - Sections 6.3 and 9.6 inserted (with subsequent numbering updated). Sections 4.3.6 and 7.4.2 updated. The insertions and updates were made to provide further clarity and / or reflect current processes.

- Section 8.9 has been updated. The update removes the requirement for a hardbound thesis to be submitted / deposited.
- g. Code of Practice on Compliance with Student Immigration Visa Permissions and Obligations
- Various updates have been made in light of the new Home Office Terminology and Rules for Student Visas that came in to force on 5 October 2020. A 'note' has been added to the start of the document and sections 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.2, 4.2.2, 4.3.1, 4.3.2, 6, and the Appendix (introductory paragraph, 1.1, 1.2, 3, 4) have been updated.
- h. Code of Practice for Procedures for Extensions to Study Periods
- Sections 7.4 and 7.5 have been updated to remove references to my.bham (which no longer exists) and replace them with references to the student gateway, <https://student-gateway.bham.ac.uk/>.
- i. Code of Practice on Extenuating Circumstances
- Various, minor updates have been made to provide greater clarity to staff and students.
 - Section 3.4.4 has been inserted to ensure the Code of Practice remains fit for purposes under the new teaching year structure. These changes were made as part of the implementation of NATY.
 - Various updates have been made to provide further clarity on processes (i.e. no changes are being made to what happens in practice), these updates relate to the general extenuating circumstances process, the new academic teaching year (NATY) structure and the COVID-19 pandemic. Sections 1.1, 1.4, 3.4.1, 3.5.1, 4.3, 4.8, 4.8.5, 4.12, 4.13 have been updated and section 4.14 has been inserted.
 - Sections 1.3, 1.4, 1.6 and 4.11 have had terminology updated (“driver / owning School” has been changed to “home PAU” to bring it line / ensure consistency with other Legislation).
 - A list of acronyms used in the CoP have been added at the beginning of the document.
 - Sections 1.3, 1.4, 1.6, 1.10, 4.2, 4.8.9, 4.8.11 and 4.11 have been updated. These changes have been made to provide further clarity on process and remove out of date references.
- j. Code of Practice on External Examining (Taught Provision)
- Sections 2.5 and 5.4 have been updated to provide clarity on processes that already happen in practice.
 - Sections 7.2, 9.7 and 10 have had minor updates to provide greater clarity to students, external examiners and staff.
 - Section 3.2 has been updated to reflect the University decision to move to online induction for new external examiners, rather than holding face-to-face induction events.
 - Section 6.9 has been inserted and sections 1.1, 3.3, 3.4, 7.4, and Appendix A have been updated. These sections have been inserted / updated to provide further clarity, or to reflect current practice / a newly agreed practice.
 - Sections 3.4, 5.7, 7.4, and Appendix A (a(iv), a(viii)) have been updated. The updates were made to provide further clarity on: requirements regarding the Office for Students ‘B’

Conditions; the ongoing Marking and Assessment Boycott; Generative Artificial Intelligence; and required experience of external examiners.

k. Code of Practice on Health, Wellbeing and Fitness to Study

- To ensure that nomenclature is up to date various sections have been updated.
- Various, minor updates have been made to provide greater clarity to students.
- Clarification has been added around who would be expected to attend a level 3 panel meeting and the immediate suspension.
- There has been a full review of the whole document, with updates made throughout. The review was led by Student Services, with engagement / support from Legal Services. A key change to the document is the introduction of a 'Supportive Person' available at all three levels of the process. In addition, language has been updated to ensure in keeping with current terminologies and the external policy landscape. None of the updates made are deemed to be detrimental, the updated document is more supportive, with the process enhanced.

l. Code of Practice on Leave of Absence (LoA) Procedure

- Section 3.4 had had a minor update to provide greater clarity to students and staff.
- Section 4.1.3 has been inserted to formalise what happens in practice, and what the University is required to do by Immigration law.
- Section 2.2 has been inserted to provide clarity around flexible programmes and LoA.
- Section 4.1.1 has been inserted to make clear that a registered student is put on a LoA when a temporary suspension / debarment is imposed.
- Section 4.1.2 has been amended to provide greater clarity and to ensure consistency with terminology used in other legislation documents.
- Section 4.1.4 (iii) has been inserted. Insertion made to provide further clarity of rules / reflect current practice.

