

# **THE WHEEL OF ACADEMIC LAW**

Royal University of Bhutan

Updated March 2010

## **Preface**

The Wheel of Academic Law is the definitive compilation of policies, regulations and guidelines governing academic matters of the Royal University of Bhutan. The contents of the Wheel are outcomes of collaborative and consultative discussions amongst all the stakeholders of the University. The regulations have been ratified by the Academic Board and/or University Council. It is intended to be a reference and guide for the member colleges and institutes of the Royal University of Bhutan.

This second edition is intended for distribution to members of the University Council, Academic Board and its standing committees, staff and students of the University. The Office of the Vice Chancellor would like staff and managers of the member colleges and institutes to be conscious of these regulations to ensure smooth academic operation of the University programmes. Relevant sections of the Wheel will not only guide academic leaders in programme development and quality assurance but will also provide a uniform direction for the operation of member colleges and institutes of the University. The Wheel will also inform the general public on the structure, policy, regulations and procedures of the University.

The contents of the Wheel will be constantly updated reflecting the dynamic changes in the policies and regulations of the University in its endeavour to serve and work collaboratively towards the provision of tertiary education in Bhutan. Such changes will be updated regularly in the contents of the Wheel on the website of the University (<http://www.rub.edu.bt/path.php?action=Regulation>).

Tashi Delek



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## **THE ROYAL CHARTER OF THE ROYAL UNIVERSITY OF BHUTAN**

WHEREAS the Kingdom of Bhutan desiring to provide for the economic and cultural development of the nation and to promote the cultural enrichment, personal development and well being of its people has desired and willed to establish a university;

AND WHEREAS for the purpose of dissemination of knowledge and advancement of learning through a balanced, well regulated and sound tertiary education system in Bhutan;

NOW, THEREFORE, I, Jigme Singye Wangchuck, King of Bhutan hereby issue this Charter for a University in the Kingdom of Bhutan.

### **ARTICLE 1: PRELIMINARY**

#### **1.1. Name, Title and Commencement**

1.1.1 There shall be constituted and founded the Royal University of Bhutan, hereinafter referred to as 'the University'.

1.1.2 This Charter shall be called the Royal Charter of the Royal University of Bhutan.

1.1.3 This Charter shall come into immediate effect.

#### **1.2 Definition of Terms**

1.2.1 'Charter' refers to the Royal Charter of the Royal University of Bhutan.



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- 1.2.2 'University' refers to the Royal University of Bhutan founded by this Charter.
- 1.2.3 'Statutes' refers to the Statutes of the Royal University of Bhutan.
- 1.2.4 'University Council' refers to the University Council of the Royal University of Bhutan.
- 1.2.5 'Chancellor' refers to the Chancellor of the Royal University of Bhutan.
- 1.2.6 'Academic Board' refers to the Academic Board of the Royal University of Bhutan.
- 1.2.7 'Vice-Chancellor' refers to the Vice-Chancellor of the Royal University of Bhutan.
- 1.2.8 'Tertiary education' is defined as education offered subsequent to class XII, consistent with the International Standard Classification of Education, 1997 for level 5 and above.

**ARTICLE 2: THE OBJECTIVES OF THE UNIVERSITY**

The overall objective of the University shall be to provide, through the dissemination of knowledge and the advancement of learning and the granting of awards, for the economic and cultural development of the Kingdom of Bhutan and to promote the cultural enrichment, personal development and well being of our people.



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More specifically the objectives of the University shall be

- 2.1 to develop and provide programmes of study at tertiary education level, of relevance and good quality which will fulfil the needs of the country for an educated and skilled population, and
- 2.2 to promote and conduct research, to contribute to the creation of knowledge in an international context and to promote the transfer of knowledge of relevance to Bhutan.

### **ARTICLE 3: CONSTITUTION**

Subject to the provisions of the Charter and Statutes of the University:

- 3.1 There shall be a University Council which shall be the supreme governing authority for the University.
- 3.2 There shall be as formal Head of the University a Chancellor appointed by the Sovereign on the advice of the University Council.
- 3.3 There shall be an Academic Board for the University which shall be responsible for all academic matters in the University.
- 3.4 There shall be a Vice-Chancellor who shall be the Executive Head of the University.
- 3.5 There shall be a Registrar.



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3.6 The powers and responsibilities of the University Council, Chancellor, Academic Board and the Vice-Chancellor and Registrar are set out in the Statutes.

#### **ARTICLE 4: EQUALITY OF OPPORTUNITY**

Admission to any office or appointment in the University, and the admission of students to the University shall be on merit and irrespective of religion, origin, sex, sexual orientation, or race.

#### **ARTICLE 5: ALTERATIONS**

No part of this Charter shall be amended, other than by Royal Decree.

Issued on the Seventeenth Day of the Second Month of the Female Water Sheep Year of the Bhutanese calendar corresponding to 18<sup>th</sup> April, 2003.

Jigme Singye Wangchuck  
King of Bhutan



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Chairman of the Lhengye Zhungtshog

**STATUTES OF THE ROYAL UNIVERSITY OF BHUTAN**

**PREAMBLE**

Subject to the Royal Charter of the Royal University of Bhutan, 18 April 2003, the Statutes of the Royal University of Bhutan:

1. Provide for the appointment of a Chancellor and set out the role and functions of that office;
2. Set out the constitutions and the powers of the University Council;
3. Set out the role and functions of the Vice-Chancellor; and
4. Set out the general constitution and powers of the Academic Board.

**ARTICLE 1: DEFINITION OF TERMS**

- 1.1 'The University' refers to the Royal University of Bhutan formed by the Royal Charter on 18 April 2003.
- 1.2 'University Council' refers to the University Council of the Royal University of Bhutan.
- 1.3 'Chancellor' refers to the Chancellor of the Royal University of Bhutan.
- 1.4 'Charter' refers to the Royal Charter of the Royal University of Bhutan issued as a Royal Decree by His Majesty the King of Bhutan on 18 April 2003.



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- 1.5 'Statutes' refers to the Statutes of the Royal University of Bhutan approved by the Royal Government of Bhutan on 25 April 2003.
- 1.6 'Academic Board' refers to the Academic Board of the Royal University of Bhutan.
- 1.7 'Vice Chancellor' refers to the Vice Chancellor' of the Royal University of Bhutan.
- 1.8 'The Registrar' refers to the Registrar of the Royal University of Bhutan.
- 1.9 'Tertiary education' is defined as education offered subsequent to class XII, consistent with the International Standard Classification of Education, 1997 for levels 5 and above.
- 1.10 'Academic staff', 'academic posts' and similar expressions refer to staff and posts whose function is primarily teaching or research in the Royal University of Bhutan.
- 1.11 'Support staff' means staff whose duties are primarily of a technical nature in support of teaching or research functions in the Royal University of Bhutan.
- 1.12 'Academic service staff' means staff whose duties are primarily of an administrative or secretarial nature in the Royal University of Bhutan.

**ARTICLE 2: THE CHANCELLOR**

The Chancellor shall as the formal Head of the University, preside over ceremonies for the conferment of academic awards, and participate in such other ceremonial duties within the University as the Council may determine but shall otherwise exercise no governance, executive or management power or authority within the university.



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**ARTICLE 3: THE UNIVERSITY COUNCIL**

**3.1 Powers**

The University Council (hereinafter 'the Council') shall be the supreme governing body of the University and subject to the provision of the Royal Charter, shall have the following powers, duties, and functions:

**3.1.1 General**

- 3.1.1.1 To determine the educational character of the University.
- 3.1.1.2 To lay down policies, provide directions and support for efficient functioning of the University.
- 3.1.1.3 To approve the work plan, the budget estimates and the accounts for the University on an annual basis.

**3.1.2 The Structure of the University**

- 3.1.2.1 To determine the organisational structure of the University appropriate to the stated aims of the University; and to institute, amend or discontinue such structures as may be necessary; these may include Faculties, Departments, Institutes, Colleges, Centres, Committees, Boards and other units and bodies as appropriate; and to determine the role and functions of such units.
- 3.1.2.2 To enter into arrangements with other institutions which will facilitate a more effective execution of its functions.





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3.1.3.8 To determine, on the recommendation of the Academic Board, student fees and charges.

**3.1.4 Staff**

3.1.4.1 To determine the conditions of service of all staff of the University (including retirement ages), taking account of the Bhutan Royal Civil Service Commission Rules, and of best practice within the country.

3.1.4.2 To create provisions for schemes of insurance, pensions or retirement benefits for all salaried officers, and if the Council chooses, for other employees of the University.

3.1.4.3 To recommend to the Royal Government the appointment or dismissal of the Vice Chancellor.

3.1.4.4 To appoint and/or dismiss the Registrar.

3.1.4.5 To establish grades of academic posts, in consultation with the Royal Civil Service Commission, and to approve the criteria for appointment to those grades.

3.1.4.6 To approve procedures for the appointment of staff.

3.1.4.7 To prescribe the code of conduct to which all the members of University community, including staff and students shall be subject to.

3.1.4.8 To prescribe the provisions for the redressal of grievances of the members of the University community including staff and students.

**3.1.5 The Academic Provision of the University**

3.1.5.1 To award degrees, diplomas and certificates to all students who have registered with the University and have fulfilled the requirements set down by the University for that award; and to ensure the effectiveness



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and efficiency of the overall planning, co-ordination, development and supervision of the academic work of the institution, and of the quality and academic standard of the educational provision offered in the name of the University. The University Council will fulfil this function by delegating the responsibility to the Academic Board of the University.

- 3.1.5.2 To consider proposals from the Academic Board for the introduction of or discontinuance of any degree, diploma or certificate programme.
- 3.1.5.3 To determine the procedures and rules for the appointment of members to the Academic Board other than those holding membership ex officio and to set out the responsibilities of members and standing orders for the operation of the meetings of the Academic Board.
- 3.1.5.4 To consider recommendations from the Academic Board for the establishment of Committees of the Academic Board or joint Committees of the Council and Academic Board.
- 3.1.5.5 To grant Honorary awards on the recommendation of the Academic Board.

**3.1.6 Management of the University**

- 3.1.6.1 To ensure the efficient and effective organisation, direction and management of the University, and to ensure the effective discipline of staff and students. The University Council will fulfil this function by delegating it to the Vice-Chancellor.



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**3.1.7 Other Functions**

- 3.1.7.1 To legislate and execute such decisions and acts as may be deemed necessary for the furtherance of objects of the University and to make recommendations, as and when necessary, to the appropriate Government authority for the execution of such decisions and acts.
- 3.1.7.2 To appoint external auditors.
- 3.1.7.3 To appoint such Committees to the University Council as may be necessary for the effective execution of its functions; such Committees may include non-voting members who are not members of the Council.
- 3.1.7.4 To call for such reports from the Academic Board and from the Vice-Chancellor as may be necessary for it to fulfil its responsibility.
- 3.1.7.5 To institute, on the recommendation of the Academic Board or the Vice-Chancellor, scholarships, studentships, exhibitions and prizes.

**3.2 Constitution of the University Council**

The Council shall consist of nineteen members including the Chairman but not the Registrar

**3.2.1 Chairperson**

Appointed by the Royal Government. The Chairman shall not be an employee or student of the University



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**3.2.2 Members**

The University Council shall consist of the following members:

3.2.2.1 Four representatives from Government:

Secretary for the Ministry of Education/ Director in-charge of higher education, ex officio; and

Three members chosen by the Royal Government

3.2.2.2 Seven representatives chosen by the Council from the following constituencies:

Public representatives and private individuals (not less than four)

Secondary and technical schools (not less than one)

3.2.2.3 Five University representatives

The Vice Chancellor, ex officio - one

Members chosen by the Academic Board - three

Student chosen by the student body - one

3.2.2.4 Two others chosen by the Council, not being employees or students of the University

**3.2.3 Secretary**

The Registrar of the University.

**3.2.4 Periods of Office**

The period of office of the Chairperson will be four years renewable at the discretion of the Royal Government for a further period of up to two years.



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Members chosen by the University Council, or elected from the University's constituencies, or chosen by the Royal Government will serve for a period of up to three years renewable for a further period of up to three years.

**ARTICLE 4: THE VICE CHANCELLOR**

The Vice- Chancellor shall be appointed by the Royal Government on the nomination of the Council and shall hold office for such period as the Royal Government shall determine. The Vice-Chancellor shall be the Executive Head of the University, and will be responsible for the organisation, management and discipline of the University. In discharging these functions, the Vice-Chancellor will be subject to the general control and direction of the University Council.

The Vice-Chancellor shall be responsible for:

- 4.1.1 The annual presentation, on an annual basis, of the work plan, the budget estimates and the University accounts to the University Council for approval;
- 4.1.2 The annual presentation of the budget estimates and the Work Plan to the Royal Government of Bhutan;
- 4.1.3 The management of budget and resources, within estimates approved by the University Council;
- 4.1.4 Making proposals to the Council about the educational character and mission of the institution, after consultation with the Academic Board;
- 4.1.5 Implementing the decisions of the Council and the Academic Board;
- 4.1.6 The organisation, direction and management of the University and leadership of the staff;
- 4.1.7.1 The appointment, assignment, grading, appraisal, suspension, dismissal, and determination, within the framework set by the



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University Council, in consultation with the Royal Civil Service Commission, of the pay and conditions of service of staff; (in the case of the Secretary of the Council these actions will be undertaken in consultation with the Chairman of the University Council);

- 4.1.8 The maintenance of student discipline and, within the rules and procedures established by the University Council, for the suspension or expulsion of students on disciplinary grounds and for implementing decisions to expel students for academic reasons; and
- 4.1.9 All other functions which are not allocated to other bodies and offices by the Charter and Statutes.

**ARTICLE 5: THE REGISTRAR**

The Registrar shall be appointed by the University Council and shall hold office for such period and at such remuneration as the University Council shall determine. He/she will be responsible for day-to-day administrative work of the University, for the academic records of the University, and shall be accountable for these functions to the Vice-Chancellor.

The Registrar shall serve as the Secretary of the University Council.

**ARTICLE 6: ACADEMIC BOARD**

**6.1 Powers and responsibilities**

The Academic Board will exercise the functions delegated by the Council under the provisions of these Statutes.



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It is the primary academic authority of the University and shall be responsible for academic affairs, including academic standards, research, scholarship, teaching and courses at the University, subject to the overall responsibilities of the Council and of the Vice-Chancellor.

## 6.2 Constitution

The Academic Board shall consist of:

- 6.2.1 the Vice Chancellor of the University, ex officio, who shall be the Chairman;
- 6.2.2 up to three Pro Vice Chancellors, ex officio;
- 6.2.3 15 representatives elected by the organisational units of the University according to a scheme approved by the Council;
- 6.2.4 3 representatives of the Library, support and academic service staff;
- 6.2.5 2 student representatives elected by and from the student body; and
- 6.2.6 The registrar, ex officio, who shall be the Secretary.

## 6.3 Period of Office

The members of the Academic Board other than ex officio members shall hold office for a period of three years, renewable for a further period of three years, except that the members under (6.2.5) shall hold office for a period of one year only.



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Chairman of the Lhengye Zhungtshog

**ARTICLE 7: ALTERATIONS**

No part of the Statutes shall be amended, other than by the Cabinet of the Royal Government of Bhutan.

Issued on the 24<sup>th</sup> Day of the Second Month of the Female Water Sheep Year of the Bhutanese calendar corresponding to 25 April, 2003.



(Kinzang Dorji)

# A3 Code of Conduct and Standing Orders of the University Council

**Status:** *Endorsed by the 1<sup>st</sup> University Council Meeting in February 2004*

## 1 Code of Conduct and Ethics

### 1.1 Introduction

- 1.1.1 The Royal University of Bhutan in its pursuit for academic excellence in teaching, learning and research, pledge to foster a culture of trust, respect, integrity and fairness; co-operation and collegiality; and accountability for decisions and outcomes.
- 1.1.2 The Council of the Royal University of Bhutan is constituted under the Royal Charter (2003) of the Royal University of Bhutan and is the ultimate body responsible for the key policies, strategic plans and overall performance of the University.
- 1.1.3 Members of the Council, by virtue of their offices, are required to carry out their duties and responsibilities to the University and the society with good faith, honesty, skill, care and diligence.

### 1.2 Purpose

- 1.2.1 This **Code of Conduct and Ethics** for the Council of the Royal University of Bhutan provides an ethical framework for actions and behaviour of the members, in the context of their duties and responsibilities under the law. This should be read along with the Royal Charter and the Statutes.

### 1.3 Duties and Responsibilities

- 1.3.1 All members of the Council have a duty to act at all times with trust and to serve in the best interest of the University. No member should override their duty for personal interest and advantage over the interest of the University.
- 1.3.2 All members must act honestly in performing their duties, with reasonable skill, in good faith and in the interest of the University. This requirement to act **honestly** is imposed for the public interest and to which the University is committed.
- 1.3.3 All members are responsible for exercising care and diligence when using their powers and discharging their duties as the actions and decisions have the potential to affect the lives of individuals. Members who ignore their responsibilities are in breach of their duty.
- 1.3.4 All members in accordance with the Council's policies owe a duty of **confidentiality** to the University. Any member with a personal interest must disclose this in accordance with the Standing Orders section 10.

- 1.3.5 All members must act in the best interest of the University and must not engage in activities that would bring the University into disrepute. The reputation of the University must be protected to maintain a high level of **integrity**.
- 1.3.6 All members of the Council have the **commitment** to serve in the best interest of the University and any problems/issues are open to discussions within the Council meetings. Outside of the meeting, all members must be united and fully supportive of decisions made by the Council.
- 1.3.7 **Public comments** on behalf of the Council, concerning matters discussed or resolved by the Council shall be made by the Chairman or his/her representative and not by any other members of the Council.
- 1.3.8 The Council will **review** its performance on an annual basis to ensure its responsibility for good governance of the University.

## **2 Standing Orders**

### **2.1 Holding of meetings**

- 2.1.1 An ordinary meeting of the Council is to be held not fewer than 4 times in each calendar year.
- 2.1.2 A special meeting may be convened for the consideration of any urgent business by the Chairman or in his/her absence by the Vice Chancellor.
- 2.1.3 A special meeting shall be convened by the Secretary to the Council and shall be held within 14 days of the request.
- 2.1.4 Notice of the time and place of the meeting of the Council, and a copy of the business papers are to be delivered to each Council member at least 7 days prior to the meeting.
- 2.1.5 A member of the Council must not initiate any matter for discussion or move any motion in respect of the matter, at a meeting of the Council unless the Secretary of the Council is informed in writing not less than 14 days before the meeting.
- 2.1.6 Proceedings of the meeting of the Council are to be taken to be validly conducted.

### **2.2 Motions**

- 2.2.1 The Chair has discretion regarding the acceptance of motions.
- 2.2.2 All notices of motion accepted by the Chair shall appear on the business paper for the meeting concerned.
- 2.2.3 A motion by which notice has been given, must be seconded before there can be any discussion.

2.2.4 A point of order accepted by the Chair takes precedence over all other discussion.

2.2.5 Amendments shall be considered prior to a vote on the substantive motion.

### **2.3 Voting**

A motion shall be declared carried if it receives a simple majority of votes cast. In the event of a tie, the Chair has a right to casting vote. If the Chair declines to exercise a casting vote, the motion lapses.

### **2.4 Decisions**

Decisions of the Council shall be made on the result of a vote on:

2.4.1 a motion prior notice of which has been given on the business paper or

2.4.2 a formally proposed and seconded motion arising from the business of the meeting

### **2.5 Right to address the chair**

2.5.1 Prior to the closure of a debate a right of reply shall be allowed only to a mover of a substantive motion or amendment and such reply shall close the relevant debate.

2.5.2 At the discretion of the Chair a speaker may be asked to yield the floor on a point of information.

### **2.6 Contribution by invitees**

2.6.1 Persons can be invited to the University Council meeting by the secretariat based on their expertise and relevance to the discussion.

2.6.2 At a meeting of the Council, a person who is not a member of the Council may contribute to an item on the Agenda only if invited to do so by the Chair by a resolution of the majority of the members present at that meeting.

### **2.7 Quorum**

2.7.1 A majority of the total number of members for the time being of the Council constitute a quorum.

2.7.2 If, at any meeting of the Council, a quorum is not present, all business that should have been transacted at the meeting shall be stood over until the next meeting, and shall take precedence at that meeting.

2.7.3 The forum shall constitute a minimum of 12 members out of the total number of members (19).

### **2.8 Confidential matters**

2.8.1 Distribution of the Confidential Agenda shall be restricted to members of the Council and the Secretary. The Council may permit whoever else it considers necessary to be present at meetings during the consideration of confidential matters.

## **2.9 Agenda items**

2.9.1 Notice of items for discussion shall be conveyed by letter to the Secretary 14 days before a meeting.

2.9.2 The agenda for each meeting shall include an item "Question Time/Any Other Matter". Under this item Council members may direct questions with or without notice through the Chair to the Vice Chancellor or the university representative. The Chair shall have absolute discretion in determining whether or not the questions will be accepted.