m. Code of Practice on Lecture Capture

- Information on the facility of Lecture Capture + (i.e. whiteboard capture) has been added.
- Numerous sections have been updated to reflect what happens in practice, make the Code of Practice as neutral as possible (i.e. remove references to specific software), and tidy up nomenclature.
- A full review of this document has been conducted by Senior colleagues, with input from Students, on behalf of the University Education Committee (UEC). Various updates have been made throughout.

n. Code of Practice on Misconduct and Fitness to Practise Committees

- To ensure that nomenclature is up to date various sections have been updated.
- Various, minor updates have been made to provide greater clarity to students and committee panel members
- Clarity has been added to how a student can and cannot use this, and other, procedures.
- A section on 'Mitigating Circumstances and Aggravating Factors' has been added to the guidance document, along with clarity about acceptable ways to provide evidence.

- Section 3.4 has been inserted and sections 3.14, 6.1, 6.2, A7.4 and A7.6 (d)(ii) updated. These changes were made to provide further clarity on the process, based on guidance for plain English best practice (Crystal Mark), or based on the Office of the Independent Adjudicator for Higher Education (OIA) Good Practice Framework for Disciplinary matters.
 - Sections 1.1.5 and 8 have been deleted (with subsequent section numbering updated), and sections 2.5 (c), 5.3, A.1, A.9.1, B.1 (d) and B.5 have been edited. The deletions took place as the previous process went beyond the requirements of the OIA and thus allowed efficiency savings in administration processes to be made; the edits provide further clarity and correct out of date information.
 - Appendix C of this document has had a new sanction added, the new sanction is found in section C.1.1 (D).
 - Sections 3.12, 3.16, B1 (h), and B1 (i) have been updated. These updates were made to provide further clarity / explicitly confirm current practices.
- o. Code of Practice on Personal Academic Tutoring
- A task and finish group (made up of representatives from the Guild of Students, and a cross section of academics, academic services, careers network and professional services staff) has reviewed and updated this document. The changes add clarity to the role of the personal academic tutor for students and staff.
 - Sections 1.1, 2.4.2, 2.5.2, 2.6.2, 2.6.5, 3.1, 3.1.1, 3.3, 3.6 and footnote 2 have been updated. These updates were made to ensure the Code of Practice reflects / aligns with the information contained in the Tutorial Framework.
 - Sections 1.1; 2.1.5; 2.2.5; 2.5.1 (b); 2.5.3; 2.5.6; 2.6.2; 3.1.4; 3.3; 3.6; 3.9; and Footnote 2 have been updated. References to 'PebblePad' have been removed, with generic references replacing them (i.e., "online tool").
 - Section 3.4 has been updated. This update was made to ensure University practices are aligned with the expected / required external practices.
 - Sections 2.4.2, 2.5.1 (b), 2.5.4, and 2.6.5 have been updated. These updates were made to ensure consistency of language used across University Legislation.
- p. Code of Practice on Placement Learning
- Text added that makes clear the need for colleagues to assist students if their placement provider is no longer able to continue a placement.
 - Sections 1.1, 1.8 and 3.4 (c) have been deleted.
 - Section 4's 'naming' convention has been changed from letters to numbers.
 - Sections 1.7 (a), 2.1, 3.1 (b), 4.4, 6.5, 6.6 have been updated to reflect the current / correct terminology / names.
 - Sections 3.2 (there was no previous section 3.2), 4.6 and footnote to 7.2 have been inserted in order to provide clarity on arrangements for interrupting of placements / period of study abroad.
 - The changes described in the four bullet points above were made due to the disruptions caused by COVID-19, and the potential for continued disruptions in the 2020-21 academic session.