2.9.3 If the member of Council to whom a question –without –notice is directed is unable to provide an answer either at the meeting or before the next meeting the question shall be included as a question – with - notice in the business papers for the next meeting.

## **2.10 Disclosure of interest**

2.10.1 At any meeting of the Council where an item to be discussed has the direct personal interest or involvement of a member must immediately be declared by the member. The Council must thereupon determine whether or not that member may be present during any discussion of the item. The member shall not vote on the item.

## **2.11 Suspension of standing orders**

2.11.1 In exceptional circumstances the Chair may move the suspension of standing orders.

2.11.2 A resolution of the suspension of a standing order shall require a two-thirds majority of the members present.

## **2.12 Attendance**

2.12.1 All members of the Council are expected to attend all the Council meetings. In case of any member not able to attend a meeting, the secretariat must be informed in writing not later than five days prior to the meeting.

## **A4 Powers and Responsibilities of the Academic Board**

*The Statutes of the University set out the powers of the University Council to be as follows:*

### **1 The Academic provision of the University**

- 1.1 To award degrees, diplomas and certificates to all students who have registered with the University and have fulfilled the requirements set down by the University for that award; and to ensure the effectiveness and efficiency of the overall planning, co-ordination, development and supervision of the academic work of the institution, and of the quality and academic standard of the educational provision offered in the name of the University.

The Council shall fulfill this function by **delegating responsibility** to the **Academic Board** of the University.

- 1.2 To consider proposals from the Academic Board for the introduction of, or discontinuance of any degree, diploma or certificate programme.
- 1.3 To determine the procedures and rules for the election of members to the Academic Board other than those holding membership ex officio and to set out the responsibilities of members and standing orders for the operation of the meetings of the Academic Board.
- 1.4 To consider recommendations from the Academic Board for the establishment of Committees of the Academic Board or joint Committees of the Council and the Academic Board.
- 1.5 To grant Honorary awards on the recommendation of the Academic Board.

### **2 Powers and responsibilities of the Academic Board**

*The Statutes of the University set out the powers and responsibilities of the Academic Board to be as follows:*

- 2.1 The Academic Board will exercise the functions delegated by the Council under the provisions of these Statutes.
- 2.2 It is the primary academic authority of the University and shall be responsible for academic affairs, including academic standards, research, scholarship, teaching and courses at the University, subject to the overall responsibilities of the Council and of the Vice-Chancellor.

### **3 Functions of the Academic Board**

The primary functions that fall within the remit of the Academic Board include the following:

- 3.1 determining the award structure of the University

- 3.2 programmes
- 3.3 library and IT provision within the University
- 3.4 quality of programmes
- 3.5 assessment and examinations
- 3.6 admission and registration of Students
- 3.7 resources and planning
- 3.8 student support systems
- 3.9 programme operation and management
- 3.10 research
- 3.11 research degrees
- 3.12 scholarships

#### **4 Role of the Academic Board in Considering Assessment Results**

- 4.1 The Academic Board has the final authority to grant awards of the University to students who have satisfactorily fulfilled all the requirements specified for the granting of such awards. The mechanism whereby it exercises this authority is in ratifying the decisions made by the Board of Examiners on the performance of students registered on programmes leading to awards of the University.
- 4.2 The Academic Board shall:
  - 4.1.1 Ratify, or exceptionally refer back, decisions from Boards of Examiners on the award to be granted to each student on completion of the programme.
  - 4.1.2 Consider any individual cases where there are significant disagreements within the Board of Examiners.
  - 4.1.3 Be able to, but shall not normally, consider the grades or progression of individual students.
- 4.3 The focus of the Academic Board's consideration of the results will be on special cases and on overall programmes rather than on individual students. It should pay particular attention to the consistency of practice across the University (whereas the emphasis in Boards of Examiners will be on consistency of judgement across all the students in a given programme); and should make decisions in the light of the University's general assessment policy and regulations, standards and good practice established in the University and elsewhere.
- 4.4 The Academic Board may advise Boards of Examiners on future conduct in the light of the information available.
- 4.5 Revised or re-considered recommendations from Boards of Examiners may be dealt with, by a special meeting of the Academic Board with membership agreed by the full meeting of the Academic Board where the decision to refer the recommendations back was taken.
- 4.6 The Academic Board shall be given such information as is necessary to fulfill its functions.

## **A5      STANDING ORDERS OF THE ACADEMIC BOARD**

**Status:**    *Approved by the 1<sup>st</sup> Academic Board Meeting in July 2004*

### **1      Ordinary Meetings**

- 1.1    A minimum of three ordinary meetings of the Academic Board shall be held each year at such day and such time as the Academic Board shall determine. The dates of meetings shall be circulated before the end of the preceding semester.
- 1.2    The frequency of the meetings will be revised in future by the Board based on the programme need and demand by the University.
- 1.3    These meetings shall be held three weeks prior to the University Council Meeting, to allow for the decision of the Board to proceed to the University Council.

### **2      Ordinary Business**

- 2.1    The ordinary business of the Academic Board shall be composed of such items as are deemed necessary by the Academic Board to fulfill its statutory functions.

### **3      Extraordinary Meetings**

- 3.1    Extraordinary meetings may be called on the instructions of the Convener or on a requisition signed by not less than six members. Such meetings shall require a minimum notice of ten working days.

### **4      Chair**

- 4.1    The Vice Chancellor will normally convene and chair the meetings of the Academic Board but may, with the approval of the Academic Board, delegate this to another member of the Academic Board either for specific meetings or for longer.

### **5      Quorum**

- 5.1    The quorum shall be one half of the members. In the absence of a quorum, no business shall be transacted.
- 5.2    If within half-an-hour from the time appointed for a meeting a quorum is not present, the Chair, or in the Chair's absence the Secretary, or a member of the administrative staff nominated by the Secretary, shall adjourn the meeting to the same day in the next week, at the same time and place, or to such other day and at such other time and place as the members who are present may determine.
- 5.3    At the adjourned meeting the business for which the original meeting was convened may be completed in the absence of a quorum.

## **6 Notice of Meetings**

- 6.1 The Secretary to the Academic Board shall issue to members notices of ordinary meetings of the Academic Board at least fourteen days before the day of the meeting, specifying the time, place, day and hour of the meeting and the business to be considered. The notice shall be issued in electronic format and in hard copy.
- 6.2 Where such notice is not given, the meeting may only proceed after the suspension of standing orders.

## **7 Agenda**

- 7.1 The Secretary shall draw up the agenda in consultation with the Chair, except in the case of Extraordinary meetings, and shall circulate a written agenda to all members at least fourteen days before the due date of the meeting.
- 7.2 Any member of the Academic Board may propose items for the agenda of Ordinary meetings of the Academic Board or one of its committees by writing to the Secretary at least twenty-one days before the due date of the meeting. The Secretary shall decide whether or not the items should be placed on the agenda.
- 7.3 No business shall be taken that does not appear on the agenda.
- 7.4 The agenda may include items of reserved business that will not be discussed in the presence of student members or observers.
- 7.5 Meetings will be scheduled for duration of three hours, may extend beyond this period, but should not exceed six hours. They may be preceded by informal meetings and discussions.

## **8 Order of business**

- 8.1 The agenda of ordinary meetings of the Academic Board shall commence with 'Apologies for Absence' followed by 'Determination of Other Competent Business' under which the Academic Board shall determine whether to include under 'Other Competent Business' such items as are notified for this purpose to the Secretary at least 24 hours before a meeting.
- 8.2 In addition, "Items for Information" will form a separate section and will not be discussed by the Academic Board unless a member requests discussion under the item "Determination of Other Competent Business".

## **9 Notice of Proposals**

- 9.1 No proposal not directly arising out of the business to be discussed at any meeting of the Academic Board, unless with the consent of two-thirds of the members present, shall be taken up without notice being given to the Secretary to the Academic Board at least twenty-one days before the meeting at which it is to be submitted. The Secretary to the Academic Board shall send a copy of such a

proposal to every member of the Academic Board with the usual notice of the meeting at which the proposal is to be discussed.

## **10 Order of Voting**

10.1 Where any amendment to any proposal is put forward, then voting shall take place in the following way:

10.1.1 where there is a single amendment to a proposal, the voting will take place on that amendment

10.1.2 where there are a series of amendments, voting will take place on each agreed amendment in turn in the order in which they have been put forward; those amendments will then be consolidated into a single proposed amendment and that single amendment will, in turn, be voted upon

10.1.3 the proposal (amended as appropriate) will then be voted upon.

## **11 Voting**

11.1 When a vote is held, each member shall have one vote, except that the Chair shall have a deliberative and, in the event of a tie, a casting vote. All voting shall be by simple majority.

## **12 Dissent from Decision**

12.1 No-one shall be entitled to enter his or her dissent from any decision, except at the meeting at which it has been passed; but any member not present may, at the next meeting have his or her dissent recorded.

## **13 Changing a Decision**

13.1 No proposal, nor any amendment to any such proposal, shall be moved if it involves a reconsideration of any question or proposal that has been decided or adopted by the Academic Board at any time within the preceding six months unless it is moved by the Chair; or it is signed by at least one-third of the total members of the Academic Board.

## **14 Papers and Minutes**

14.1 Agenda, papers and minutes, apart from reserved areas of business (where the circulation is more restricted) are circulated to all Academic Board members. They are not intended for public scrutiny prior to their discussion at the Board.

14.2 Minutes of a meeting of the Academic Board shall normally be published within fourteen working days. The minutes shall be sent to members prior to, or along with the notice calling the next meeting; and shall be submitted for confirmation as a correct record.

- 14.3 After they have been confirmed a record of the minutes of the Academic Board (excluding the minutes of any items of reserved business), and selected papers from the Board's business shall be held in a manner that will allow them to be referred to by full-time members of the teaching staff and by registered students of the University, either in the form of hard copy placed in the Library or by placement on the University web site.
- 14.4 The Secretary shall be responsible for the preparation of the minutes.

## **15 Election of members by Academic Staff**

- 15.1 Where elections to membership of the Academic Board are required, the following procedure or such alternative as is approved by the Vice-Chancellor shall be followed. Elected members shall be elected in the following manner where notice will be issued to all those eligible to stand or to vote in that constituency, setting out the:
- 15.1.1 name of the appointed returning officer
  - 15.1.2 timetable for the process including the date for return of nomination papers
  - 15.1.3 date for issuing the list of candidates and the ballot paper
  - 15.1.4 date and place for the submission of completed ballot papers
  - 15.1.5 arrangements for the opening of ballot boxes and the counting of votes

## **16 Committees of the Academic Board**

- 16.1 The Academic Board may from time to time set up such standing committees, 'ad hoc' committees and Working Parties, as it deems necessary. The membership and remit of these committees shall be governed by the resolutions of the Academic Board.
- 16.2 Any committee set up by the Academic Board shall, insofar as they are relevant, conduct their business under the same standing orders, except that the time scale for the issuing of papers for meetings shall be ten days rather than twenty-one days.

## **17 Interpretation, Amendment and Suspension of Standing Orders**

- 17.1 Standing Orders shall be interpreted by the Chair, whose decision shall be final.
- 17.2 In case of urgency, any one or more of the Standing Orders may be suspended at any meeting, as regards any business at such meeting, provided that not less than two-thirds of the members of the Academic Board are present and voting shall so decide.
- 17.3 These Standing Orders may be amended by the Academic Board at any meeting, provided notice has been included in the agenda for the meeting, by resolution of not less than two thirds of the members present.

## **A6 Constitution and Composition of the Academic Board**

**Status:** *The 2<sup>nd</sup> University Council Meeting in May 2004 approved the composition of the Academic Board as follows:*

- 1 The Vice Chancellor of the University ex officio who shall be the Chairman of the Board
- 2 Three Pro Vice Chancellors ex officio  
  
The two currently appointed Pro-Vice Chancellors (Academic and External)  
Until such time as a further Pro Vice-Chancellor is appointed, the Director for Academic Affairs shall serve as a member
- 3 Representatives elected by the organisational units of the University according to a scheme approved by the Council
  - 3.1 The Heads of the member Colleges/Institutes
    - College of Natural Resources
    - College of Science and Technology
    - Gaeddug College of Business Studies
    - Institute of Language and Cultural Studies
    - Jigme Namgyel Polytechnic
    - National Institute of Traditional Medicine
    - Paro College of Education
    - Royal Institute of Health Sciences
    - Samtse College of Education
    - Sherubtse College
  - 3.2 Where the PVC's are Heads of Colleges/Institutes, they will also represent their Colleges/Institutes as heads and will not be represented separately under 3.1
  - 3.3 The teaching and research staff of each of these Colleges/Institutes elect one member from amongst their number. (A total of ten members from the teaching and research staff)
  - 3.4 Any College/Institute having at least 50 full time equivalent (fte) teaching or research staff may elect one further member of staff from amongst their number.
  - 3.5 The mechanisms for election will be devised by each College/Institute and be subject to approval by the Vice-Chancellor.

- 3.6 This allocation will be reconsidered in two years time to take account of changing staff numbers.
- 4 One representative elected by each of the following categories of staff (i) library, (ii) support and (iii) academic service staff.
- 5 Two student representatives elected by and from the student body.
- 6 The Registrar, ex officio, who shall be the Secretary
- 7 Co-opted members: The University Council is able to approve up to three co-opted members to the Academic Board. These will be individuals identified as having skills and experience that are of particular value to the development of the Academic Board. Their appointment will be for one year at a time and will be nominated by the Vice-Chancellor and be subject to specific approval by the Council.
- 8 Elections: Until a mechanism for the elections described under 4 and 5 be established and approved by the Council, the Vice-Chancellor will nominate for approval by the Council, candidates who will fulfil these functions.
- 9 Terms of Office: Members of the Academic Board, other than ex officio members, shall hold office for a period of three years, renewable for a further period of three years. Members under category 5 (two students) from the College/Institute where the meeting is held will represent the University student body.

## **A7 Standing Committees of the Academic Board**

**Status:** *Approved by the 3<sup>rd</sup> University Council Meeting in October 2004*

### **1 The following committees report directly to the Academic Board:**

- 1.1 Academic Planning and Resources Committee
- 1.2 Programmes and Quality Committee
- 1.3 Research and Innovations Committee (sub-committees are Research Ethics Committee)
- 1.4 Research Degrees Committee
- 1.5 Academic Appeals Committee
- 1.6 Institute Academic Committees
- 1.7 Programme Boards of Examiners

### **2 Terms of reference common to all Academic Board standing committees**

- 2.1 To act on behalf of the Academic Board in accordance with such powers as may be delegated to it by the Academic Board.
- 2.2 To consider and report on such matters as may be referred to the Committee by the Academic Board.
- 2.3 To establish such sub-Committees and Working Parties as are required to enable the Committee to discharge its responsibilities.
- 2.4 To account formally to the Academic Board for the discharge of the Committee's responsibility, normally by means of an annual report.
- 2.5 To submit minutes of meetings to the Academic Board.
- 2.6 To identify issues and advise the Academic Board on the implications for resource allocation of matters within the Committee's remit.

### **3 Constitution Common to all Academic Board Committees**

- 3.1 Members are appointed by the Academic Board unless specified otherwise.
- 3.2 The term of office is for three years.
- 3.3 The Vice Chancellor is an ex-officio member of all Academic Board Committees.
- 3.4 The Registrar will appoint the Secretary to all Academic Board committees.

- 3.5 In addition to the composition set out, the Chair of the Committees may appoint two further members in each of the committees.
- 3.6 Given the need for the University to identify and make use of new talent, the Chair of each Committee is empowered to appoint up to three co-opted members to the Committee. These will be individuals identified as having skills and experience that are of particular value to the development of the Committee's work. Their appointment will be for one year at a time and their names will be reported to the Academic Board.

#### **4 Procedures common to all Academic Board committees**

- 4.1 The procedure followed by the Committees will be that of the standing orders of the Academic Board unless specified otherwise, except that the required frequency of meetings will be determined by each Committee on an annual basis and the circulation of papers will be ten days rather than twenty-one days before a meeting.

#### **5 External Members**

- 5.1 Provision shall be made for the payment of expenses for external members but not for the payment of any honorarium.

## **A7.1 Academic Planning and Resources Committee**

**Status:** *The 3<sup>rd</sup> University Council Meeting in October 2004 approved the structure of this Committee. The 7<sup>th</sup> Academic Board Meeting in April 2006 reviewed and approved the revised Terms of Reference. The 13<sup>th</sup> Academic Board Meeting in May 2008 further reviewed and approved the revised Terms of Reference.*

### **1 Purpose and Function**

- 1.1 The purpose of this Committee is to review and integrate academic and resource planning in support of the University's objectives. It brings together the Vice-Chancellor's responsibilities for the management of the University's resources for which he is responsible to the University Council, and the responsibility of the Academic Board for the academic functions of the University.
- 1.2 The Committee considers and acts upon proposals for the allocation of resources. It prepares the University's Strategic Plan and the Annual Corporate Plan derived from it, and exercises delegated powers on behalf of the Academic Board in this matter. Insofar as resources are concerned, all the Committees of the Academic Board are subject to the guidance of this Committee.

### **2 Responsibility**

The Committee is responsible to:

- 2.1 ensure that the University is providing a range of programmes that are required by the economy and the Bhutanese society
- 2.2 receive from the member colleges the list of programmes that they would like to offer, and register the same
- 2.3 receive for consideration and approval of proposals for planning a new programme in (June and November)
- 2.4 study and propose the need for programme of studies that may be seen necessary and propose to be considered by the member colleges
- 2.5 oversee the preparation of both the draft Annual Plan, and Five Year Plan of the University for submission to the Academic Board
- 2.6 invite, initiate and co-ordinate proposals for the allocation of resources of both Annual, and Five Year Plan in support of the University's objectives
- 2.7 review and recommend allocations of such sums of recurrent and capital budget for equipment, buildings and other matters, as may be made available to the Academic Board (in November)

- 2.8 receive from member colleges human resource development plans, prioritize them and allocate funds accordingly
- 2.9 receive from the Academic Board, (and co-ordinate and advise on) directives and comments related to the academic planning and allocation of resources towards the total development of the University
- 2.10 receive directives from the Academic Board to the fulfillment of conditions for the allocation of funds and resources as per validation report.

*Note: The Committee shall also mobilize resources for the University*

### **3 Frequency of Meetings**

- 3.1 A minimum of four ordinary meetings shall be held each year.

### **4 Quorum**

- 4.1 The quorum shall be one half of the members. In the absence of a quorum, no business shall be transacted.

### **5 Membership**

Chair: The Vice-Chancellor

Members: Director, Academic Affairs  
Pro Vice Chancellor for Academic Affairs (Planning and Research)  
Up to four members appointed by the Vice-Chancellor  
Two members appointed by and from the Academic Board

Convener: Director, Planning and Resources

- 5.1 In addition to the composition set out, the Chair of the Committee may appoint two further members to the Committee.
- 5.2 Given the need for the University to identify new talent, the Chair of the Committee is empowered to appoint up to three co-opted members to the Committee. These will be individuals identified as having skills and experience that are of particular value to the development of the Committee's work. Their appointment will be for one year at a time and their names will be reported to the Academic Board.

*[The selection of members should provide subject balance, institutional balance and the inclusion of members with the necessary expertise on the various aspects of institutional planning]*

## A7.2 Programmes and Quality Committee

**Status:** *The 3<sup>rd</sup> University Council Meeting in October 2004 approved the constitution and establishment of this Committee.*

### 1 Purpose and Function

1.1 In the field of **Educational Development** to develop and enhance educational policy and practice, and to implement such policies and procedures including:

- 1.1.1 curriculum development
- 1.1.2 teaching and learning
- 1.1.3 academic support for students

1.2 In the field of **Quality Assurance** to establish policy, standards and procedures for the quality assurance of programmes leading to University awards, and to implement such policies and procedures including:

- 1.2.1 the approval of programmes
- 1.2.2 their periodic review
- 1.2.3 the annual monitoring of programmes
- 1.2.4 approving the appointment of external examiners

1.3 In respect of **Learning Resources** to establish benchmarks for the level of learning resources provision, and in particular, of the level of library and IT resources required to meet the needs of academic programmes.