- Sections 1.7 (a), 2.3, 2.3 (a), 3.3 (a), 4.4, 6.5, 8.4 and 9.5 have been updated. These updates were made to: reflect the recent discontinuation of the Erasmus scheme; remove references to EEA students; reflect the updated Home Office requirements; and update contact details.
- q. Code of Practice for Procedures for Extensions to Study Periods
- Sections 1.2, 2.4, 2.5 have been updated to provide greater clarity to students and staff.
 - Section 6.7 has been deleted (with subsequent numbering updated). The deletion was made to reflect current practice.
- r. Code of Practice on Student Concerns and Complaints
- Various, minor updates have been made to provide greater clarity to students and to ensure that nomenclature is up to date.
 - Further clarity has been added about the role of the Senate Review Panel.
- s. Code of Practice on Student Attendance / Engagement and Reasonable Diligence
- Section 2.3 updated to provide clarity that in some Colleges Welfare Tutors are Professional Services members of staff and not Academic members of staff.
 - Various revisions have been made to this Code of Practice (CoP) in accordance with the Emergency Regulations relating to the COVID-19 pandemic and the 'Framework for Educational Resilience 2020-21'. The following changes were made: the CoP has been renamed to include "engagement" within the title; various references to "engagement" have been added throughout the document; sections 1.5, 2.3.1, 3.2, 5.2.1, 5.2.2, 5.2.4, 5.2.5, 5.2.6, 6.1 have been updated; sections 1.6 and a footnote to 5.2.1 have been inserted; and section 3.2.1 has been deleted.
 - Section 1.5 and 1.6 have been moved to newly created section 2, and sections 4.3 and 4.4 have been moved to newly created sections 1.5 and 1.6 (subsequent numbering updated in both cases). There have been no changes to the content in the updates noted above. Sections 1.1, 1.4, 3.2, 3.3, 4.1, 4.3, 6.1, 6.2.1, and 8.3 have been updated. These updates were made to provide greater clarity on rules and to make the document easier to understand.
- t. Code of Practice on the Student Representation System
- A re-write of the Code of Practice has taken place to following a review of the University Student Representation System (which was led by the Director of Student Engagement, and featured representation from the Guild of Students, Registry and Colleges of the University). Relevant information has been updated to reflect the new naming conventions and operational detail has been removed and inserted in to the SRS Benchmarking Toolkit.
 - Section 7.1.2 has had a minor update in order to emphasise what should already be happening regarding feeding back to students (i.e. this is not a new requirement).
 - Section 7.1.4 has been updated in order to remove operational elements from the Code of Practice.
 - Sections 4.7 and 7.1.3 have been added (and subsequent numbered sections updated), and sections 3.1, 4.1, 5.4.3, and 7.1.6 have been updated. These updates were made to include the requirement for College Forums to run from the 2021-22 academic session.

- Sections 3.1, 4.1, 4.7, 5.4.3, 7.1.3, 7.1.6 have been updated. These updates clarified that “College Forum” would be known “College Student Rep Forum” (sections 3.1, 4.1, 4.7, 5.4.3, 7.1.3, 7.1.6), and that College Student Rep Forums make recommendations, with CEC confirming the action necessary to resolve the issues raised (section 4.7 and 7.1.3).
- Sections 5.3.3, 5.6.2, 6.1.3, 7.1.7, and 7.1.8 have been updated. These updates have been made to provide further clarity on process and reporting requirements.
- Section 5.2.1 has been updated. This update has been made to provide further clarity regarding the engagement expectations of Student Reps.
- Sections 4.7 and 7.1.5 have been updated. These updates were made to ensure consistency of language used across University Legislation.

u. Code of Practice on Supervision and Monitoring Progress of Postgraduate Researchers

- Sections 2.7, 2.10, 5.1.3, 7.2.3, 8.2.1 and 8.2.3 have been updated to reflect what happens in practice and provide greater clarity to students and staff.
- The Split Location and Distance Learning Checklists, previously appended at the end of the document, have been removed as these are now provided as part of the admissions process.
- Section 6.1.5 has been updated to remove reference to my.bham (which no longer exists) and replace it with reference to the student gateway, <https://student-gateway.bham.ac.uk/>.
- Section 2.20 has been updated. This update has been made to return to a previous practice, that is, to allow all non-student visa holders to have their GSR2 normally held on campus, while retaining the “must do” requirement for student visa holders.
- Section 1.1, and various sections of Appendix A (1.1-1.2, 2.1-2.4, 3.1-3.3, 4.1-4.2, 5.1, 5.1 (iii), 6.1-6.5, 7.1-7.4, 8.1-8.2, 9.1-9.3, 10.1-10.2, 11-11.1 (ii), 12) have been updated. These updates were made to reflect updated naming conventions / titles, and to provide further clarity on current processes.

v. Code of Practice on Taught Programme and Module Assessment and Feedback.