### 2. Membership

Chair: Pro Vice Chancellor for Academic Affairs

Members:

- Vice Chancellor
- Director of Academic Affairs
- Two members appointed by and from the Academic Board
- Six members appointed by the Academic Board [These shall be members of staff with experience in the development of programmes, and preferably staff whose programmes have gained approval against external validation criteria].
- Two external members appointed by the Academic Board from outside the University, who are able to provide an independent view, who preferably have had experience either of applying quality assurance procedures in a business environment or else have higher education experience
- A representative of Libraries
- A student representative [one year]
- A representative of Information Services
- Director of Research

## **A7.3 Research and Innovation Committee**

**Status:** *The 5<sup>th</sup> Academic Board Meeting in August 2005 endorsed the operationalization of this Committee. Changes as approved by 6<sup>th</sup> RIC meeting of March 2008 have been incorporated.*

### **1 Purpose and Function**

The Research and Innovation Committee promotes research and innovation within the University and its associated professions. It will:

- 1.1 formulate, for approval by the Academic Board, policies to promote research and innovation in the University; taking account of external research policy developments by the RGoB and other funders and also ensure implementation in accordance with the policy
- 1.2 identify sources of funding for research within the University
- 1.3 advise on the establishment of links with other universities and research bodies
- 1.4 make proposals for the allocation of funds in support of University research
- 1.5 monitor the quality of research within the University
- 1.6 ensure the maintenance of ethical standards in University research
- 1.7 provide support towards dissemination of research findings

### **2. Membership**

**Chair:** Pro Vice Chancellor for Academic Affairs or such other person as is appointed by the Academic Board

**Members:**

- Vice Chancellor
- Director of Research (Member Secretary)
- One member appointed by and from the Academic Board
- Five members appointed by the Academic Board [These shall be members of staff with experience in conducting research, preferably staff with a reputable research publication record].
- Four external members appointed by the Academic Board from outside the University, with experience of conducting research, and preferably of gaining research funding
- A representative of Libraries
- Two research students
- Chair of the Research Ethics Sub-Committee, if there is one

## **A7.3.1 Research Ethics Sub-Committee**

**Status:** *The 1<sup>st</sup> Academic Board Meeting in July 2004 agreed to the constitution of this Committee, but agreed not to establish it at this stage. The functions of this body can be carried out by the main Research and Innovation Committee, but given the specialist expertise of members required for this function, it may be appropriate to establish it as a separate body to meet only as and when business requires it to.*

### **1 Purpose and Function**

The Sub-Committee shall be responsible to ensure that research conducted in the University complies with appropriate ethical standards. In particular the Sub-Committee shall:

- 1.1 determine the ethical propriety of such research projects as are submitted to it
- 1.2 provide advice to researchers and supervisors on the ethical propriety of their research
- 1.3 review on a regular basis, the University's Guidelines on research Ethics
- 1.4 submit an annual report to the Research and Innovation Committee

### **2 Membership**

**Chair:** Appointed by the Vice Chancellor on the advice of the Chair of the Research and Innovation Committee.

**Members:**

- Three members appointed by and from the Research and Innovation Committee
- Four external members appointed by the Academic Board from outside of the University, with experience of judging the ethical propriety of research based on an established code of practice
- A research student

## **A7.4 Research Degrees Committee**

**Status:** *The 1<sup>st</sup> Academic Board Meeting in July 2004 agreed to the constitution of this Committee, except that when the Research & Innovation and the Research Degrees Committees are constituted, consideration be given to running them together or as one Committee, at least initially. It also agreed not to establish this Committee at this stage*

### **1 Purpose and Function**

The Committee serves as the guarantor of standards of quality in respect of the registration, progress and examination of students registered for research degrees. The Committee is responsible for the implementation and development of all academic quality assurance systems governing the registration, monitoring and examination of research degrees. In particular the Committee shall:

- 1.1 set policy and standards in respect to research degrees
- 1.2 devise a research degrees framework
- 1.3 approve nominations of examiners and make recommendations to the Academic Board.

### **2 Membership**

**Chair:** Pro Vice Chancellor for Academic Affairs or such other person as is appointed by the Academic Board

**Members:**

- Vice Chancellor
- Director of Research
- One member appointed by and from the Academic Board
- Four members appointed by the Academic Board. [These shall be members of staff with experience in supervising research students, preferably to completion.]
- Four external members appointed by the Academic Board from outside of the University, with experience of supervising research students
- One research student

*[Members will be appointed with a view to their ability to contribute to the research degree awarding process and will normally have experience of research degree supervision and examining.]*

## **A7.5 Academic Appeals Committee**

**Status:** *The 1<sup>st</sup> Academic Board Meeting in July 2004 endorsed the constitution of this Committee, but agreed to establish this Committee in future.*

### **1 Purpose and Function**

- 1.1 The Committee may, acting under powers delegated to it by the Academic Board, review a decision reached by a Board of Examiners:
  - 1..1 to confirm the decision of the Board of Examiners, on the grounds that the evidence presented did not support the case
  - 1..2 to require the Board of Examiners to reconsider the results of the assessment of the students on an entire programme or part of a programme; the reconsidered results will be referred to the Chair of the Committee to decide an appropriate course of action
  - 1..3 to annul the relevant decision of the Board of Examiners and refer the case for decision back to the Board of Examiners (the subsequent decision of the Board of Examiners will be referred to the Chair of the Committee to decide an appropriate course of action)
  - 1..4 to annul the relevant decision of the Board of Examiners and assign a revised result to the student concerned
  - 1..5 to make decisions on the student's progress or award outside the University's general assessment regulations
- 1.2 The Committee shall report all these cases to the Academic Board for approval.
- 1.3 It is not expected that this University Committee shall be asked to deal with an appeal until all the informal and formal processes open to a student within the department and within the College/Institute where he or she has carried out his or her studies have been exhausted.

### **2 Membership**

- Chair: Nominated by the Chairman of the Academic Board, and appointed for a period of three years.
- Vice Chair: Appointed by and from the Academic Board, and appointed for a period of three years to act in those cases where the Chair has a direct interest.
- Members Two regular members and four reserve members appointed by and from the Academic Board. [The Chair has the discretion to appoint a reserve member where a member has a direct interest in the case under appeal or where the member is unavoidably unable to be present.]
- Ex-officio Student representative on the Academic Board.
- Secretary Appointed by the Secretary of the Academic Board.

## **A7.6 Institute Academic Committee**

**Status:** *The 1<sup>st</sup> Academic Board Meeting in July 2004 agreed to the constitution and immediate establishment of Institute Academic Committees in each Institute. Approved by the 3<sup>rd</sup> University Council meeting in October 2004.*

### **1 Purpose and Function**

- 1.1 The Academic Board may appoint an Academic Committee in each Institute to carry out those of its functions that it considers are best undertaken in that Institute. The Academic Committee shall, in principle, be the Academic Board of the University acting in the Institute.
- 1.2 The purpose of the Committee is to serve as the guarantor of academic standards and quality in respect of the design, delivery, development and promotion of best practice in curricula, programmes, general educational matters and research within the Institute.
- 1.3 It is responsible for implementation of the University academic quality assurance policies and procedures covering the development and the monitoring of taught programmes, learning and teaching and the academic support of students within the Institute.

### **2 Delegated Powers**

The delegated powers shall also normally include the following, but it is for Academic Board on an individual basis to determine these:

#### **2.1 Students**

- 2.1.1 Admit and register students, on behalf of the University, on programmes leading to a University award.
- 2.1.2 Monitor the recruitment, admission and progress of students within the Institute.
- 2.1.3 Undertake the supervision, discipline, care and support of students at the College/Institute.

#### **2.2 Programmes**

- 2.2.1 Take full responsibility for all programmes not leading to University awards.
- 2.2.2 Manage programmes leading to University awards.
- 2.2.3 Undertake the annual monitoring of all degree programmes and all other programmes leading to University awards.
- 2.2.4 Receive, consider and take appropriate action on Annual Programme reports, and report the outcome of that deliberation to the Academic Board.
- 2.2.5 Approve minor changes to University programmes.

2.2.6 Ensure the proper conduct of Boards of Examiners in line with established procedures.

### **2.3 Planning and Staff Development**

2.3.1 Contribute to the preparation of the College/Institute's annual development plans including the introduction of new programmes.

2.3.2 Prepare and submit annual Human Resource Development plans to the Academic Board.

### **2.4 Research**

2.4.1 Foster research in the areas for which the Institute has a direct interest, amongst the staff of the Institute and in conjunction with staff from other Institutes and outside the University.

### **2.5 Reporting**

2.5.1 The Committee shall report bi-annually to the Academic Board. Copies of all its papers and minutes shall be held in the University Office and shall be available to all members of the Academic Board.

## **3 Membership**

The constitution and composition of the Academic Committee shall reflect that of the University Academic Board, except that the Head of the College/Institute need not be the Chair of the Academic Committee. It shall include elected staff representatives, elected student representatives and representatives of other groups of staff, and may include an external member. The Academic Board shall approve the constitution.

## **A7.7 Programme Board of Examiners**

**Status:** *The 1<sup>st</sup> Academic Board Meeting in July 2004 agreed to these terms of reference, and to the establishment of Programme Boards of Examiners in each College/Institute as and when programmes are adopted or approved to lead to an award of the University.*

*Approved by the 3<sup>rd</sup> University Council Meeting in October 2004.*

### **1 Purpose and Function**

- 1.1 The Academic Board shall appoint a Programme Board of Examiners for each programme leading to an award of the University. The Programme Board of Examiners for programmes leading to an undergraduate degree (including any nested diplomas) and for all post-graduate awards shall be accountable to the Academic Board.
- 1.2 The Board of Examiners for any other programme leading to an award of the University and for all awards not leading to a University award shall be accountable to the Academic Committee of the Institute.
- 1.3 Each Board of Examiners is responsible for making:
  - 1.3.1 an assessment of each student on each module assessed
  - 1.3.2 an overall assessment of each student's performance and a decision on progression at each intermediate stage of the programme
  - 1.3.3 a decision on the award to be granted to each student on completion of, or decision to exit from the programme
- 1.4 These decisions are made by the full Board of Examiners in the light of the standards of student achievement appropriate to the particular level of the programme and to the award to which the programme is designed to lead, the aims of the programme, the performance on the programme in previous years, the University's general assessment regulations, the specific programme regulations, and good practice established in the University and elsewhere. The decision by the Board of Examiners is a corporate decision made by the full Board. The Internal Examiner(s) for a particular module is only one member of a full Board making a decision on student performance on that module.
- 1.5 Boards of Examiners are bound by the University general assessment regulations and by the specific regulations for the programme. On occasions the Board may decide that it needs to step outside these regulations in order to do academic justice. Such cases will be forwarded to the Academic Board (or to the Institute Academic Committee as appropriate) with an explanation of the action and the reason for it.
- 1.6 Decisions by the Board of Examiners are ratified by the Academic Board (or by the Institute Academic Committee as appropriate), which may, on occasion, refer

the decisions back to the Board of Examiners for further consideration and explanation. In exceptional cases the Academic Board may overturn a decision by a Board of Examiners.

- 1.7 Students shall be formally notified of decisions affecting them after the Academic Board (or the Institute Academic Committee as appropriate) has ratified these decisions. In any prior communication of results to students it shall be clearly indicated that they are subject to formal ratification.

## **2 Membership**

Chair: A senior member of staff cognisant of the programme but not closely involved in it.

Members:

- All members of staff with assigned responsibility for the assessment of those components of the programme. This need not necessarily be all staff teaching on the programme.
- Programme Leader.
- External examiners in cases where these are appointed by the Academic Board.

# B1 Academic Programme Structure

**Status:** *The 1<sup>st</sup> Academic Board Meeting in July 2004 approved the adoption of academic credit and credit framework for awards and recommended the adoption of a standard module.*

## 1 Introduction

1.1 The University is adopting a standard terminology of academic terms, a standard measure of academic value (the credit) and it intends in time to adopt a definition of level. The benefit of having such definitions and structure is that it will provide a common terminology whereby the academic programmes may be discussed and understood across the Institutes of the University, and it can facilitate the common use of teaching materials.

## 2 A Unit of Academic Credit [A credit]

2.1 A unit of academic credit or a credit is a measure of 'how much'. How much material has been covered, how much effort has the student expended in covering the material, how much content has been covered; it is a measure of academic volume.

2.2 In the University's programmes a unit of academic credit shall consist of 10 hours of notional student effort. At undergraduate level it is expected that the average competent well-prepared and diligent student will spend on average 1200 hours per academic year in study. This corresponds to saying that in a year, it is to be expected that a student will be able to complete academic studies to the equivalent of 120 academic credits. In summary:

- **A unit of academic credit = 10 hrs of notional student effort**
- **A full time undergraduate year = 120 academic credits**

## 3 Levels

3.1 The University plans to introduce definitions of level that will seek to identify the expected levels of intellectual and academic development corresponding approximately to what are now seen as first, second and third year of a degree programme. These definitions will be developed later.

## 4 Credit Framework for Awards

### 4.1 Introduction

4.1.1 The University offers undergraduate programmes leading to awards at three levels: Diploma, Degree and Honours Degree. A programme may be designed to lead to one of these awards or to all of them.

## **4.2 The Diploma**

- 4.2.1 The Diploma may be an interim award in a degree programme. In this case, the programme must serve two purposes, to prepare diploma graduates for employment, and to fit them to progress to the award of a degree. The Diploma may also be the award for an entirely free standing programme unrelated to a degree programme, in which case the programme can be designed wholly for the very specific employment or skills based target. All Diploma programmes of the university should be based on an entrance level of class XII.
- 4.2.2 The diploma programme will consist of at least 240 credits; at least 100 shall be at second year level.
- 4.2.3 The diploma programme will normally be taken over two years of full time study or more, if there are more than 240 credits.

## **4.3 The Degree**

- 4.3.1 The degree programme is intended to provide a grounding in some coherent body of knowledge, a broad coverage of the related academic skill, personal development, social skills and literacy.
- 4.3.2 The degree programme will consist of at least 360 credits; at least 90 shall be at third year level.
- 4.3.3 The degree programme will normally be taken over three years of full time study or more, if it consists of more than 360 credits. Placements do not necessarily count towards this time.

## **4.4 Honours degree**

- 4.4.1 The Honours degree will normally develop the subject matter from the Degree to a higher level, shall include a significant project, shall emphasise students' self study and shall prepare the students for postgraduate study.
- 4.4.2 The Honours degree programme will consist of at least 480 credits; at least 90 shall be at fourth year level.
- 4.4.3 The Honours degree programme will normally be taken over four years of full time study.

## **4.5 Post graduate Certificate**

- 4.5.1 The Postgraduate Certificate programme shall consist of at least 60 credits all at post-graduate level.

## **4.6 Post-graduate Diploma**

- 4.6.1 The Postgraduate Diploma programme shall consist of 120 credits all at post-graduate level.

4.6.2 The Postgraduate Diploma will normally consist of one academic year of full-time study (or the equivalent amount achieved through part-time study); at a post-graduate level starting from a level defined by an honours degree, but this level can be achieved through work experience, especially if the postgraduate diploma is focused on employment related skills.

#### 4.7 Taught Masters Degree

*[This section should be read in conjunction with B8 “The Postgraduate Modular Framework.]*

4.7.1 The Masters degree programme shall consist of 180 credits all at post-graduate level.

4.7.2 The Masters degree programme will normally last 1.5 to 2 years by full time study or 3 years by part time study.

4.7.3 The taught postgraduate programmes leading to the award of a Masters degree will normally consist of a full academic year (or two years part-time study) of taught components that will lead to the award of a Post graduate Diploma, followed by a thesis which may take from 3 to 12 months, depending on the circumstances and the nature of the subject. The purposes for which Masters programmes may be designed are various and can include vocational purposes as well as purely academic ones.

#### 4.8 Research programmes

4.8.1 Research programmes will not be credit rated.

4.8.2 An MPhil programme will normally take about two years full time.

4.8.3 A PhD programme will normally take over three years full time study, if commenced without a Masters degree it will take longer.

**Table 1: Awards, Credits and Years of Study for most full time taught programmes**

<b>Award</b>	<b>Credits</b>	<b>Year of Study (full time)</b>
Masters degree	180	Postgrad Year 2
Postgraduate Diploma	120	Postgrad Year 1
Postgraduate Certificate	60	Postgrad year 1
Honours degree	480	Year 4
Degree	360	Year 3
Diploma	240	Year 2
	120	Year 1

## **5 The Module**

- 5.1 For simplicity and consistency of nomenclature the term module is used to describe a unit of curricular study that has an identifiable set of aims, specified pre-requisite knowledge, curriculum and assessment. This is commonly called, subject, unit, component or course. The University will use the single term module for this purpose.

## **6 The RUB Standard Module and the Modular Framework**

- 6.1 The **RUB standard module** will consist of 12 academic credits, i.e. the equivalent of 120 hours of student effort. The benefit of having a standard is that it will:
- 6.1.1 provide a common terminology whereby the academic programmes may be discussed and understood across the Institutes of the University
  - 6.1.2 facilitate the use of common modules across different programmes
  - 6.1.3 allow greater flexibility in programme design
  - 6.1.4 allow greater student choice from across the range of the University's subject provision
  - 6.1.5 allow a more rational use of resources
- 6.2 This corresponds to an expectation of 10 standard modules per year for a full time student. This is of a size that can provide sufficient internal cohesion and academic validity to justify its independent assessment and credit rating. Anything much less may lack its own inherent structure of knowledge.
- 6.3 Programmes should, as far as possible, be constructed of standard RUB modules, or of double, triple or quadruple standard modules, offered across one or two semesters.

## **B2 AWARDS**

**Status:** *Adopted by the 1<sup>st</sup> Academic Board Meeting in July 2004*

### **1 Available Awards**

- 1.1 The University, under powers conferred by the King and Council and as set out in the Royal Charter is empowered to confer awards.
- 1.2 The periods of study, assessment and other conditions attached to the award of degrees, diplomas and certificates, awards and distinctions shall be prescribed by regulation and approved by the Academic Board.
- 1.3 The awards of the University are as follows:

#### **1.3.1 Undergraduate<sup>1</sup>**

- 1.3.1.1 Bachelor of Science      B Sc to cover all programmes in the general area of Science
- 1.3.1.2 Bachelor of Education      B Ed to cover all programmes in the general area of education
- 1.3.1.3 Bachelor of Engineering      BE to cover all programmes in the general area of Engineering
- 1.3.1.4 Bachelor of Arts      BA to cover all other programmes
- 1.3.1.5 Diploma      Dip to cover all diploma programmes irrespective of subject

#### **1.3.2 Taught Postgraduate**

- 1.3.2.1 Postgraduate Diploma      Pg Dip
- 1.3.2.2 Postgraduate certificate      PG Cert or PgC
- 1.3.2.3 Master of Arts      MA
- 1.3.2.4 Master of Science      M Sc
- 1.3.2.5 Master of Education      M Ed

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<sup>1</sup> *No award has been established for all possible programmes in the general area of Business and Management, but the University is prepared to consider proposals for a single such award.*

### **1.3.3 Postgraduate Research**

1.3.3.1 Doctor of Philosophy            PhD

1.3.3.2 Master of Philosophy            M Phil

1.4     The awards of the University shall not be classified. If an indication of the student's final performance is required this shall be indicated as a percentage.

1.5     The University has the powers to award Honorary Degrees and other Honorary Awards. The procedures and criteria for these are dealt with elsewhere.

## **2     Titles of Awards and Programmes**

2.1     The full title of an award of the University for a taught programme shall include the award designation and also the subject designation as illustrated in the following examples.

<b>Designation</b>	<b>Full title</b>
• B Sc	Bachelor of Science In Biological Sciences
• MA	Master of Arts in English
• BE	Bachelor of Engineering in Electronic Engineering
• Pg D	Post-graduate Diploma in Health
• BA (Hons)	Bachelor of Arts with Honours in Geography

2.2     The title of the programme follows that of the award except that when a programme leads to nested awards eg Dip HE, BA, BA (Hons) in which attainment of the more advanced award implies satisfaction of the less advanced award, the programme title will refer only to the more advanced award.

2.3     The full title of a research award shall include the award designation only

- PhD                            Doctor of Philosophy
- M Phil                        Master of Philosophy

## **3     Conditions of Award**

3.1     The award will be conferred when the following conditions are satisfied:

3.1.1     the candidate was a registered student at the time of the assessment for an award

3.1.2     the candidate has completed a programme approved by the University as leading to the award being recommended

3.1.3     the award has been recommended by a Board of Examiners convened, constituted and acting under regulations approved by the Academic Board.

## **4 Conferment of Awards**

- 4.1 Conferment is the formal ratification by the Academic Board of the decisions made by the approved Board of Examiners.
- 4.2 Lists of candidates on whom awards are to be conferred will be signed by the Chair and Secretary of the Board of Examiners and will be published subject to the Academic Board's ratification.
- 4.3 The graduation ceremony is an annual ceremonial celebration of the conferment of the award. It itself does not constitute the award, and attendance at the ceremony is not necessary for graduation. The location(s) of the graduation ceremony will be determined to suit the graduands involved.