- Various, minor updates have been made to provide further clarity for students.
- Appendix A, the grade conversion grid, has had small points of clarification added and an additional pass grade column added to allow for the range of pass grades in Italy.
- Sections 7.7.4 (c) (i) – (iv) and sections 7.7.4 (e) (i) – (iv) have been updated to reflect what happens in practice (i.e. on Banner).
- Various sections have been removed in order to remove duplicate information found elsewhere in the Code of Practice and remove potential confusion / contradictory information.
- Section 4.1.18 (d) and Appendix B have been inserted to explain the pre-existing process for the assessment of exchange students who attend for semester one only. These changes were made as part of the implementation of NATY.
- Numerous sections have been updated to provide greater clarity to students and staff (primarily in relation to the structure of taught programmes and the assessment arrangements at the end of semester 1), and to ensure the terminology used and processes described accurately reflect the new teaching year structure. These changes were made as part of the implementation of NATY.

- Sections 2.10, 4.1.19 (b) and 5.3.11 (b) have been edited in order to reflect information that is contained in the 'Framework for Educational Resilience 2020-21'.
 - Section 4.1.19 (b) has been updated to allow for students to receive copies of their examination scripts, and to formalise the conditions students should adhere to when receiving said copies.
 - Section 4.1.16 (e) has had terminology updated ("driver / owning School" has been changed to "home PAU" to bring it line / ensure consistency with other Legislation).
 - Section 5.7.1 has been updated to allow students in the final stage of a classified honours degree an opportunity to retrieve failure.
 - The whole of section 4.1.16 has been moved (with subsequent section numbering updated) to a newly created section 4.3. Section 4.3 (b) has been added, with sections 4.2 (a), (d), (e), (f), (g), (h) and (i) updated. These changes have been made to allow for the deferral of all assessments, and not just exams (this is something that already happens in practice across the University, but was not previously reflected in Legislation).
 - A footnote has been added to section 2.10 to reflect current practice within the University.
 - Sections 4.2.3 (c) has been updated, and section 5.1.2 has been inserted (with subsequent numbering updated). These updates have been made to provide further clarity on University expectations.
 - Section 4.2.1 has been inserted and sections 1.2, 2.10, 3.2.1, 3.6, 3.11, 4.1.1 have been updated. These sections have been updated to allow for the use of synoptic / integrated programme assessment, to accurately reference the updated Academic Teaching Year, and to ensure alignment with the recently published Assessment Load Guidance document.
 - Sections 3.9, 4.2.3 (a), 4.2.4 (c), 5.1.3 and 5.2.1 have been updated. These updates were made to provide further clarity on current processes / put in writing current practices and, in the case of section 3.9, increase flexibility in a process.
 - Sections 6.1.5 (a) and Appendix A (2.4) have been deleted (with subsequent numbering updated). Sections 5.7.6, 6.1.5 (c), 7.3.3 (a), and Appendix A (1.1) have been updated. The deletions and updates were made to provide further clarity / reflect current practice and to fix erroneous references.
 - Sections 3.2.1, 3.6, 3.11, 4.1.16 (b), 4.1.17 (d), 4.2.1, 5.1.4, and Appendix C have been updated. These updates were made to ensure that the required flexibility in design and delivery of modules is available to colleagues.
- w. Code of Practice on Teaching and Academic Support Provided by Registered Students
- Section 2.2.4 has been updated to provide greater clarity to students and staff.
 - Sections 5.1, 5.5 and 7.4 have been updated to remove out of date references and / or provide further clarity.
 - Sections 3.2, 5.5, 7.1, 7.2, and 7.3 have been updated. These updates show the new reporting requirements.
 - Section 6.1 has been updated. This update has been made to ensure alignment with the associated Guidance document. Previously there were minor inconsistencies in the responsibilities assigned to PGTA Coordinators between the two documents.

9. Policy Documents

a. Collaborative Provision Policy

- Section 1.4 of Appendix 1 has been updated to ‘soften’ the language regarding the award of one or two certificates.

b. Harassment and Bullying Policy

- Sections 7.5.1, 11.4, Appendix 2, and Appendix 3 have been updated. These updates were required as the previously referenced "Harassment Service Advice" no longer exists as a University Service. This service has been replaced by the University's "Report and Support" service. The updates therefore reflect this change.

c. Policy on Consultation with Students

- Change of title from ‘Policy on Consulting Students About Major Changes’ to ‘Policy on Consultation with Students’. This is because a wider range of changes are now covered by the Policy.
- Expansion of the Policy to cover not only ‘major’ changes but any changes affecting students’ education. This includes programme/module changes and programme withdrawal/course closure, which are also addressed in separate guidance but not previously covered by the Policy.
- Inclusion of more information about the purpose of consultation and how it should be carried out, both to inform students and assist colleagues managing the consultation process.
- Promotion of a joined-up approach via alignment with, and cross-referencing to, the Student Protection Plan and related processes and guidance around amending programmes/modules and Competition and Markets Authority (CMA) guidance.

a. Policy on Graduate Certificates and Diplomas

- Sections 2.1, 5.1.2, 5.1.5 and 6.1 have had minor updates to provide greater clarity to students and staff.