## **5 The Award Document**

The award document shall record:

- 5.1 the shield and name of the University, possibly in the form of a seal
- 5.2 the campus where the final stage of the award was taken
- 5.3 the student's name as given in the registration roll and on the list of recommendations submitted by the approved Board of Examiners
- 5.4 the award
- 5.5 the date
- 5.6 the award document shall bear the signature of the Vice-Chancellor

## **6 Programmes not leading to University awards**

- 6.1 The University and its constituent Colleges/Institutes offer a number of programmes that do not lead to University awards. Where these lead to the awards of other regulatory bodies those bodies will determine the conditions for the awards. For these programmes the Institutes will be expected to fulfill the normal standards and obligations of quality of delivery associated with the University.
- 6.2 Where the programme does not lead to a University award the College/Institute offering the programme may issue certificates of study, certificates of attendance or awards of the Institute itself. These must:
  - 6.2.1 identify the subject area or title of the programme followed
  - 6.2.2 the student's name
  - 6.2.3 the name of the campus offering the programme
  - 6.2.4 give clear indication that this is **not** an award of the Royal University of Bhutan
  - 6.2.5 be in a form approved by the Registrar of the University

## **7 The Student Transcript**

7.1 The student's academic transcript shall specify:

7.1.1 the student's name and registration number

7.1.2 the name and shield of the University

7.2 For each module passed:

7.2.1 the title of the module

7.2.2 the credit points, and the level (if defined)

7.2.3 the year and semester in which most recently taken

7.2.4 the mark most recently obtained

7.2.5 the campus at which the module was studied

7.2.6 the language of assessment

7.3 The transcript shall be issued on the authority of the University Registrar. [The exercise of this authority may be delegated to Colleges/Institutes.]

## **8 Posthumous Awards**

8.1 Any award listed may be conferred posthumously and accepted on a student's behalf by an appropriate individual. The normal conditions of award must be satisfied, or if varied the variation must be approved by the Academic Board.

## **B3        The Academic Year**

### **1        A Common Structure**

- 1.1    The University wishes to establish a more consistent structure of the Academic Year across the University to include:
  - 1.1.1    a semester structure within the academic year with two semesters each of at least 15 teaching weeks and 2 examination weeks
  - 1.1.2    an assessment timetable allowing student assessment at the end of each semester
  - 1.1.3    the possibility of Colleges/Institutes being able to organise a winter semester for activities such as a winter school
- 1.2    Such a common structure will facilitate:
  - 1.2.1    partnership in teaching, research and professional development
  - 1.2.2    a sense of unity in the University, e.g. all students will start at the same time, and will help to prevent any grievances arising from students studying for different periods in the year
  - 1.2.3    meaningful collaboration amongst all the Colleges/Institutes of the University, including the opportunity for staff to meet together at times when they are all free from specific teaching duties
  - 1.2.4    joint development of programmes and of teaching material that can be used in different Institutes either as distance learning material, or else as material designed for use in different sites
  - 1.2.5    improved student choice of programmes, and even the possibility of student movement between sites to allow a wider choice of programmes
  - 1.2.6    the joint use and sharing of resources
  - 1.2.7    the application by class XII graduates to all the University programmes for which they are eligible, on a single occasion

### **2        Semester Assessment**

- 2.1    The assessment of programmes at the end of each semester will provide for:
  - 2.1.1    a better management of the students' progress with more regular assessment of their progress and therefore more opportunity for the students and staff to know how students are progressing
  - 2.1.2    a closer relationship between the teaching of a subject and its assessment
  - 2.1.3    a better delivery of teaching in which the structure of material and intellectual development is more clearly set out
  - 2.1.4    a more orderly management of the overall programme

- 2.1.5 a more flexible programme than the year-long approach, thus allowing for programmes of shorter duration suitable for continuing professional development and lifelong learning. This will grow in importance to meet the demands of the changing employment market for new skills and for professionals to upgrade their skills at regular intervals and develop new competencies.

### **3 Winter School**

- 3.1 Whilst the normal academic year addresses the needs of regular full-time students, the winter school will allow activities such as the following to be pursued:
- 3.1.1 curriculum review and development
  - 3.1.2 professional development
  - 3.1.3 research and Consultancy
  - 3.1.4 short term training
  - 3.1.5 outreach and community-based activities
  - 3.1.6 winter school for specialised target student constituencies e.g. overseas academics or students
  - 3.1.7 some modules may be offered to help students clear pre-requisites
- 3.2 A common time when these activities are conducted will allow collaboration amongst the Institutes and the better promotion of these activities within and outside the country.

#### **Status:**

*The 3<sup>rd</sup> Academic Board Meeting in February 2005 agreed that:*

- *The Colleges/Institutes should work towards a uniform two semester academic year structure with a minimum of 15 weeks of teaching per semester excluding planning, examinations, evaluations and result preparation.*
- *The Colleges/Institutes should work towards a common starting academic year in the spring and or autumn.*
- *Each lecturer across the Colleges/Institutes will be entitled to a total of 60 days of holidays in a year (30 per semester). However, lecturers in Sherubtse College will maintain the status quo until the programmes of Delhi University are fully phased out. (RCSC will be consulted on the decision for the duration of holidays). Colleges/Institutes should work out the schedules and the time required for academic planning, examinations, evaluation and result preparation).*
- *With the introduction of new programmes, lecturers of Sherubtse College who are responsible for the new programmes of RUB will follow the RUB Academic Year structure.*

## B4 Module Descriptor

**Status:** *Endorsed by the 2<sup>nd</sup> Academic Board Meeting in October 2004 as part of the documentation for validation of programmes*

A module is defined by the sum of the following topics. This descriptor should be used for each module mentioned in the programme definition.

1. **Title** of the Module
2. The programme or programmes of which it forms a constituent part
3. The **credit value** of the module if it is part of a credit based programme
4. The name of the **member of staff** with responsibility for the module, and the Institute to which he or she belongs
5. **General objective** of the module
6. **Learning outcomes:** These reflect changes which have taken place in an individual through a learning process; they usually include subject based outcomes (such a knowledge, comprehension, the application of knowledge) and personal outcomes (such as the ability to analyse and self reflect). They are normally expressed in explicitly behavioural terminology allowing the student's achievement of the specific learning outcomes to be explicitly assessed.
7. Skills to be developed (optional)
8. **Level** (optional): There is an in-built expectation that during an academic programme, there is development of a student's intellectual understanding and subject knowledge; and that what is gained is not just more of the same but is more advanced, as for example set out in taxonomies of educational objectives. There needs to be a statement of the intended level of intellectual demand of the module.
9. **Learning and teaching approach used:** Here should be stated the number of weeks, and for an average week the time spent in each teaching method e.g. 20 weeks 2hrs/wk lectures, ½ hr practical work, ½ hr demonstration.
10. **Assessment:** Here should be stated the means whereby the achievement of the learning outcomes is to be assessed, giving the range of assessment methods to be used and the proportion of the marks allocated to each method. E.g. continuous assessment 40% including coursework (20%), project work (15%), viva (5%) end of session assessment 60% including written exam (40%), presentation (10%) viva (10%).

11. **Pre-requisite** knowledge (optional): The knowledge required of the student for entry to the module.
12. **Subject matter** of the module: The curriculum, the subject matter of the module.
13. **Reading list** : This should list the books, and major journals to which the student is expected to refer in the module, preferably with a library reference code to indicate where the book may be found in the library. Books including textbooks, to which extensive reference is made and which a student is expected to possess or buy should be indicated as such.
14. **Date**: The date on which the information was most recently updated.

# **B5 Expectations of RUB Degree Graduates**

**Status:** *Approved by the 1<sup>st</sup> Academic Board Meeting in July 2004.*

## **1 Introduction**

This paper sets out the general intellectual, personal and communication skills that the Academic Board considers that graduates, particularly all degree graduates of the University should possess. Programmes leading to a degree award of the Royal University of Bhutan are expected to develop these skills in the graduates, and programmes will be expected to provide evidence that these attributes are being developed. The demands that these attributes will make of academic staff are great and the University does not expect that the programmes currently in operation can change quickly or easily, but staff are expected to work towards the achievement of these aims.

## **2 General Academic, intellectual, personal and communication skills**

**2.1 Grounding in a discipline or in a coherent body of knowledge.** This includes:

- 2.1.1 an acquisition of the conceptual paradigms and frameworks relevant to the subject matter studied
- 2.1.2 an understanding of the major relevant theories
- 2.1.3 an ability to practice the appropriate methods and practical techniques
- 2.1.4 a suitable knowledge of the subject content

**2.2 The possession of general academic skills** mainly derived from subject matter identified above. This includes such things as:

- 2.2.1 critical reasoning
- 2.2.2 analysis, evaluation
- 2.2.3 the handling of evidence
- 2.2.4 the identification of problems and their solution
- 2.2.5 conceptualisation
- 2.2.6 synthesis
- 2.2.7 creativity

**2.3 An awareness of the contexts, boundaries and limits** of the subject matter studied. This includes such things as:

- 2.3.1 an appreciation of the limitations and provisional nature of the knowledge acquired
- 2.3.2 an understanding of its relationship to other fields
- 2.3.3 a recognition of its ethical implications and constraints, and an awareness of its social and environmental implications

**2.4 The possession of self-motivated study skills** and the readiness to continue learning. This includes such things as:

- 2.4.1 the ability to study independently
- 2.4.2 the ability to find information independently from relevant sources, and to select appropriate ways of analysing and structuring that knowledge
- 2.4.3 the ability to recognise one's own ignorance
- 2.4.4 the possession of an enquiring mind and
- 2.4.5 the recognition of the need to learn throughout life
  
- 2.5 **An understanding of and ability to undertake one's own personal development.** This includes such things as:
  - 2.5.1 self reflection and self criticism
  - 2.5.2 intellectual maturity and judgement, autonomy
  - 2.5.3 a readiness to understand and respond to change
  - 2.5.4 a capacity to challenge received wisdom and the ability to instigate change
  
- 2.6 **Interpersonal skills and awareness.** This includes such things as:
  - 2.6.1 leadership
  - 2.6.2 group working
  - 2.6.3 sensitivity to the views of others, an awareness of how others interpret one's own behaviour, an appreciation of the influence of cultural differences on personal interactions
  - 2.6.4 negotiation, relationship to clients
  - 2.6.5 networking, the recognition or support of leadership
  
- 2.7 **Communication and Presentation.** This includes such things as:
  - 2.7.1 the ability to communicate in all modes appropriate to the matter studied
  - 2.7.2 the ability to engage in debate in a professional manner
  - 2.7.3 the ability to communicate technical knowledge to a lay audience
  
- 2.8 **Information Literacy.** This includes such things as:
  - 2.8.1 knowledge of, and ability to use information technology relevant to the subject studied, information search and retrieval
  - 2.8.2 communication tools, word processing, etc
  
- 2.9 **Personal Development and Personal Illumination.** This would include such things as:
  - 2.9.1 a sense of service
  - 2.9.2 a sense of moral responsibility for himself or herself, for other people, for his/her community and for the country

## **B6 Languages and ICT Competencies**

**Status:** *The specific competencies are in the process of being developed and will be considered by the Academic Board.*

The Academic Board at its meeting in July 2004 agreed that the University should establish two minimum levels of competence that it would expect all diploma and degree students to achieve at the end of the first year and at the end of the full programme in:

- Spoken English
- Written English
- IT skills
- Written Dzongkha
- Spoken Dzongkha

The purpose of establishing required level of competence at the end of the first year is to ensure that students have the necessary literate skills to allow them to take full advantage of their subsequent studies.

The purpose of measuring the final skills of the graduate is to ensure that graduates do indeed possess those basic skills that can reasonably be expected of all university degree graduates.

These competences are intended as the absolute minimum, many programmes will greatly exceed these skills as part of their specific programme, e.g. a degree in Computer Science will reach high levels of skill in IT, and a degree in English will require levels of competence in English far in excess of the minimum which every graduate should possess.

### **Culture**

The culture of Bhutan is unique, but it is also changing, and the changes will come about predominantly through the activities of the educated young people of the country, i.e. the students of this University. In what ways can this University meet its responsibility to its young people, not only to provide them with an enriching educational experience, but to provide them with an environment that will allow them to contribute to the continued enrichment, growth and development of the culture of Bhutan.

## **B7 Progression from Diploma to Degree**

**Status:** *Endorsed by the 6<sup>th</sup> Academic Board Meeting in November 2005. The revised criteria for Progression from Degree to Honours has been endorsed by the 18<sup>th</sup> Academic Board meeting in January 2010.*

### **1 Introduction**

The University offers undergraduate programmes leading to awards at three levels: Diploma, Degree and Honours Degree. A programme may be designed to lead to one of these awards or to all of them. A nested programme will in two years lead to a Diploma, a further year lead to a Degree and a further year lead to an Honours Degree.

The University Council has agreed that 35% of undergraduate student numbers will be on Diploma programmes. Given the relative duration of Diploma and Degree and Honours degree programme this means that half of the graduates will be diplomats, and half of the entrants to undergraduate programmes will enter on a Diploma programme. The determination of this ratio is based on two factors. First, an estimate on the needs of the nation in relation to a balance of degree and diploma graduates. Second, it reflects an attempt to expand the access to tertiary education to a larger fraction of the population than was hitherto possible without necessarily incurring expenditure beyond the Government's capacity to support. The balance of 65% to 35 % is not a University academic judgement; it does NOT imply that only a fixed proportion of students are capable of proceeding to degree studies.

The proportion of degree and diploma programmes and the proportion of students in each nested degree/diploma programme have been chosen so as to achieve this overall balance.

Award	Credits	Year of Study (full time)
Honours degree	480	Year 4
Degree	360	Year 3
Diploma	240	Year 2
	120	Year 1

### **2 Criteria for Progression from Diploma to Degree**

The academic aptitude of a student and his or her capacity to be stretched in an Honours degree programme or even a degree programme is not best identified on the basis of school results; the best basis is performance at year 2. Where the first two years of the programme are the same for the Degree as for the Diploma it is not appropriate to determine at the entrance to the programme whether a student should proceed to Diploma or to Degree.

The selection for progression to Degree and Honours degree study should be undertaken at the end of the second year and should be based on:

- 2.1 **Performance** at second year level. Only those students judged to have the intellectual ability and the commitment to study at degree level should be allowed to proceed. The baseline for progression is fixed at 70%.
- 2.2 **Student choice** A student may be capable and selected to proceed to third year but may choose to leave with the Diploma qualification.
- 2.3 **Numbers** No more than 50% of the students in year 2 of a programme including a degree and a nested diploma may proceed to year 3 (except in some particular cases where another proportion has been approved by the Academic Board e.g. one third of students on the degree/diploma programme in Nursing are intended to proceed to the four year degree programme).

### **3 Criteria for Progression from Degree to Honours**

Not all degree programmes will have a fourth honours year. Where there is such provision in addition to the exit point in year three with a degree, the Honours year is intended specifically for those students who intend to proceed to postgraduate qualifications. It can be taken immediately following year three or it can be taken after a period in employment.

The selection for progression to Honours degree study should be undertaken at the end of the third year and should be based on:

- 3.1 **Performance** at third year level. Only those students judged to have the intellectual ability and the commitment to study at Honours degree level should be allowed to proceed. The baseline for progression is fixed at 70%. This will be calculated based on a student's performance in the subject to be studied at the honours level including common compulsory modules (IT, Dzongkha and English Communication skills). The 70% will be determined by taking 20% from year one, 30% from year two and 50% from year three.
- 3.2 **Student choice** A student may be capable and selected to proceed but may choose to leave with the award of a Degree.
- 3.3 **Numbers** No more than 50% of the students in year 3 may proceed to year 4 (except in some particular cases where another proportion has been approved by the Academic Board). The 50% will be determined from the number of students studying the subject which they are eligible to pursue at the Honours level.

### **4 Other alternatives**

As the University moves towards making more provision for continuing education and for a greater proportion of staff in employment to retrain, it may be that preference will be given to students who have completed a first qualification, whether diploma or degree, and have undertaken employment for one or more years; but this has yet to be decided. It also may be that the Government may allow such students to pursue their studies in the

University but outside the 65% : 35% proportion if the students pay full fees. Whatever the circumstances, such provisions for continuing education, with direct progression- diploma to degree or degree to honours- would normally be accepted within five years from the date of graduation.

## **B8 The Postgraduate Modular Framework**

**Status:** *Endorsed by the 10th Academic Board Meeting in May 2007.*

### **1 Introduction**

#### **1.1 The Framework**

The RUB Postgraduate Modular Framework provides a structure to support modules and these fit together with the framework to provide a coherent programme. The framework can support different types of body or programmes, tall specialised ones or broad strong ones, but the basic framework is the same. The RUB Postgraduate Framework provides a cross disciplinary and cross College framework for all taught postgraduate study in the University. It is structured to accommodate full time and part time study, academic programmes, continuing professional development and vocationally related programmes. It accommodates specialist and multi-disciplinary programmes and it offers a wide range of choice to students in the types of programmes and the modes of study available.

The framework uses a modular, credit-accumulation approach to provide the flexibility necessary to meet the needs and demands of individual students, while providing a simple structure.

A student may choose to study for a Masters Award, a Postgraduate Diploma, or a Postgraduate Certificate. A student who does not wish to study for a full award may join as an associate student and complete chosen modules without registering for a specific award. The record of study is available as an academic transcript.

#### **1.2 The Objectives of the Postgraduate Modular Framework**

The development of a modular credit-accumulation structure at postgraduate level has the following objectives:

- 1.2.1 it allows the University to offer a wide range of different programmes including specialist and multidisciplinary programmes and short specialist programmes without the need to devise many different programmes; thus economically and flexibly fulfilling a range of community needs;
- 1.2.2 it facilitates the use of the expertise embodied in Colleges/Institutes and individual staff in a manner closely related to their teaching and research expertise;
- 1.2.3 it allows Colleges/Institutes to develop postgraduate programmes of study at a rate appropriate to their needs and ability;
- 1.2.4 it allows for great student choice of programme, for student-determined pace of study and in particular it allows for part-time access;
- 1.2.5 it facilitates the accumulation and transfer of academic credit;
- 1.2.6 it allows a student to develop further knowledge and skills and will prepare him or her to undertake sustained independent work.

## **2 Standards and Aims**

### **2.1 The Masters Degree**

2.1.1 The standard of a Masters award is determined on the basis of the demand made of the student and on the student's response to that demand rather than on the curriculum content itself and is measured on the completion of the module and programme. The standard to be expected of a Masters award is what can be expected in one calendar year of study based on a good Honours degree as the entry requirement, but the quality of the final award is not simply dependent on the entrance qualification.

2.1.2 On successful completion of a Masters degree award the student will be expected to be able to:

2.1.2.1 reflect critically on the relationship between theory and practice;

2.1.2.2 review evidence;

2.1.2.3 play a proactive role in the personal and professional development of self and peers;

2.1.2.4 engage and influence others in rational and reasoned argument;

2.1.2.5 exercise individual and rational judgement and develop strategic thinking within a framework of academic and vocational accountability;

2.1.2.6 gather and analyse their own data and knowledge, through the application of relevant enquiry methods;

2.1.2.7 contribute to theoretical and/or professional innovation at personal and organisational levels;

2.1.2.8 demonstrate research competence.

2.1.3 Students will be encouraged to develop a deeper working knowledge of the key methodologies that are employed in their chosen subject area or discipline. They should be able to evaluate critically contemporary research developments in that field. Most importantly, students should develop the conceptual and practical skills necessary to carry out an independent research project in the form of a Masters dissertation.

### **2.2 Postgraduate Diploma**

2.2.1 The standard expected of a Postgraduate Diploma is what can be expected in nine calendar months of study after a good Honours degree or equivalent entrance qualification.

2.2.2 The general aims of the award are:

2.2.2.1 to develop further knowledge and skills in a given area such that the student will be able to undertake sustained independent work

2.2.2.2 to facilitate the student's self-appraisal and personal development.

2.2.3 On successful completion of a Postgraduate Diploma the student will be expected to have achieved Learning outcomes 2.1.2.1 to 2.1.2.6 inclusive as specified in paragraph 2.1.2.

### **2.3 Postgraduate Certificate**

2.3.1 The general aim of the award is to provide an introduction to a subject and to its related structure of knowledge at a postgraduate level.

2.3.2 On successful completion of a Postgraduate Certificate the student will be expected to have achieved Learning outcomes 2.1.2.1 to 2.1.2.5 inclusive as specified in paragraph 2.1.2.

## **3 Entrance Requirements and Admission**

The Postgraduate framework is designed to accept as wide a range of students as possible, subject to the essential principle that there must be a reasonable expectation of completing their programme of study successfully within the normal expected duration of the programme. Associate Students will receive an academic transcript on successful completion of a module, and this can be credited towards any postgraduate award for which the student may subsequently register.

### **3.1 Entry Requirements**

The normal entry requirement for admission to any Programme leading to an award of Masters Degree, Postgraduate Diploma or Postgraduate Certificate, shall be an Honours degree or a degree with relevant employment experience, or an equivalent qualification as determined by the Postgraduate Committee. (See Appendix 1, paragraph 1.2). Specific entry requirements will be determined by the nature and demand of the programme under consideration.

As well as the general entry requirements for admission to the programme, each module has its own specific pre-requisites that must be fulfilled prior to registration on the module. Students should pay particular attention to these in drawing up their programme of study to ensure that they are qualified to be admitted and to complete their intended programme of studies.

### **3.2 Admission Interview**

The interview will seek to establish:

- 3.2.1 motivation and commitment (this is the prime condition for success)
- 3.2.2 capacity for independent learning
- 3.2.3 evidence of recent academic study or post qualification study (within five years); or other work to demonstrate personal and professional development
- 3.2.4 ability to fulfill entry requirements in each of the modules leading to his or her intended named award.

### **3.3 Registration**

On admission students will be registered in one of two ways:

- 3.3.1 for a postgraduate award;
- 3.3.2 as an Associate Student studying a programme of one or more modules over a period of one academic year.

Certain combinations of modules may be prohibited because of overlap in material. A student will not normally be permitted to register on a module that forms an excluded combination with another. Where a student studies for 2 such overlapping modules, credit will be given only for one.

Students withdrawing from a module in the first three weeks will be considered neither to have registered for the module nor to have failed the module for the purposes of this regulation.

### **3.4 Admission Processing**

Admission to a postgraduate programme may be approved on behalf of the University by the Head of a College or by the Convenor of the Institute Academic Committee or by the Leader of the overall University Postgraduate Committee.

Admission as an Associate student will be handled on a module-by-module basis by the College/Institute offering that module.

### **3.5 Credit for Previous Study**

At the discretion of the Programme Committee or Institute Academic Committee, students admitted to a Postgraduate Programme may be given credit for previous postgraduate study in RUB or another equivalent programme completed not more than five years previously. Credit may also be given for prior experiential learning, according to the procedures laid down in the Wheel of Academic Law. Normally credit given will be specific rather than general, i.e. on a module for module basis. The marks achieved in these earlier modules may contribute towards a student's final assessment mark. Normally no more than half of the credit for the taught elements of a RUB postgraduate award may be gained for study outside the institution.

## **4 Academic Structures**

### **4.1 Mode of Study**

The RUB postgraduate framework is designed to facilitate student choice and to allow students to pursue postgraduate study while still in employment. It is therefore intended that the modules will be available in ways that allow part-time study, thus the modules may be offered:

- 4.1.1 in the evening or at week-ends, or
- 4.1.2 in concentrated blocks of full-time study during the winter break, or
- 4.1.3 in normal working hours during the week-days, or
- 4.1.4 by distance learning, or

4.1.5 by full time study during term time

## 4.2 The Module

4.2.1 A module is a self-contained part of a programme with separate aims, pre-requisites, syllabus and assessment scheme.

4.2.2 A postgraduate module in the Postgraduate Modular Framework comprises 15 credit points or multiples thereof.

*[NB the RUB postgraduate module is larger than an undergraduate module, but will usually contain fewer contact teaching hours]*

4.2.3 Each module will be located in a specific College/Institute that will have the ultimate responsibility for the successful operation of the module.

4.2.4 Student performance on a module is assessed by programme work, formal examination or both. The relative weighting of these components varies from module to module, and will be set out in the module descriptors and will reflect the nature and aims of the module. Students will be informed in writing at the beginning of a module of the assessment structure, number of pieces of programme work required, and submission deadlines.

## 5 Programme Structures

### 5.1 The Basic Structure

5.1.1 The **Masters Degree** consists of:

5.1.1.1 eight 15 credit modules (120 M-level taught credits);

5.1.1.2 a dissertation comprising four 15 credit modules (60 M-level credits);

5.1.1.3 the equivalent of at least 45 weeks of full-time study.

5.1.1.4 the above three structures could also be supplemented and the programme made flexible with elements of coursework and/or research

5.1.2 The **Postgraduate Diploma** consists of:

5.1.2.1 eight 15 credit modules (120 M-level taught credits);

5.1.2.2 the equivalent of at least 30 weeks of full-time study.

5.1.3 The **Postgraduate Certificate** consists of:

5.1.3.1 four 15 credit modules (60 M-level taught credits)

### 5.2 Awards

5.2.1 A postgraduate programme of study may lead either to the award of

- 5.2.1.1 An MA, where the programme is predominantly concerned with the fields of art, design and the humanities.
  - 5.2.1.2 An MBA, where the programme is based predominantly in business and management and its applications.
  - 5.2.1.3 An MSc, where the programme is predominantly in science and its applications.
  - 5.2.1.4 An MEd, where the programme is predominantly in Education.
  - 5.2.1.5 An ME, where the programme is predominantly engineering and technology
  - 5.2.1.6 Pg Dip
  - 5.2.1.7 Pg Cert
- 5.2.2 The full award shall include the title of the award and the subject name eg. Master of Arts (MA) in English, or postgraduate Diploma (Pg Dip) in Electronics, except in the case of M Ed where the full title shall be Master of Education.

Students completing modules that do not meet the requirements for an award shall be issued with academic transcripts to record their performance in the modules they have undertaken.

## **6 Design and choice of Study Programmes**

### **6.1 Design of Postgraduate programme**

- 6.1.1 A 'programme' is defined as the collection of modules (and dissertation) that a student follows. Particular programmes will be designed and developed to lead to specified awards. Each such programme will need to be approved. The scheme refers to all the modules and programmes offered by the University in the Modular Postgraduate Framework. The 'framework' refers to the regulatory framework on which the modules and programmes are constructed.
- 6.1.2 A programme of study can be designed for one or more of the following:
- 6.1.2.1 to develop areas of study relevant to the professions, employment/industrial sector or academic discipline in which the student is currently engaged;
  - 6.1.2.2 to update the knowledge of those engaged in a field especially where the discipline at undergraduate level is subject to expansion or change;
  - 6.1.2.3 to act as a re-orientation in areas new to the student or in areas not directly related to the scope of the student's first degree;
  - 6.1.2.4 to provide an analytical in-depth treatment of an area beyond their first degree level in the same area;
  - 6.1.2.5 to synthesise and integrate a number of disciplines or subjects;
  - 6.1.2.6 to develop applied studies or to extend an area of study which cannot be pursued adequately at undergraduate level.

## **6.2 Choice of Programme**

- 6.2.1 Within the regulations set down for the Modular Postgraduate Framework overall and the requirements for particular awards, the requirements for each particular award shall allow sufficient flexibility that the student will have a free choice of about three modules from within or from outside of the field of the postgraduate programme. It is intended that the student will choose his/her own programme subject to the pre-requisites set out for each module. A student's choice of dissertation is subject to the agreement of the dissertation supervisor.

A student's choice of programme must be approved by the appropriate Programme Co-ordinator; and by the Module Co-ordinator of each proposed module.

- 6.2.2 Each module must have a clearly specified statement of pre-requisite knowledge, which will determine who may enter and study that module and which will also determine the structure of programmes that a student can construct.

## **7 Regulations for Assessment, Progression and Awards**

*[These regulations must be read in conjunction with the University's assessment regulations as set out in the Wheel of Academic Law]*

- 7.1 The marks and descriptors for the marks will follow the University's general assessment regulations as set out in the Wheel of Academic Law.
- 7.2 To pass a module a student must have registered on the module within the period of registration, have obtained an overall mark of 50% and not less than 40% in each of the prescribed assessment components.
- 7.3 If a student fails a module he or she may be offered a reassessment for that module.
- 7.4 Students who do not achieve the minimum pass mark on the dissertation may, at the discretion of the Board of Examiners be allowed to resubmit the work or to be re-assessed on it within a time limit set by the Board, on one occasion only.
- 7.5 The maximum period of registration for full-time students is four years and for part-time students is seven years. A student may cease to be registered for a postgraduate award if he or she:
- 7.5.1 accumulates three or more failures on any taught module(s) whether or not these have been later redeemed through re-assessment
  - 7.5.2 fails to register on any module in two successive semesters without prior approval (unless enrolled on a dissertation);
  - 7.5.3 is granted the award of Pg Cert, Pg Dip, M Sc, MA, M Ed, ME or MBA;
  - 7.5.4 fails to have the dissertation proposal approved.

7.6 The final award is given as a percentage (each module being weighted in relation to its size - the dissertation will be weighted x4). The relationship of marks to performance is given in the section of the Wheel of Academic Law.

## Appendix 1

### Operation and Management of the Scheme

#### 1 Introduction

1.1 The Postgraduate Modular Framework is cross-disciplinary and cross-Institute. It provides a framework for a range of awards, and it allows different types of awards to be developed. By the nature of the University most of the management will occur at Institute level. However the real advantage of having a university wide structure is to allow a student the possibility of choosing modules from different Colleges/Institutes from which to construct his or her own programme, within the rules for each award.

#### 1.2 University Postgraduate Committee

1.2.1 To deal with issues that transcend the provision in any one College/Institute, there needs to be a body, proposed as the University postgraduate committee, as a sub-committee of the Academic Board. It is expected that such a body will include those staff most involved in the provision of postgraduate programmes and will therefore be in a good position to advise the Academic Board on general policy on postgraduate awards, their regulation and development.

1.2.2 The Committee will be responsible for the review of the Postgraduate Modular Framework, and for proposing to the Programmes and Quality Committee any changes to the 'Framework'.

#### 1.3 Postgraduate Co-ordinator

1.3.1 There needs to be one person with responsibility for this university function, preferable also acting as convenor of the proposed Committee. That person can be given the responsibility for ensuring the effective operation of those aspects of the operation of postgraduate programmes that fall across more than one College/Institute are effective. This is not a full time role.

1.3.2 There shall be a Postgraduate Officer or Co-ordinator who shall take responsibility for the overall development and management of the framework.

#### 1.4 Programme Leader

1.4.1 Each defined and approved programme will have a Programme Leader appointed by the Head of the College/Institute responsible for that award.

#### 1.5 Head of College

1.5.1 The Head of College/Institute is responsible for the quality of work carried out by his or her staff and for the standard of work achieved in the modules for which the Institute is responsible, and for allocating the resources necessary to support the delivery of those modules

- 1.5.2 The Head of College/Institute fulfils these functions, inter alia, by taking responsibility for the academic development of the staff in terms of their research, scholarly and professional activities.
- 1.5.3 Particular duties involved in carrying out these responsibilities include ensuring provision of the resources to teach the modules in the way that has been agreed. This will require:
- 1.5.3.1 ensuring provision of staff hours for the modules to be taught as approved;
  - 1.5.3.2 provision of departments' specialist rooms and equipment;
  - 1.5.3.3 ensuring that all departmental staff involved are undertaking their duties appropriately and making arrangements for someone to act in their place if necessary;
  - 1.5.3.4 nominating internal moderators with whom module co-ordinators should clear their examination papers, programme work arrangements and mark sheets and ensuring that marking deadlines are met.

## **1.6 Academic Tutors**

- 1.6.1 Each student whether or not registered for an award shall have an Academic Tutor.

## Appendix 2

### The Dissertation

#### 1 Introduction

- 1.1 Students will be counseled fully on whether they should proceed from Diploma to Masters award.
- 1.2 The dissertation is the culmination of the Masters programme. It carries a weight equivalent to four taught modules and thus represents around 600 hours of student effort. In general the dissertation must reflect sufficient evidence of independent thought to justify the award at Masters' level.
- 1.3 Ideally the subject of the dissertation is based on work with which the student is already involved or represents development within a cognate academic discipline. It should be something the student finds interesting and must be intellectually demanding. The dissertation topic is normally discussed with senior professional(s) or academic(s) within the field, one of who may be invited to act as a mentor. Students are advised to consult and seek support from their employers who should be aware of the significant burden on time and resources.
- 1.4 The achievement of a study of sufficient depth and quality to satisfy the dissertation requirements cannot necessarily be programmed within specific time limits. Whereas students will be encouraged not to delay the process, more importance will be placed on the quality and maturity of their work than the speed with which they achieve it. The registration period for the dissertation is set at a maximum of 24 months from the approval of the proposal, subject to the regulations on the maximum period of registration for the award. The minimum period for the dissertation work to be completed is unlikely to be less than three months.
- 1.5 The dissertation should be an exposition of the student's own work and ideas. If the work for the dissertation forms part of a group endeavour e.g. within the students' employing organisation, it is essential that the student's personal contribution is clearly identified and access to copyright or ownership of data is obtained.
- 1.6 Students may start supervised work on their dissertation when they have completed four core modules and at least one module on research methods and have satisfactorily completed two full time semesters, and when their dissertation proposal has been approved. It is not expected, other than exceptionally, that the dissertation will be submitted until all other modules are complete.
- 1.7 In assessing the standard of dissertations, examiners will seek to ensure that the student has met with the aims of this part of the programme.

## **2 The Aims of the Dissertation**

- 2.1 The general aims of the dissertation are to:
  - 2.1.1 develop conceptual and academic rigour in research skills
  - 2.1.2 acquire competence in research methods and apply this in appropriate settings
- 2.2 The specific aims of the dissertation are to enable the student:
  - 2.2.1 to explore and apply relevant scientific and analytical methods and practical skills, including those acquired in the taught components, to the chosen topic
  - 2.2.2 to examine critically, strategically and in depth a topic of interest arising from the work done within the scheme and in the student's area of academic or professional interest
  - 2.2.3 to develop further the research skills as acquired in the two taught research modules, to demonstrate an ability to set the chosen topic in its wider context, to sustain argument and to present conclusions related to policy or practice implications
  - 2.2.4 to present and be able to defend their methodology, analysis and conclusions.

## **3 Responsibilities**

- 3.1 As a participant **the student** is required to:
  - 3.1.1 decide on the proposed area of study in consultation with the academic tutor and, if appropriate, the employer
  - 3.1.2 discuss with the allocated supervisor the type of guidelines and form of contact most helpful, and come to agreement on a schedule of meetings
  - 3.1.3 take the initiative in raising problems or difficulties with the supervisor
  - 3.1.4 produce work in accordance with the schedule agreed with the supervisor, ensuring that material is presented in sufficient time to allow for comment, discussion and alterations before proceeding to the next stage
  - 3.1.5 be familiar with:
    - 3.1.5.1 referencing guidelines
    - 3.1.5.2 rules about plagiarism
    - 3.1.5.3 the academic appeals procedure
    - 3.1.5.4 ethics relating to research
    - 3.1.5.5 regulations governing the presentation of dissertation
  - 3.1.6 meet the submission deadline.

- 3.2 The **Programme Leader** is responsible for:
- 3.2.1 assisting the student to decide on an area of study for the dissertation and on identifying further possible sources of information
  - 3.2.2 assisting in the appointment of an appropriate supervisor and of an examiner, for the dissertation.
- 3.3 **Dissertation Supervisors** will be appointed by Programme Leaders based on their specialist expertise and research experience. They will be responsible for:
- 3.3.1 providing guidance on the student's choice of field of study
  - 3.3.2 advising on data, literature sources and copyright
  - 3.3.3 advising on the plan for the dissertation proposal
  - 3.3.4 suggesting specialists whom the student may consult for additional advice
  - 3.3.5 providing the student with supervisory sessions as contracted, giving support and monitoring progress
  - 3.3.6 facilitating planning and writing and giving advice on the necessary completion dates of successive stages of the work in order to meet the submission deadline
  - 3.3.7 ensuring academic rigour
  - 3.3.8 liaising with employer supervisor
- 3.4 The **Institute Academic Committee** acts on behalf of the RUB Academic Board. It is responsible for making provision to:
- 3.4.1 advise students of staff members' research interests
  - 3.4.2 obtain advice and recommendations from departments relating to dissertation matters
  - 3.4.3 approve, moderate, modify and advise on dissertation topic proposals
  - 3.4.4 approve academic supervisors
  - 3.4.5 approve nominations of expert or professional advisors
  - 3.4.6 provide links between students seeking help in deciding on dissertation topics and staff expertise and research interests
  - 3.4.7 approve the commencement of the supervised period of dissertation work subsequent to approval of the proposal
  - 3.4.8 receive progress reports
  - 3.4.9 approve internal examiners
  - 3.4.10 report on actions taken to the Academic Board

#### **4 The Choice of and Approval of Dissertation Topic**

- 4.1 Dissertation topics will generally come into being through one of three routes. A candidate may come from work with a particular issue and through discussion with academic supervisors a title is formulated. Alternatively in some departments with

large active research projects specific or application oriented aspects may be available as masters' dissertation. Thirdly, topics may be specially designed to pull together knowledge from several modules making up a programme.

- 4.2 The student must submit an outline proposal. This outline should be prepared in consultation with academic staff and be a well considered starting point from which the final dissertation can evolve. It should consist of not more than 1,000 words with a title of no more than 15 words.
- 4.3 After the appointment of an appropriate academic supervisor the final revised version of the proposal will be drawn up after discussion between the student and the supervisor and should include the starting date for the period of supervision of dissertation. It is useful at this stage to estimate likely resource requirements in terms of computer hardware and software, access to patients or clients, use of laboratories etc. to give an idea of the extent of coverage and depth of the planned work if appropriate to the field of study. The student is responsible for preparing a full proposal for formal approval.
- 4.4 As and when the University establishes a Research Ethics policy, such approval as is required, must be obtained.
- 4.5 Students who fail to submit a satisfactory proposal may be required to withdraw on completion of the requirements for a Postgraduate Diploma award, or may be requested to revise a new proposal.
- 4.6 Dissertation Supervisors are allocated by the Programme Leader. Supervisors will be members of the academic staff of the College, although external experts may provide additional specialist advice or joint supervision. Supervisors are responsible to the appropriate Head of Institute.

#### **4.7 Example of Dissertation Proposal**

- 4.7.1 **Title:** This should be sufficiently detailed to inform of what the student proposes to do.
- 4.7.2 **Introduction:** This should include an outline of the problem, issue or topic for the dissertation and the reason for choice. Include a review of background material to put the dissertation in context of recent relevant literature and with other work done in the field. This should include journals as well as books (*maximum 500 words*).
- 4.7.3 **Research Question:** This should be a statement of the proposed research and aim, if appropriate, the hypothesis to be tested (*maximum a paragraph*).
- 4.7.4 **Ethical Considerations:** Complete and append the University's ethical approval form. [This will only come into force as and when the University establishes a research ethics policy]
- 4.7.5 **Methodology:** This should show how the research will address the research question, for example, an empirical study should include sampling techniques, nature of population, sample size, power of sample size, technique of investigation, facilities or equipment needed, specify the exact site where work will

be undertaken. Design, selection of participants, independent and extraneous variables. Procedures to be used for analysis.

- 4.7.6 **Timetable:** Outline the time scale of the project, including the anticipated starting date for formal supervised period of dissertation work, and the commencement of the registration period.
- 4.7.7 **Resources:** Outline the resources/ budget that will be required. Projects that are expensive in terms of resources may not be approved.
- 4.7.8 **References:** Use a standard referencing system commonly used in the discipline area, or use the University default system.

## 5 The Structure of the Dissertation\*

- 5.1 The dissertation will normally contain 10,000 - 15,000 words set out in the following sections or chapters, (but a Mathematical thesis may be much shorter)
  - 5.1.1 **Title:** title of work, author's name, award and year
  - 5.1.2 **Abstract:** a summary of the content of the dissertation and the main conclusions reached (less than 300 words)
  - 5.1.3 **Index:** table of contents with page numbers including illustrations, figures, tables and appendices; if included
  - 5.1.4 **Introduction:** this should clearly define the area that has been examined, the reason for interest in the area, the steps that have been taken to explore and deal with it and a statement as to the main conclusions
  - 5.1.5 **Literature Review:** this should take the form of a critique of material drawn from several sources: books, journal articles, reports or audio-visual material
  - 5.1.6 **Methodology:** this should include the theoretical framework guiding methods of inquiry; or data collection methods and analysis, statistical methods where relevant, the rationale behind the choice of methodology and a discussion about the limitations or the strengths of this particular methodology, together with a full description of the research methods employed in the work for the dissertation
  - 5.1.7 **Results:** this will comprise a clear presentation of findings
  - 5.1.8 **Discussion:** presents detailed consideration of the findings and analyses, in the context of methodology and relevant literature, with an assessment of the significance of the inferences made
  - 5.1.9 **Conclusions and Recommendations:** this should be a brief resume of the key findings in relation to stated aim(s) and objectives, the research process through which it was investigated and the conclusions reached. Recommendations may be proposed, for example, further research or changes in practice or policy
  - 5.1.10 **References:** a list of authors and their works that are acknowledged in the text, in a standard manner.
  - 5.1.11 **Acknowledgements** (optional)
  - 5.1.12 **Appendices:** if included, these should be numbered in sequence and may contain material relevant to the work but not essential for inclusion in the main

body of the work: for example interview schedules or questionnaires, maps, diagrams, data or tables.