10. Stand-Alone Guidance Documents

a. Assessment Load Guidance

- New guidance document created to replace the “Guidance on ensuring consistency for students by aligning module credit weighting and summative assessment load” document. A working group, with Academic and Professional Services representation from across all areas of the University, created this document in order to be less prescriptive, have more allowances for local interpretations, and align with the University Assessment & Feedback Principles and the Code of Practice on Taught Programme and Module Assessment and Feedback.

b. Guidance to Accompany the Code of Practice on Academic Integrity

- As a result of the full review of the CoP and this document, various sections of the Guidance document have been deleted as they are now duplicated in the CoP.

- c. Guidance to Accompany the Code of Practice on Misconduct and Fitness to Practise Committee
- The “Fitness to Practise” section (on page 5 & 6) has been inserted. The insertion was made to provide clarity on existing practices for Committee members, students, and professional bodies.
- d. Guidance on Consideration of Grievances submitted to Council by Registered Students of the University
- Various, minor updates have been made to provide greater clarity to students and to ensure that nomenclature is up to date.
- e. Guidance on Misconduct and Fitness to Practice Committees
- Numerous sections have been updated to provide further clarity on the process, based on guidance for plain English best practice (Crystal Mark), or based on the Office of the Independent Adjudicator for Higher Education (OIA) Good Practice Framework for Disciplinary matters.
- f. Guidance on Placement Learning
- Section 7.6 has been deleted, section 2.8 has been inserted, and sections 3.5, 6.5, 7.5, 7.6 (newly numbered section) have been updated. These updates were made to: reflect the recent discontinuation of the Erasmus scheme; remove references to EEA students; reflect the updated Home Office requirements; and update contact details.
- g. Guidance on Student Access to Examination Scripts
- A new document titled “Guidance on Student Access to Examination Scripts” has been made available to students from the 2017-18 cohort. It is expected that, following the implementation of the semesterised academic year, more students will want to see and learn from examination scripts from the January assessment period. Therefore, a document has been created that outlines consistent approaches to making exam scripts available to students across both assessment periods.
- h. Guidance for Students on Extenuating Circumstances
- Various updates have been made to provide further clarity on processes (i.e. no changes are being made to what happens in practice), these updates relate to the general extenuating circumstances process, the new academic teaching year (NATY) structure and the COVID-19 pandemic. Sections 1a, 1e, 2b, 3a, 3b, 4a, 5d (table - rows 2, 4, 5), 6a have been updated and sections 2c, 2f, 4b, 4d (first row in table), 6b, 6c, Appendix 1 and Appendix 2 have been inserted.
- i. Guidance for Students on Paid Employment

- Section 3 has had various terminology updates, all related to the implementation of new academic teaching year (NATY).
- Sections 3b, 4a, and 5c have been updated. The updates were made to provide further clarity on current rules / requirements.

j. Guidance for Taught Students on Leaves of Absence (LoA)

- Section 2e has been inserted and the table in section 4 has been updated to provide clarity around flexible programmes and LoA.
- The first row in the table contained in section 6a has been inserted to make clear that a registered student is put on a LOA when a temporary suspension / debarment is imposed.
- Section 9d has been updated to remove reference to my.bham (which no longer exists) and replace it with reference to the student gateway, <https://student-gateway.bham.ac.uk/>.
- A footnote, in section 10, has been inserted that makes clear that students who are suspended due to an ongoing conduct investigation will retain access to the University's Wellbeing services.
- Section 9c has been updated. This update was made to reflect current practice.

k. Guidance on Teaching and Academic Support Provided by Registered Students

- Section 5.1 (b) has been updated to ensure the training course names are accurately reflected.
- Section 5.1 and 5.2 have been updated. Section 5.1 to reflect the current names of HEFi training courses. section 5.2 to reflect current practice at the University.
- Section 5.2 (b) has been updated. This update has been made to ensure alignment with the Code of Practice document. Previously there were minor inconsistencies in the responsibilities assigned to PGTA Coordinators between the two documents.

In case of queries, please contact:

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