- 5.2 A draft version of a substantial portion of the dissertation should be submitted to the supervisor at an early stage. For example this might include the introductory and literature survey chapters together with the proposed page of contents. This will enable the supervisor to comment on content, style, structure and presentation and allow their suggestions to be incorporated into further chapters. Students will be encouraged to submit drafts of all the chapters to ensure that the dissertation adequately reflects the quality of their efforts.
- 5.3 The student should submit the completed dissertation one month before the date for the examination board and at least three months before the end of the registration period.

## **6 Presentation**

- 6.1 Dissertations should be submitted to the following specifications:
  - 6.1.1 **two** copies of the dissertation should be submitted by the date stipulated in the assessment schedule; normally one month before the examination board
  - 6.1.2 Dissertations must be presented in a permanent legible (word processed or typed) form on 80 or 90 grams A4 white paper. Double spacing should be used. The left margins should be set at 3 cm to allow enough room for binding, the right margin should be set at 2 cm for single sided printing
  - 6.1.3 Illustrations should be dry mounted or computer scanned. Figures, tables and diagrams may be inserted into the text, with adjacent legends or titles. Relevant audiovisual records to be consulted in conjunction with the text must be fully labeled
  - 6.1.4 The dissertation should be comb bound in laminated card and the cover should contain the following information:
    - 6.1.4.1 title of dissertation
    - 6.1.4.2 name of student
    - 6.1.4.3 name of award
    - 6.1.4.4 The Royal University of Bhutan followed by the name of College/Institute
    - 6.1.4.5 date of submission

## **7 Dissertation Examination and Moderation**

- 7.1 Those conducting the assessment will be the supervisor and a member of staff appointed as a second independent marker for this dissertation. A copy of the dissertation should be sent to each of the assessors and one copy should be kept by the student.

7.2 After submission of the formal report the supervisor may arrange an oral defense at which the second marker and an External Examiner will be present. The date set for the oral defense should allow sufficient time for the examiners to read the dissertation and should normally be no later than one month after submission of the dissertation. The Programme Board of Examiners will appoint the second marker and external examiners will be appointed according to existing regulations and practice of the University.

7.3 The assessors will agree marks for process, report, presentation and oral examination, where there is one. The following points will guide the allocation of marks but the weighting given to each individual point may vary depending on the nature of the project:

7.3.1 **Process:**

Demonstrates appreciation and comprehension of the task planned and undertaken showing initiative and thorough grasp of relevant literature to demonstrate a sound understanding and knowledge in a theoretical subject new to the student; showing competence in the use of new apparatus or technique(s), computer data and/or statistical applications; new technology; creativity and resource fullness in successfully meeting research objective(s); thoroughness in undertaking of the investigation; overall, particular credit will be given for originality of thought and/or execution.

7.3.2 **Report:**

Thoroughness and penetration of review of past work and use of relevant literature; care in presentation including diagrams if appropriate, clarity of prose, organisation of report into logical sequence, choice of style of presentation as shown by clarity of results; intellectual quality of analysis, discussion of results, conclusions and suggestions for further work. The whole assessment team will jointly determine the mark for the report.

7.3.3 **Oral defense:** (if convened)

Demonstration of complete grasp of the topic, achievement of the objectives, attention to cost and quality if appropriate, presentation and communication skills. The mark for oral defense will be contributed to by the whole assessment team comprising the supervisor and the moderator.

7.4 Marks will be awarded by those assessing the dissertation using the preceding points. The precise allocation will depend on the nature of the award. Marks and performance levels will be determined as set out in Appendix 1 in D1 of the Wheel of Academic Law.

7.5 The presentation and oral defense includes the demonstration of the results in a project that has an experimental component. For projects that are predominantly theoretical or design oriented, the assessment component for the report may be increased relative to the oral defense components at the discretion of the assessment team.

- 7.6 The external examiners play a crucial role in establishing the standard of the dissertation. As well as being involved in the oral and the assessment of the report, they may be consulted on the nature of the dissertation.
- 7.7 Students whose progress in their dissertations is deemed unsatisfactory by the examiners and who fail to achieve the minimum acceptable level may be permitted to be re-examined within a time limit set by the Board of Examiners.

## **8 Plagiarism**

- 8.1 All quotations from other sources, whether published or unpublished, must be properly acknowledged.
- 8.2 Plagiarism is the presentation of another person's work as though it was the writer's own. It is a serious academic offence and, if proven against a participant, may result in disqualification for award and/or expulsion.

## **B9 ACCREDITATION OF PRIOR LEARNING**

**Status:** *The 11th Academic Board Meeting in August 2007 approved this regulation to be used as a general guideline and noted that member Colleges/Institutes would have to draw up detailed procedures for its implementation.*

### **1 Introduction**

- 1.1 The University is committed to widening access to higher education and seeks to provide educational opportunities to as many suitable candidates as possible. It is also committed to ensuring a significant increase in participation in continuing professional development programmes by making it more accessible. With the aim to promote lifelong learning, social inclusion, wider participation, employability, the University supports recognition of prior learning.
- 1.2 Accreditation of prior learning (APL) is the generic term used for the award of credits on the basis of demonstrated learning that has occurred some time in the past. It assesses the achievement of learning, or the outcomes of learning for equivalence. The University's APL policy encompasses accreditation of prior experiential learning and accreditation of prior certificated learning.
- 1.3 More specifically, APL is the process for assessing and, as appropriate, recognizing/acknowledging the skills, knowledge and competencies a person has acquired as a result of formal training, work experience and/or life experience. These competencies will be assessed against current and relevant learning outcomes/competency standards through the approved APL processes of the member colleges/institutes of the University.
- 1.4 The University will undertake APL for the following purposes:
  - 1.4.1 to gain entry to a formal programme of education and training leading to an award from the University. This will be an alternative to normal entry requirements if the learner can demonstrate appropriate knowledge and skills equivalent to the admissions requirements
  - 1.4.2 to assess knowledge or skills to count towards completion of a programme

### **2 Definitions of terms used**

- 2.1 **Accreditation of Prior Experiential Learning (APEL)**

APEL is the process by which the University assesses individuals' learning that has been achieved through experience and practice (i.e. uncertificated learning). Experiential learning will be assessed based on learning acquired at the work place (paid or voluntary) or through self-directed study.
- 2.2 **Accreditation of Prior Certificated Learning (APCL)**

APCL is a process by which the University assesses individuals' certificated learning to give academic credit. Certificated learning will be assessed based on

qualifications and awards (including short term course certificates) which have been gained through a formal programme of assessed learning.

### **3 Principles**

The following principles underpin the University's broad approach to APL

- 3.1 The APL policy provides a framework only. Named awards must specify within their regulations the nature of the processes adopted for the award of credit for prior learning. These processes must be included in the student programme handbook. All documentation prepared by programmes for the purposes of APL will be subject to the University's QA procedures.
- 3.2 The accreditation of prior learning will apply initially to the University's distance and part time programmes geared towards professional development, leading to an award not higher than an undergraduate degree. APL will apply to programmes on condition that a college/institute is prepared to allow APL for these programmes.
- 3.3 Programmes being submitted for planning approval must indicate whether APL is allowed. Details such as the purpose of APL (entry, credit transfer) and the process of assessing the achievement of learning must be included.
- 3.4 The focus of accreditation is on the achievement of learning; that is, on the outcomes of learning and its applicability rather than the experience of learning. Accreditation decisions are a matter of academic judgement and will be based on an evaluation of the evidence provided to determine whether the prior learning demonstrated is equivalent to the learning that would have been achieved by fulfilling all requirements of the University's programme for which APL is sought.
- 3.5 An applicant may combine an APEL claim with an APCL claim, in seeking entry to, or credit within a formal programme of study.
- 3.6 Claims for APCL should have the same rigour to that of APEL and be comparable in terms of evidence and effort.
- 3.7 Responsibility rests with the applicant making a claim with appropriate evidence, although guidance may be given. The academic function of assisting the applicant to prepare evidence of prior learning should be separated from that of assessing that learning.

### **4 Assessment of Prior Learning**

- 4.1 Credit shall be awarded only where there is evidence that the experience or learning has resulted in the applicant achieving the appropriate and clearly expressed learning outcomes.
- 4.2 Applicants for credit using prior experiential learning shall submit relevant evidence in accordance with appropriate guidelines. These may be module specific or programme specific. Learning can be demonstrated through successful completion of certified courses, certified learning or through learning achieved

through other types of experience (uncertified or experiential learning) or through a combination of both.

- 4.3 The approach chosen for APL will be governed by the nature of the programme and the type of prospective applicants.
- 4.4 Assessment of the evidence will take place by a suitably appointed panel of academic staff from the College/Institute, taking into account the following key criteria:
  - 4.4.1 **Validity** (is there a clear and transparent link between the learning being evidenced and the outcomes against which recognition is being sought?)
  - 4.4.2 **Sufficiency** (is there sufficient evidence to demonstrate fully the achievement of the learning claimed? A judgement should be made as to the level of achievement and whether it is of a level to allow progression to the programme being applied for)
  - 4.4.3 **Authenticity** (is the evidence clearly related to the applicant's own efforts and achievements?)
  - 4.4.4 **Reliability** (is the extent to which there is inter-assessor agreement or consistency in the assessment of claims)
  - 4.4.5 **Currency** (does the evidence of prior learning relate to current learning? Prior learning must have occurred within five years previous to any application made for APL. In disciplines where the state of knowledge changes rapidly, a shorter time span may be set by the Institute Academic Committee).
- 4.5 Assessment shall be undertaken using the procedures detailed in programme documents. In order for the applicant to satisfy the assessment, it shall be necessary to complete any or a mixture of the following:
  - 4.5.1 a portfolio of evidence
  - 4.5.2 attendance at an interview
  - 4.5.3 a simulation/practical exercise
  - 4.5.4 a diagnostic test(s)
  - 4.5.5 a piece of work or special assignment

The Institute Academic Committee approving APL credit must satisfy itself as to the integrity of the evidence submitted.

- 4.6 Each programme should define the limits of accreditation for prior learning in terms of the smallest possible and the largest possible amount of credit. The smallest amount possible shall be a module, while students shall not receive accreditation for more than 30% of the whole programme of study, including other transfer credits and certificated learning credits.

Equivalence of prior learning to a programme or a part of it should be through explicit criteria such as those contained within the programme (learning outcomes, skills, subject knowledge and understanding).

- 4.7 Where it is proposed to allow entry with specific credit, the methods of assessment must be made in such a way that the judgement made can be considered and reviewed by external examiners.

## **5 Award of Credit**

- 5.1 APL for cohorts of students and individual students is the responsibility of the Institute Academic Committee (IAC). The IAC is responsible for determining the amount of credit that may be awarded and will be guided and advised by the relevant Programme Committee as appropriate so as to formulate decisions based on the University's policy for APL.
- 5.2 In all cases the prior learning for which specific credit is awarded must constitute a coherent programme of study when considered together with the credit gained for modules studied within that particular programme leading to a University award.
- 5.3 Specific credit is granted where the learning outcomes achieved are equivalent to the learning outcomes of a current RUB module(s). This credit can substitute for the module(s) and wherever possible, specific credit should be allocated.
- 5.4 APL towards a RUB award may be granted for learning which has taken place in a previous period of study at the University, even if that learning has led to a RUB award. APL from a RUB award may not, though, be used to count towards a second RUB award which is both at the same level and in a similar subject to the first. E.g. a student who has left with an award of B.Ed Primary Education would not be able to count APL from this programme towards a second B.Ed in Secondary Education award.
- 5.5 The credit awarded for prior learning should be reflected in the academic transcript of the student to indicate those elements of the qualification which are based on external learning and training and those which have been gained through study on a RUB programme.
- 5.6 Marks gained for APEL and APCL will not be included in the calculation of the final results for an award. A form of assessment could be agreed so that the applicant/s can be assessed and given a mark, Or the final calculation will exclude the module/s for which APL has been granted.

## B10 Definitions of Academic Terms

**Status:** *This paper will be updated from time to time, as more terms are found that need a common definition or as some terms are defined more carefully.*

**Academic Board** is the body made up of the Executive, academics representing the lecturing and research staff, representatives of non-academic staff and students that is responsible for all academic work of the University. It makes arrangements for the implementation of policy relating to aspects of the academic work of the University. This includes the overall planning, co-ordination, development and supervision of the academic work of the University. It also has formal and legal responsibility for all academic awards made in the name of the University.

**Accreditation of Prior (Experiential) Learning [AP(E)L]** is the process by which the University assesses individuals' learning and/or experience to give academic credit. Credit is given only where there is evidence that the experience or learning has resulted in the student achieving the appropriate and clearly expressed learning outcomes.

**Adoption** is the same as 'approval' except that the programme is not new but has been operated by one of the Institutes prior to its being incorporated into the University. The process of evaluation is the same as that for a new programme except that a critical evaluation of the operation of the existing programme can be presented as evidence of its quality and effectiveness.

**Annual Monitoring** is the process of reviewing the effectiveness of a programme during the previous academic year. In conducting annual monitoring, programme Committees are expected to make use of the available evidence including student evaluations, examiner reports and performance indicators. An annual monitoring report is produced, including an action plan of improvements. (See G2)

**Approval of a programme** is the final decision by the Academic Board at the end of a successful process of evaluating a new programme. Approval will be given when the Academic Board is satisfied that the quality and academic standards of the programme justifies it being accepted as a university programme, to be funded through the University and leading to an award of the university.

**Articulation** is defined as a particular form of formal credit-rating and transfer agreement between two programmes or between two Institutions, University and another institution, involving the recognition and granting of specific credit and advanced standing to applicants from one named programme of study on admission to another one.

**Award** denotes a degree, diploma, certificate or other similar formal mark of recognition of successful completion of a programme of study; eg B Sc, Pg D, BA (Hons), M Phil.

**Benchmarks** are explicit national statements of academic standards or outcomes against which programmes can be judged.

**Board of Examiners** see Programme Board of Examiners

**Collaborative Programme** denotes a University award delivered in partnership with one or more external institutions. Such programmes may be validated, franchised or delivered in partnership with collaborating institutions.

**Credit** is a measure of the volume content of a programme as measured in terms of the learning that takes place rather than the teaching effort. A credit is commonly defined as the learning that an average student would achieve in 10 hours of study including time in and out of the classroom. Thus for example a year would consist of modules of total value of 120 or maybe 150 credits.

**Definitive programme document** is the full and authoritative record of a validated academic programme including its aims, learning outcomes, structure, management, regulations and individual module descriptors.

**Distance Learning (see mode of study)**

**Extenuating circumstances** are those circumstances normally beyond the student's control, which either prevents a student from taking an examination, submitting coursework, or which affects academic performance.

Examples of extenuating circumstances that may be accepted by a Board of Examiners are:

1. illness or serious accident at the time of an assessment or in the period leading up to formal assessment.
2. death of a family member
3. sudden illness or emergency in connection with a family member or dependent
4. civil disturbance (rioting, bomb-scares, transport disruption)
5. extreme weather conditions preventing either study or travel
6. domestic upheaval (fire, burglary, eviction)

**External Examiners**, if and when appointed are there to help the University in discharging its duty to ensure the quality and standard of its courses. In particular, they provide the University with informed and appropriate external reference points for the comparison of academic standards; offer independent, objective and impartial judgements on a range of matters, and provide professional advice and expertise in the form of findings and reports which are given serious consideration.

**Joint Award** describes arrangements under which the University may collaborate with one or more awarding institutions to provide programmes leading to a single award made jointly by both institutions.

**Learning outcomes** are the outcomes of the learning process. The intended learning outcomes are stated in programme and module documents and specifications. These are statements describing what students should know or be able to do as a result of learning. Outcomes should be specific (measurable, achievable, relevant, realistic and time-limited). They usually include subject-based outcomes, such as knowledge, comprehension, application of knowledge; and more personal outcomes such as the ability to analyse, and to be self-reflective.

**Level:** Education is a developmental process in which a student progresses intellectually, level is a measure of the intellectual progress as seen in the demands of the programme followed. The year of study is sometimes used as a proxy for level; but it is possible to have a programme in which the third year of study adds material to what was studied in the second year but does not necessarily provide any intellectual progression, and hence the third year is at the same 'level' as the second.

**Memorandum of Understanding [MoU]** is the agreement governing collaborative arrangements between the University and other institutions and organisations.

**Mode of Study;** the following are modes of study

- Full-time - student attends continuously for over six months
- Short full time - student attends continuously for a period between 1 and 6 months
- Part-time - a student studies for a fixed period at regular intervals e.g. 1 day per week for a year

Distance Learning - is a mode of study enabling students to access University programmes without attending lectures, seminars or tutorials on site. Tutorial material and assessments are provided by post, videoconference and/or electronically.

**Module** is a unit of curriculum in a defined area of knowledge, skills and understanding, leading to a specific assessment. Modules may be self-contained and stand alone, or may form part of a larger academic programme. They are usually defined in terms of level, size, learning outcomes and content.

**Monitoring** is the regular process whereby the operation of a programme is evaluated in order that the Academic Board is satisfied that the quality and academic standards of the programme are maintained.

**Nested** sometimes a programme is designed to lead to a final award and an intermediate award. For example a two-year MA programme may offer a Postgraduate Diploma to students who complete the first year and leave, where the Pg D is an intrinsic part of the MA. The Pg D is described as an award or a programme nested in the MA.

**Programme** is an approved curriculum followed by a registered student. This will normally be a named award route leading to a named award.

**Programme Board of Examiners** for a programme is the committee with formal responsibility for considering the provisional marks of internal examiners, making decisions on the progression of individual students and making recommendations on final awards to the Academic Board.

**Programme Leader** is the person responsible for ensuring the smooth and efficient operation of the programme, and is normally the Head or Chair of the programme team.

**Programme Name or Programme Title** is the title of a programme of study and consists of two parts, the award itself and the subject area. It should be able to be read aloud in English without the use of parenthesis or brackets. For example:

- Bachelor of Arts inEnglish

- Bachelor of Engineering in Electronic Engineering
- Diploma in Dzongkha
- Master of Science in Bhutanese Anthropology
- Bachelor of Arts with Honours in Language

The title of a research programme consists only of the award since each student follows a different path e.g. Doctor of Philosophy.

**Programme Specifications** provide a statement about the intended learning outcomes of a particular programme, together with information about the teaching, learning and assessment methods used. The programme specification shows how the modules of study forming a programme relate to levels of achievement as recognised in a national Qualifications Framework.

**Programme Committee** is the name for the group of staff responsible for developing a new programme, and or delivery of the programme.

**Professional Bodies** are organisations that approve, recognise or otherwise regulate specific programmes in the context of the requirements for professional qualification.

**Quality Assurance** of programmes is an overall term for the processes used by the University to ensure the quality, standard and relevance of its programmes. It covers a range of processes and decision points including approval, review, monitoring, adoption, and other related activities.

**Quality Enhancement** is a term used to describe the arrangements to effect improvement in the learning experience of students.

The **Review** of a programme is similar to validation, but on an **existing** programme, with the difference that evidence of performance as well as of intent is available and thus, the process can concentrate on the operation of the programme. Reviews are normally carried out when major changes to the programme are proposed or at intervals of four to seven years (normally the programme duration plus two years).

**Semester** - where an academic year is split into two parts, each part is a semester.

**Short Programme** is one or more credit rated modules, grouped together for continual professional development (CPD) or for general education purposes, which do not, in themselves, lead to an award of the University.

The **Validation** of a new programme proposal is the process whereby a judgement is reached on whether or not it meets the necessary requirements for the award in question, taking into account nationally accepted standards and expectations for those awards. This validation is basically an appraisal of intent.

# B11 Module Coding System

**Status:** *Endorsed by the 17th Academic Board, September 2009.*

## 1. Introduction

1.1. As the University embarks upon diversified programme planning it is important to have a common nomenclature and system that will be easily understood by users (both staff and students). This generic coding system for identification of modules will be used across the University for programmes leading to an award from the Royal University of Bhutan.

## 2. Coding Description

2.1. The coding system is based on the following principles:

2.1.1. The identification code for each module should be unique.

2.1.2. The classification system should be meaningful and have a degree of intelligence built into it.

- Codes should be easy to understand, so improving their value in communication.
- They should be intelligible to staff and students as well as those outside of the University.

2.2. Based on the cited principles, the following coding system should be used for all RUB modules:

2.2.1. Any module shall have a 6 character alphanumeric system in the form **ABC-XYZ**, where ABC (alpha) denotes the discipline and XYZ (numeric) are module identifiers. The alpha characters should not end in "I" or "O", to avoid confusion with the numeric "one" or "zero".

2.2.2. **ABC** identifies the discipline associated with the module (e.g. engineering mathematics). This should represent the subject name as closely as possible. Some examples could be.

PSY	ENG	DZG	HST	EMA	AGR
Psychology	English	Dzongkha	History	Engineering maths	Agriculture

2.2.3. **XYZ**, the numeric module identifiers should denote two aspects of the module:

2.2.3.1. **X** identifies the level of the programme of which the module is a component. The level identifiers shall be assigned as follows:

<b>X</b>	<b>Meaning</b>
1	Modules offered in first year of undergraduate diploma or degree
2	Modules offered in second year of undergraduate diploma or degree
3	Modules offered in third year of undergraduate diploma or degree
4	Modules offered in fourth year of undergraduate degree
5	Modules offered in first year of postgraduate certificate or diploma or

	masters
6	Modules offered in second year of postgraduate certificate or diploma or masters

2.2.3.2. **YZ** are unique module identifiers. No two modules in a discipline should have the same two digit identifier. For example, two modules of engineering mathematics can be distinguished by EMA 201 and EMA 202. Two digits are assigned for module identification to allow for larger numbers of modules in a particular discipline to be coded.

Some illustrative examples are:

- **EMA 201:** First module on engineering mathematic taught at the undergraduate degree level.
- **ENG 214:** Fourteenth module on English taught at the undergraduate degree level.
- **PSY 102:** Second module on Psychology taught at the undergraduate diploma level.

### 3. Implementation of the Regulation

3.1. Suitable module codes shall be proposed by the institute at the time of documentation for validation (adoption or approval) of a programme. Appropriateness of the codes will be verified during the validation exercise.

3.2. For modules common to multiple colleges, the originator (college) of the module will assign a suitable code and this will be used for the module in all colleges where such modules are used.

#### NOTE:

- Programmes in operation shall propose new module codes according to this regulation and submit a comprehensive list to the Programmes and Quality Committee of the University.
- All programmes leading to awards from the University should follow this system by the spring semester of 2010.

# C1 Admission and Registration of Students

**Status:** *Endorsed by the 1st Academic Board Meeting in July 2004. Amendment to section 2 "General Minimum Entrance requirements of the University" has been approved by the 18<sup>th</sup> Academic Board Meeting in January 2010.*

## 1 Introduction

- 1.1 The University seeks to admit all students to its tertiary education programmes that have a reasonable expectation of completing their programme of study successfully, subject to the proviso that the University has the necessary resources to support the number of students on the programme.
- 1.2 The Royal Charter of the University requires the University to admit students on merit and irrespective of religion, origin, sex, sexual orientation or race.
- 1.3 Qualifications for admission to the University will be judged in terms of whether they are:
  - 1.3.1 authentic - the applicant has truly completed what is claimed
  - 1.3.2 specific - that the learning is specific and can be identified and categorized
  - 1.3.3 sufficient - the learning has reached a level to allow the applicant to fulfil the aims and outcomes of the programme
  - 1.3.4 currency - the learning is sufficiently recent to allow the applicant to fulfil the aims of the programme. Where experience from some time previously is referred to in a substantial way, e.g. more than five years has elapsed, the application may be assessed to determine whether the applicant has kept up to date with recent developments in the intended field of study.

## 2 General Minimum Entrance requirements of the University

- 2.1 The University has general minimum entrance requirements specified by level of programme.

**Degree and Diploma<sup>2</sup>** Completed BHSEC (this by definition includes four class XII subjects one of which must be English), or equivalent qualification. Additionally If Dzongkha is not included amongst the four subjects it must have been passed at class X. For those applicants who have not passed Dzongkha at class X, a proficiency test will determine their eligibility.

**Masters taught programmes** A good pass at Honours degree level, a good pass at degree level supplemented with work experience or a professional qualification recognised for professional body membership purposes to be equivalent in academic terms to an Honours degree.

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<sup>2</sup> *The Academic Board will at a later stage determine the minimum entrance requirements for students who have not attended schools where Dzongkha is taught.*

**Postgraduate Diploma and Postgraduate Certificate** If this is nested in a Masters programme then it requires the same entrance requirements as the Masters programme. Otherwise it should require only a Degree.

Postgraduate **research** programmes; MPhil or PhD To be admitted on an individual basis on the basis of recommendations of two research academics with between them experience of supervising three candidates to PhD completion.

- 2.2 Non-Bhutanese applicants to RUB undergraduate or diploma programmes should have successfully completed BHSEC (or an equivalent qualification). If the secondary school certification of an applicant is not BHSEC, a proficiency test in English will determine the applicant's eligibility. The test shall be administered by the respective colleges.
- 2.3 Applicants for full time programmes who are being funded by the Royal Government of Bhutan must fulfill the requirements set out by the RGoB.
- 2.4 Applicants who have qualifications, formal or informal, other than those set out above may be considered for admission, and will be evaluated on the basis of whether they are as well prepared to undertake the programme as are the more 'standard' candidates. The following factors can be taken into account in considering the application:
  - 2.4.1 maturity
  - 2.4.2 other qualifications
  - 2.4.3 an assessment set by the University
  - 2.4.4 a portfolio of evidence of experiential learning.
- 2.5 Individual students may be admitted to a later stage of a programme where they have demonstrably reached the same general standard of educational development as achieved through earlier level(s) of the programme.

### **3 Specific Programme Entrance Requirements**

There will be specific entrance requirements for each programme framed to apply the University general entrance requirements to the particular needs of that programme. They are set at or above the University's general minimum entrance requirements (see section 2.1), and may also include non-academic criteria.

### **4 Selection and Admission of Students**

#### **Selection**

- 4.1 The University is responsible for selecting students for admission to its programmes.
- 4.2 For school leavers applying to programmes leading to a RUB award, the University will operate a central selection system, and students will make an on-line application to the University Registry. Selections based on merit (subject

ratings) will be made by the University Registry through the on-line admission system. The system will be designed to:

- 4.2.1 allow students to choose from amongst all the university programmes available
  - 4.2.2 take account of their different aptitudes for different programmes
  - 4.2.3 take account of the University's general entrance requirements and the programme's specific entrance requirements
  - 4.2.4 take account of the programme's specification of preferences on entry
  - 4.2.5 minimise student travel and administrative inconveniences
  - 4.2.6 allow for interviews of students in exceptional cases
- 4.3 For non-school leavers applying for admission to degree programmes, and for all applicants to all non-degree programmes, the Institutes will be responsible for selection and admission. However the criteria for admission and the numbers allowed under this mechanism will need to be approved by the University as part of its approval of the programme as one leading to a RUB award.
- 4.4 For selection and admission to non-degree programmes not leading to a RUB award the College/Institute is solely responsible.

### **Matriculation**

- 4.5 Students will be formally matriculated and admitted to a degree or to a programme leading to an award of the University by the College/Institute with the formal responsibility for offering that programme. This will normally take place when the student takes up his or her studies. This action is carried out on behalf of the University Registry and with the authority of the University. The University has the power to revoke this delegated authority.
- 4.6 To matriculate students must produce:
- 4.6.1 evidence of identity, such as citizenship identity card or birth certificate
  - 4.6.2 originals of certificates passed and on the basis of whose performance admission is sought; unless he or she is entering on the basis of recent school results in which case the University will have access to the school results direct from source
  - 4.6.3 evidence of financial support, if not admitted under the Government funding scheme
  - 4.6.4 if in receipt of Government funding; such evidence as is required by RGoB such as security clearance
- 4.7 Students being admitted on the basis of Government funding must additionally provide:
- 4.7.1 evidence of being a Bhutanese citizen e.g. citizenship identity card
  - 4.7.2 security clearance from the Royal Bhutanese Police

## **5 Associate Students**

- 5.1 Students may be admitted to a part of a programme as an Associate Student, without registering for an award. Where associate students are supplementary to an existing class and can be taught without the need for additional resources, the College/Institute will normally give approval for their admission. However where the number of associate students registered is large, a special arrangement covering fees and additional resources for teaching and defined access to facilities on campus should be negotiated.

## **6 Period of Registration**

- 6.1 There are two grounds for limiting the period for which a student may remain enrolled on a programme. Firstly if the student is in receipt of public funds there should be a limit to the time during which the student is eligible to receive such funds. This is not strictly a responsibility of the University, but the University may be called upon to act as a steward of the government's funds in this. The second ground is that a student who repeatedly fails demonstrates academic incapacity to meet the demands of the programme and has a deleterious effect on the standards and expectations of the class group; this is a matter for which the University is directly responsible.
- 6.2 On academic grounds the University will not allow a student to remain on a full time programme for more than two years longer than the normal expected duration of that programme. Failure on part time programmes is much more to do with other commitments and less to do with academic incompetence, so this ruling will not be directly applicable to part time programmes.
- 6.3 The University will administer any Government guidelines on the period for which a student is eligible for Government support and funding.

## **7 Disabled Students**

The University will endeavour to encourage access to tertiary education for disabled students, and it will seek to make the necessary facilities available for that purpose.

## **8 Attendance**

The Academic Board is convinced that attendance is important for a student's academic progression, but has not made any decision as to whether this should be a student responsibility and seen as encouraging a student's personal responsibility or whether attendance should be imposed, and if so to what level. However there is no doubt that attendance should be enforced for those elements of the programme where a student's absence will be detrimental to the performance of his or her fellow students e.g. in interactive group sessions such as tutorials, seminars and practicals and work which is subject to group assessment.

# D1 Assessment Regulations

**Status:** *Approved by the 5<sup>th</sup> Academic Board Meeting in August 2005. Section on Academic Appeals approved by the 7<sup>th</sup> Academic Boarding Meeting in April 2006.*

*Revisions to the regulation approved by the 18<sup>th</sup> Academic Board Meeting in January 2010.*

## 1 Introduction

- 1.1 The authority for approving programmes and granting awards rests with the Academic Board. These regulations provide the structure within which students shall be assessed and whereby their assessment contributes to their award. Each University student is enrolled on a programme and is subject to the regulations of that programme, which in its turn is subject to the University's overall policy and regulations.
- 1.2 An award will be conferred upon satisfaction of the following conditions:
  - 1.2.1 the student was a registered student of the University at the time of his or her assessment and has fulfilled all financial obligations to the University.
  - 1.2.2 the student has completed a programme approved by the University as leading to the award being recommended, and
  - 1.2.3 the award has been recommended by a Board of Examiners convened, constituted and acting under regulations approved by the Academic Board
  - 1.2.4 the student has no adverse disciplinary record

## 2. Principles and Purpose of Assessment

- 2.1 The prime purpose of assessment is to enable students to demonstrate that they have fulfilled the objectives of the programme of study and that they have achieved the standard required for the award to which they aspire.
- 2.2 Assessment reflects the achievement by the individual student in fulfilling the programme objectives, in relation to a consistent national standard of awards. Assessment, both summative and formative, serves as useful feedback to students. Students shall be informed of their performance in the assessment so that they are aware of their progress. Assessment is an essential component of the student's learning process and should be designed on that basis.
- 2.3 Assessment is a matter of judgement, not simply of computation. Marks and percentages should not be treated as absolute values but as symbols to be used by examiners to communicate their judgement of different aspects of a student's work, to provide information on which the final decision on a student's fulfillment of programme objectives may be based.

- 2.4 A student's circumstances may influence the procedures for assessment and the consequences of assessment but not the standard of performance expected in a module assessment, or at the end of a programme.
- 2.5 The Academic Board is the ultimate authority in the University for the ratification of academic decisions and may, in extreme circumstances, over-rule a Board of Examiners, but it will normally refer matters of concern back to the Board of Examiners for reconsideration.
- 2.6 For many areas of its work the Academic Board will delegate its responsibility to Institute Academic Committees subject only to reporting; but it has the authority to revert that authority.
- 2.7 Acting within the above principles a Board of Examiners will exercise its judgement in reaching decisions on individual students. It is responsible for interpreting the assessment regulations for the programme, in the light of the University's requirements and good practice in higher education. The Board of Examiners' academic judgement should not lightly be questioned or overturned.

### **3. Reliability and Validity**

- 3.1 Assessment must be reliable. Reliability is the likelihood that similar results would appear if the students' work were marked on another occasion, whether by the same or different markers.
- 3.2 Validity relates to the need to assess the right thing. If the module is seeking to teach students to synthesise academic concepts an assessment of their knowledge of the concepts will not of itself constitute a valid assessment. Assessments should test students' achievement of the specified learning outcomes of a module.
- 3.3 To maximise reliability and validity:
  - 3.3.1 It is mandatory for all staff to invite a colleague to go through test questions or assessment tasks for clarity, readability, appropriateness to the learning outcomes of the module and level of demand.
  - 3.3.2 Student work should be moderated (where selected work is reviewed by an independent assessor or a group of assessors mark student work through consultation to achieve uniformity in marking)
- 3.4 All assessed work should have associated marking criteria and marking scheme (appropriate model answers where possible). These guides to marking should be developed simultaneously with assessment instruments and, where practicable, be approved by the external examiner. Sharing of agreed marking criteria with students is a required feature of good practice. All feedback given to students should relate to the agreed marking criteria.

### **4. Forms of Assessment**

- 4.1 The form and balance of assessment for each module should be such as to provide the most accurate assessment of the student's achievement of the module's aims and objectives. Assessment may be by end-of-module assessment (normally referred to as examination); or by intermittent or periodic assessment undertaken during the course of the module (commonly referred to as continuous assessment). A combination of the two is most desirable since it allows a wide variety of learning outcomes and aims to be assessed.
- 4.2 The forms of assessment commonly in use include objective tests, unseen essay papers, pre-disclosed questions, closed book examinations, open book examinations, case studies, assessed coursework, essays, projects, laboratory practicals, including structured practical examination and objective structured clinical examination, supervised work experience, seminar contributions, oral presentations and viva voces.
- 4.3 The module descriptor and the definitive programme document should specify the relative contribution (weighting/percentage of marks) of continuous assessment and examination to the final module assessment.
- 4.4 By the commencement of each module the module co-ordinator must advise the enrolled students of the form of the assessment and the timing of the assessment components which make up the continuous assessment and semester end examination. This will be consistent with the overall framework established for the programme's assessment.
- 4.5 All assessments shall be conducted in the language of the module's instruction, except where specific provision has been made and agreed by the Academic Board, or by the Institute Academic Committee in the case of programmes below degree level or for programmes not leading to the University's awards.
- 4.6 If, through disability, a student is unable to be assessed by the prescribed method for the module, alternative assessment methods may be used. Taking into account the need to assess the student on equal terms with other students, variations may include the following:
- 4.6.1 an extension of the normal registration period for completing an award;
  - 4.6.2 extra time being allowed for assessments;
  - 4.6.3 alternative or modified assessments;
  - 4.6.4 use of scribes in assessments;
  - 4.6.5 use of viva voce assessment;
  - 4.6.6 use of appropriate aids (such as word processor, Braille, tape-recorder, large print scripts etc.)

## **5. Marks and Levels of Performance**

- 5.1 Assessment is primarily a matter of academic judgement, and the computational structure is designed to facilitate consistent judgements. The following scale is suggested as way of relating a judgement of performance to a numerical mark. The attribute attached to each range of marks are set out in more detail in the Appendix.

<b>Judgement of performance</b>	<b>Mark</b>
an outstanding performance	80% and above
very good performance	70 - 79.9%
good performance	60 - 69.9%
satisfactory performance	50 - 59.9%
fail	49.9% and below

- 5.2 These judgements and the related marks should be used in a consistent fashion at all levels of assessment whether it is judging a student's overall performance; a semester's performance, a module mark, or a piece of assessed coursework. This will ensure a consistent measure of quality at all stages of a student's performance.
- 5.3 If appropriate, examiners may adjust the raw marks attained by students in individual subjects, but the basis of the scaling must be reported to the Board of Examiners who may endorse the scaling.

## **6. Assessment of a Module and Progression**

- 6.1 To pass a module a student must obtain a minimum of 50% overall including both the continuous assessment and semester end examination. In addition, students must obtain a minimum of 40% each in continuous assessment and semester end examinations.
- 6.2 A student will be awarded a mark of zero for non-submission of a component of course work.
- 6.3 A student who has been absent from the examination or who has performed badly due to illness or other cause acceptable to the Board of Examiners shall be allowed to take the examination and it shall be treated as a first assessment.

## **Re-assessment and Repeat of a module**

- 6.4 Reassessment is permitted to allow a student to make good an initial failure. It thus affords the student an opportunity to succeed in the failed component of a module (s) (coursework or end of semester examination) and ultimately gain an award.
- 6.5 The Board of Examiners shall decide on the form of the re-assessment (e.g. written examination, viva voce, or an additional assignment, or any additional requirement which was not met), taking cognisance of the nature of the failed module and the nature of the failure. This may differ from the format of the first assessment and need not be the same for all students.
- 6.6 A student may be re-assessed in a failed module(s) provided that he or she:

- 6.6.1 has not failed in more than 30% of the total number of modules prescribed for that semester (rounded off to the nearest whole number of modules).
- 6.6.2 shall not be re-assessed in a module more than once.
- 6.7 Re-assessments should take place before, or at the commencement of the next semester.
- 6.8 A student who is re-assessed for a module failure, where there are no clear extenuating circumstances<sup>3</sup>, shall be awarded no more than 50% on passing the re-assessment, this being the minimum pass mark.
- 6.9 A student shall be eligible to repeat failed module(s) where he or she:
  - 6.9.1 has failed in the re-assessment of a module(s). In such an event, the student shall meet all assessment requirements of those modules. For students under this category, attendance in lectures is not mandatory.
  - 6.9.2 has failed more than 30% of the total number of modules prescribed for that semester (rounded off to the nearest whole number of modules). In such an event the student shall meet all teaching, learning and assessment requirements of the failed modules. For students under this category, attendance in lectures is mandatory.
- 6.10 A student will be given the opportunity to repeat a module when it is offered at the first available instance.
- 6.11 Where a module is repeated the mark obtained will replace the mark achieved at earlier attempts.
- 6.12 A student may repeat a failed module only once. In the event a student fails a repeated module, he/she will not be eligible for reassessment.

## **7. Decisions by Boards of Examiners**

- 7.1 The Board of Examiners shall, in the light of the University's general assessment regulations and the programme specific regulations, determine, for each module, the mark to be assigned to each student's performance. In the case of a student failing a module, the Programme Board of Examiners shall determine whether each student shall:
  - 7.1.1 be eligible for an award
  - 7.1.2 be allowed to continue on the programme, possibly with provision for re-assessment in certain modules and/or for the repeat of certain modules, or
  - 7.1.3 be required to withdraw from the programme
- 7.2 The only decisions available to the Board of Examiners on progress and award shall be:

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<sup>3</sup> *Extenuating circumstances is defined in section B10 of this document.*

- 7.2.1 To allow a student to continue to the next semester where the student has passed assessments for all modules OR
  - 7.2.2 To allow a student to continue to the next semester, but only after being reassessed and having passed specified failed modules OR
  - 7.2.3 To allow a student to continue to the next semester but must repeat the failed reassessed modules when the modules are offered next, OR
  - 7.2.4 To allow a student to repeat the failed modules of that semester before continuing to the next semester, OR
  - 7.2.5 For the student to withdraw from the programme.
- 7.3 Boards of Examiners have discretion to make decisions in the absence of complete assessment information in the following circumstances:
- 7.3.1 it is established to the satisfaction of the Board of Examiners that a student's absence, failure to submit work, or poor performance in assessment for an award is due to illness or other valid documented cause
  - 7.3.2 the Board of Examiners is satisfied that there is enough evidence of the student's achievement, or evidence is subsequently obtained
- 7.4 Decisions made in absence of complete information must aim to ensure consistency of standard and equality of opportunity for the student under consideration as compared with his/her peers. The student must not be put in a position of unfair advantage over other students for the award. The Board of Examiners has a duty to gain as much information about the student's ability and performance as possible before making decisions.

## 8. Final results and Awards

- 8.1 To gain an award, a student must normally be a registered student at the University for at least one academic year.
- 8.2 The overall mark at the end of each semester is the mark awarded for each module in that semester weighted by the proportional size (or credit value) of that module. This can be expressed by the equation

overall mark =  $\frac{\text{Sum of (module mark X credit value)}}{\text{sum of the credit value of all the modules}}$

As an example, a student gains 50% in subject A (credit value 2) and 80% in B (credit value 1). His overall mark will be  $(2 \times 50 + 1 \times 80) / (1 + 2) = 60\%$ . This system of calculation is similar to the grade point average system but avoids the inherent statistical inaccuracies introduced in that system.

- 8.3 The overall mark for a student at the end of a programme should be designed to reflect his or her entire performance throughout the period of study. The final mark should be a combination of the overall mark of all the years weighted in the following manner:
  - 8.3.1 2 – year programme 30:70 (year I : year II)
  - 8.3.2 3 – year programme 20:30:50 (year I : year II : year III)

8.3.3 4 – year programme 10:20:30:40 (year I : year II : year III : year IV)

## **9. Academic Dishonesty and Plagiarism**

9.1 If a student is found to have cheated or attempted to gain an unfair advantage, the Board of Examiners may consider the student to have failed part or all of the assessment and to determine whether or not the student shall be permitted to be reassessed. Serious cases of cheating, plagiarism together with other forms of academic dishonesty such as impersonation, falsification of data, computer and calculation fraud, examination room cheating and bribery may also be referred for consideration through the individual college's disciplinary procedure and can result in a student being required to leave the college.

9.2 Students must ensure proper acknowledgement of borrowings from other sources, whether published or unpublished. Subject areas should provide guidance on how such borrowings should be acknowledged in a manner appropriate to that discipline. Plagiarism is defined as the presentation by an individual of another person's ideas or work (in any medium, published or unpublished) as though they were his or her own.

9.3 Staff are responsible for:

9.3.1 teaching their students a system of referencing appropriate to the discipline and for ensuring their use in coursework.

9.3.2 explaining that plagiarism and academic fraud are unacceptable, and will be penalized

9.3.3 monitoring student work to guard against such activities

9.4 The issue of academic dishonesty is dealt with more fully in regulation D4.

## **10. Staff Responsibility to Students in Assessment**

10.1 Assessment of students' skills and knowledge will be both fair and appropriate to the module. At the start of each academic year (or semester for single semester modules), students will be provided with a schedule of assessments for each module to enable them to plan their workload. The schedule of assessment, with submission deadlines, will be coordinated and prepared by the programme leader who will see to its effective implementation.

10.2 Penalties will be levied if the coursework submission deadlines are not met. In a like manner, work submitted on time will be returned to the student marked within three working weeks, with written comments, where appropriate, on how to improve performance.

10.3 The standards that are expected of any piece of work will be clearly specified as will the weighting of each of the assessments that counts towards students' overall mark at the end of the semester.

## **11. Appeals**

- 11.1 The Institute Academic Committee has the authority to make judgements on a student's ability to gain from continuing on the programme.
- 11.2 Students have the right to appeal the decisions of a Programme Board of Examiners. Such appeals will be processed in accordance with the procedures detailed by the Academic Board.
- 11.3 Students can request for recheck of their semester end examination answer scripts. The recheck will ensure that all sections of a student's responses are marked and that all marks are accounted for in the total. An administrative fee of Nu 200 per module will be levied. The fee will be reimbursed in the event of an error resulting in change in the marks of a student.
- 11.4 Academic staffs are required to submit to the Academic Appeal Committee any documentation relevant to a student's performance, including written reports from tutors, certificates of illness, or written 'warnings'. Such material will be retained on a student's file so as to provide written evidence, should an appeal arise.
- 11.5 A student who opts to exercise his/her right to appeal the decision of a Programme Board of Examiners must present such an appeal with supporting documentation to the Secretary to the Academic Appeals Committee within fourteen days of the date of promulgation of the decision appealed.
- 11.6 The student's appeal should be supported by a medical certificate or other acceptable documentary evidence outlining the circumstances which have given rise to the appeal:
  - 11.6.1 students must ensure that medical certificates provide sufficient detail/information for the Academic Appeals Committee to assess the impact of the condition(s) cited.
- 11.7 A student may appeal against a decision of a Programme Board of Examiners on the following grounds only:
  - 11.7.1 that his/her performance in the assessment was adversely affected by illness or other factors which he/she was unable or for valid reasons unwilling to divulge before the Programme Board of Examiners reached its decision
  - 11.7.2 that the Programme Board of Examiners did not give sufficient weight to any extenuating circumstances previously notified to the Institute prior to the holding of the meeting of the Programme Board of Examiners
  - 11.7.3 that the examinations were not conducted in accordance with the current regulations as prescribed by the Programme Board and as approved by the Academic Board
  - 11.7.4 that there was a substantial error of judgement on the part of the Examiners with the result that the assessment given was totally at variance with previous assessment and performance levels

- 11.7.5 that there was a material administrative error or a material irregularity in assessment procedures which have made a real and substantial difference to the student's result.
- 11.8 Each valid appeal lodged with the Secretary to the Academic Appeals Committee within fourteen days of the date of promulgation of the decision appealed shall be referred to the Academic Appeals Committee.
- 11.9 Students lodging an appeal are required to submit a nominal fee of Nu 1000 (subject to periodic review) with their appeal documentation. The appeal fee is non-refundable.

## Appendix I

### Marks and Level of Performance

The criteria set out here should be applied to all areas of work, coursework, assignments and examinations. They are written in particular reference to undergraduate and postgraduate programmes but the idea can be carried across to other levels of work. These are general descriptions; each programme will need to refine these criteria so that it applies specifically to that programme.

#### Undergraduate

##### 80% and above

##### Outstanding performance

Demonstrates comprehensive understanding of the question or problem and presents evidence of extensive reading of appropriate texts reflected in illuminating references in work. Shows exceptional originality in problem solving, analysis and evaluation, and presents arguments in a fluent and convincing manner. Displays the ability to synthesise concepts, knowledge and theory; and exceptional insight and critical thinking.

##### 70-79.9%

##### Very good performance

Shows clear understanding and interpretation of the question set. Includes all of the most relevant information/issues raised by the question. Demonstrates knowledge of appropriate reading, through reference to texts and journal material. Shows thorough understanding of theoretical/conceptual issues. Demonstrates ability to present answer in a balanced and coherent way. Shows awareness of value judgements/assumptions embodied in the question. Demonstrates ability to analyse issues raised and evaluate evidence presented.

##### 60-69.9%

##### Good Performance

Generally understands the question and interprets the question appropriately. Brings in most of the main points/issues raised by the question. Only isolated reference to reading. Generally understands concepts involved, theoretical understanding rather shallow. Presents points reasonably clearly; demonstrates some analytical ability. Shows awareness of value positions required by the question.

##### 50-59.9%

##### Satisfactory Performance

Limited understanding of the question set. Discusses some of the main points/issues raised by the question. Limited reference to reading. Some understanding of concepts - limited but accurate factual information. Muddled/unclear presentation. Unsupported value statements.

##### 49.9% and below    Fail

Unsatisfactory standard. Some attempt to address issues in the question but which do not quite meet the criteria outlined for an acceptable answer. Marks in this range will be awarded for wrong or negligible answers and non-response.

## **Postgraduate**

### **80% and above**

#### **Outstanding performance**

Comprehensive mastery of the specialist area demonstrating exceptional insight and awareness. Presents extensive evidence of critical and deep knowledge of the specialist and related areas. Shows ability to challenge and develop existing theory and/or professional practice within the specialist area. Demonstrates outstanding originality in the application of knowledge and development of theories, policies **and** practice. Displays outstanding potential to be a leading practitioner or researcher within the specialist area.

### **70-79.9%**

#### **Very good performance**

Outstanding understanding of the specialist area with extensive evidence of deep understanding of theories, principles and concepts. Extensive evidence of critical and deep knowledge related to a specialist area. Extensive evidence of advanced, current and complex issues at the forefront of the subject or professional area.

Extensive evidence of comprehensive and critical knowledge related to the theoretical concepts, scholarly techniques or the research-base supporting a specific area. Comprehensive understanding and an ability to demonstrate a high level of originality in the application of knowledge to inform judgements and develop advanced ideas, policies and practices.

### **60-69.9%**

#### **Good performance**

A good understanding of the specialist area and some evidence of deep understanding of theories, principles and concepts. Evidence of critical and deep knowledge related to a specialist area demonstrated in majority of work. Isolated evidence of advanced, current and complex issues at the forefront of the subject or professional area.

Some evidence of comprehensive and critical knowledge related to the theoretical concepts, scholarly techniques or the research-base supporting a specific area. Some understanding of how knowledge may be applied, to inform judgements and develop advanced ideas, policies or practices with originality of thought limited to some areas.

### **50-59.9%**

#### **Satisfactory performance**

Satisfactory understanding of the specialist area and some evidence of deep understanding of theories, principles and concepts. Satisfactory evidence of critical and deep knowledge related to a specialist area. Limited evidence of advanced, current and complex issues at the forefront of the subject or professional area.

Some evidence of comprehensive and critical knowledge related to the theoretical concepts, scholarly techniques or the research-base supporting a specific area but limited to accurate factual information in a number of areas. Some understanding of how knowledge may be applied, to inform judgements and develop advanced ideas, policies or practices with little originality of thought.

**49.9% and below****Fail**

Unsatisfactory standard. Limited attempt to demonstrate an understanding of the specialist area but with inadequate evidence available. Slight evidence of deep understanding of theories, principles and concepts. Limited evidence of critical and deep knowledge related to a specialist area. Limited evidence of advanced current and complex issues at the forefront of the subject or professional area.

Limited evidence of comprehensive and critical knowledge related to the theoretical concepts, scholarly techniques or the research-base supporting a specific area. Poor understanding of how knowledge may be applied, to inform judgements and develop advanced ideas, policies or practices with little originality of thought.

## **D2 Examination Regulations**

**Status:** *Endorsed by the 7<sup>th</sup> Academic Board Meeting in April 2006*

### **1 Introduction**

- 1.1 The regulations on examination should be read in conjunction with the regulations on assessment (D1).
- 1.2 The term "examination" shall refer to the end of module assessment associated with a programme of study (not to continuous assessments occurring during such programmes). Its form typically involves a written or oral examination, but may involve other forms such as assessment of laboratory exercises or coursework or project work, examination of dissertations or any such similar activity or academic exercise which may be approved or prescribed by the Academic Board in respect of any programme of study.
- 1.3 Only registered students who have satisfactorily attended or otherwise pursued a programme of study approved by the Academic Board and who have completed satisfactorily all programme requirements shall be admitted as candidates to the examinations or other tests of attainment.
- 1.4 It is the responsibility of each candidate to ensure that s/he is familiar with all relevant module and programme regulations and examination requirements.

### **2 Registering for Examinations**

- 2.1 All students who are:
  - 2.1.1 duly registered with College/Institute of the University
  - 2.1.2 in good financial standing with the College/Institute
  - 2.1.3 not debarred from examinations for any reason and who fulfil the requirements set out in [1.3] aboveare automatically registered as candidates for semester examinations each year.
- 2.2 Candidates who are unsuccessful in their initial examinations in any year and who are permitted by the relevant Board of Examiners to present for repeat examinations in that year are required to inform the College/Institute of their intention to present for the repeat examinations. Candidates should normally repeat failed modules at the next available opportunity.

### **3 Examination Timetable**

- 3.1 The Examination Timetables will be displayed on the College/Institute's web and/or on notice boards easily accessible to all students. It is the candidate's responsibility to ensure that he/she is aware of the date, time and venue of his/her examinations. The Examination Timetables will be displayed approximately three weeks in advance of the relevant examinations.

## **4 Examination Hall**

- 4.1 Every examination room should be adequately manned by invigilators. A Chief Invigilator should be appointed with the remit to oversee and coordinate the examination invigilation.
- 4.2 Each candidate should be present fifteen minutes before the commencement time of an examination but should not enter the examination hall until asked to do so by the Invigilator.
- 4.3 No candidate may leave the examination hall during the first hour or during the last fifteen minutes of the examination.
- 4.4 No candidate will be admitted to the examination hall more than half an hour after the start of the examination. In exceptional circumstances, however, and provided that no other candidate has withdrawn and left the examination room, a candidate may be admitted later, at the discretion of the Chief Invigilator.
- 4.5 Candidates will not be permitted to commence writing on answer books until the Invigilator instructs them to do so. Writing on answer books prior to the start of the examination will be treated as a breach of examination regulations.
- 4.6 No food or drink is permitted in the examination hall.
- 4.7 Each candidate will sit at the desk indicated by the Invigilator or indicated on the notice board at the examination hall entrance.
- 4.8 Candidates must leave their current student identity cards visible on their desks for the purpose of checking, without undue disturbance, after the start of the examination. Candidates must have a current student identity card at all examinations.
- 4.9 The Invigilator will advise all candidates how to complete the cover sheet of the answer book and indicate whether one or both sides of the paper may be used and whether name or registration number/index number should be used. Candidates should read the instructions at the head of the question paper before starting work.
- 4.10 Candidates may not use dictionaries and other reference books or notes unless expressly approved by the Institute through the relevant programme board. A list of such approved texts will be advised in advance. Mathematical/statistical tables, if required, will be supplied. Mathematical/ statistical tables are the property of the Institute and, under no circumstances should they be removed from the examination hall. Candidates found in possession of these tables outside the examination hall will be deemed to be in breach of the Examination Regulations. Candidates may not bring their own mathematical/statistical tables into the examination room.
- 4.11 It is the responsibility of each candidate to ensure that he/she has an adequate supply of pens, pencils, ink, etc., required for an examination. The borrowing of such materials will not be permitted during an examination. Candidates may not

bring blank paper into the examination hall. All paper will be supplied by the Invigilators.

- 4.12 Approved models of personal standard scientific calculators may be used except in circumstances where their use is expressly forbidden. Programmable or text storing calculators are not permitted. Candidates are required to record on their answer booklet the make and model of calculator used. It is the responsibility of each candidate to ensure that his/her calculator is in working order.
- 4.13 Candidates are not permitted to bring mobile phones or any electronic equipment, other than a standard scientific calculator, into the examination hall.
- 4.14 Candidates wishing to leave the examination hall temporarily may not do so unless accompanied by an Invigilator. In any event, no person may enter or leave the examination hall without the Invigilator's permission.
- 4.15 A candidate must not, on any pretext whatsoever speak to, or have any communication with any other candidate; such communications will be regarded as a breach of the examinations regulations. If a candidate needs to ask a question or obtain an extra answer booklet, he/she should raise his/her hand and one of the Invigilators will attend to him/her.
- 4.16 At the end of the examination, each candidate must remain in his/her place until an Invigilator has collected his/her answer book(s), the answer books have been checked, and the Invigilator has announced that candidates may leave the examination hall. It is the responsibility of each candidate to ensure that his/her answer booklet(s) are handed to the Invigilator.

## **5 Absence from an Examination and Illness during an Examination**

- 5.1 An invigilator will come around with the examination attendance sheet to note the attendance of candidates appearing for the examination.
- 5.2 If a candidate is absent from the examination, a detailed explanation must be submitted to the Programme Leader immediately, together with a medical certificate if the absence was due to illness. Details of all such absences shall be reported immediately to the chairperson of the Programme Board of Examiners and subsequently to the relevant Programme Board of Examiners.
- 5.3 A candidate who is absent from an examination without an acceptable excuse and proper documentation evidence will receive a zero for that examination paper.
- 5.4 A distressed or ill candidate may be permitted to leave the examination hall temporarily during an examination, accompanied by an Invigilator, and subsequently return to complete the examination, provided the continuity and quality of supervision is not affected. The Invigilator may, following consultation with the College Head, and the Programme Leader if deemed necessary, give a time extension to such a candidate at the end of the examination equal to the period of absence, or arrange for such a candidate to complete the examination in a separate room under separate supervision.

## **6 Provisions for Candidates with Disability**

- 6.1 The Programme Leader should arrange for additional services for disabled students during their examinations. If required, specific reasonable adjustments will be made to enable disabled students to sit examinations, including any written, practice or oral examination. Candidates that have a temporary disability at exam time should contact the Programme Leader directly, if possible, at least seven days before their examinations commence. A candidate's request for additional provisions must be supported by a medical certificate.

## **7 Breaches of Examination Regulations**

- 7.1 A candidate who is found to have unauthorised materials in his/her possession in the examination hall shall be deemed to be in breach of the Examination Regulations. Any written or printed materials not written on official answer books or electronic devices containing text shall be considered to be unauthorised materials.
- 7.2 The unauthorised materials, together with the candidate's student identity card, shall be removed and retained by the Invigilator who shall make a written report to the Chair of the College Academic Committee. The candidate shall be allowed to complete the examination.
- 7.3 The same procedure will be followed [as in 7.2] where a candidate or candidates is/are considered by the invigilator to have copied or to have attempted to copy any material from each other.
- 7.4 A candidate alleged to be in breach of the examination regulations shall be referred to the College/Institute Disciplinary Committee in advance of the relevant Programme Board of examiners meeting and a report from the Disciplinary Committee shall be placed before the Board. The Disciplinary Committee's report shall make a precise recommendation to the Board.
- 7.5 A candidate found to be in breach of examination regulations may have all written examinations of that semester declared void. Such candidates may be permitted to present for that semester examinations in the next round of the relevant semester examinations. *(This paragraph should be read in conjunction with paragraph 6 under Section C1).*

## **8 Communication of Examination Results**

- 8.1 All examination results are subject to final confirmation by the Institute Academic Committee.
- 8.2 Results are formally communicated to students, after the relevant meetings of the Programme Board of Examiners, as indicated in the annual College/Institute Academic Calendar. Students will be able to view their results online (College/Institute's website) or on notice boards following each semester examinations.

- 8.3 Only information regarding pass/fail results may be given by telephone. Enquirers must be able to quote the students identity number. No member of staff other than the relevant Programme Leader, module tutor or authorised staff in the College/Institute may disclose details of results to candidates.

## **D3 External Examiners**

**Status:** *Approved by the 8<sup>th</sup> Academic Board Meeting in August 2006*

### **1 Introduction**

An external examiner is a person from another institution or organisation who monitors the assessment process of an institution for fairness and academic standards.

- 1.1 External Examiners assist the University in the discharge of its duties to ensure the quality and standard of its programmes. In particular, they provide the University with informed and appropriate external reference points for the comparison of academic standards, offer independent, objective and impartial judgements on a range of matters, and provide professional advice and expertise in the form of findings and reports.

Within this context, the External Examining system has the following purposes:

- 1.1.1 it verifies that the academic standard of each award and its component parts is set and maintained by the awarding institution at the appropriate level, and that the standards of student performance are properly judged against this
- 1.1.2 it ensures that the assessment process measures student achievement appropriately against the intended outcomes of the programme, and is rigorous, fairly operated and in line with the University's policies and regulations
- 1.1.3 it assists in the comparison of standards of the University's awards with those of comparable awards in other tertiary education institutions

### **2 Criteria for External Examiners**

- 2.1 The following criteria are intended to ensure that only those with appropriate experience and expertise are appointed as external examiners.
- 2.2 Normally external examiners shall:
  - 2.2.1 have appropriate levels of expertise and experience in relation to the programme to be examined
  - 2.2.2 be capable of performing the range of duties required of the role
  - 2.2.3 have the capacity to command authority in the field and the respect of colleagues
  - 2.2.4 have sufficient recent examining experience, preferably having already acted as an external examiner, or comparable related experience, to indicate competence in assessing students in the specialist area concerned
- 2.3 Normally, there shall not be:
  - 2.3.1 existing links between the proposed examiner and the programme/department such as in curriculum development, design of programme, etc.

- 2.3.2 reciprocal external examining between similar programmes of two colleges/institutes.
- 2.3.3 an External Examiner who has been a student or a member of teaching or research staff of that institute of the University until a period of not less than three years has elapsed since the termination of the appointment or the studentship
- 2.3.4 an External Examiner who holds simultaneously more than two External Examiner appointments
- 2.3.5 more than one examiner from the same institution on the team when there is more than one External Examiner for a programme
- 2.4 In cases where there is more than one External Examiner in a programme, there shall be an appropriate balance and expertise in the team of external examiners, including:
  - 2.4.1 examining experience
  - 2.4.2 academic and professional practice
  - 2.4.3 a range of academic perspectives
- 2.5 A staff from a different member college of RUB is eligible for appointment as an external examiner to another member college.
  - 2.5.1 No External examiner shall assume that role for a period longer than three consecutive years and no person who has held an appointment as External Examiner for a period of three consecutive years is eligible for re-appointment until a period not less than 2 years has elapsed since the termination of appointment as an External Examiner. In exceptional circumstances, this rule may be waived by the Academic Board.

### **3 Appointment/re-appointment of External Examiners**

#### **3.1 Step 1 – Nominations**

The Academic Affairs department of the Office of the Vice Chancellor calls for recommendations from the member Colleges/Institutes for the appointment of External Examiners both from within and outside the country for different programmes by September of the preceding year.

- 3.1.1 The Programme Committee submits the nomination of external examiner/s to the Institute Academic Committee.
- 3.1.2 The Institute Academic Committee considers the nominations. This shall occur at least four months prior to the start of the academic year in which the appointment is to take place. (This will allow time for clarifications, further information, etc on the nominations, if needed).
- 3.1.3 The head of a member College/Institute will confirm in advance that the person s/he wishes to recommend for appointment as an External Examiner is willing to accept the offer.

### **3.2 Step 2 – Recommendation**

The Institute Academic Committee recommends the appointment to the Academic Board through the Academic Affairs department of the Office of the Vice Chancellor.

### **3.3 Step 3 – Appointment**

The Academic Board formally approves the appointment of the External Examiners.

- 3.3.1 Appointments will normally be made for a period of three years.
- 3.3.2 Once an External Examiner's appointment has been approved by the Academic Board, the external examiner will be issued a formal letter of appointment by the Academic Affairs department, together with the necessary paperwork and information on the role and responsibilities, with a request to respond, if willing, through a letter of acceptance and undertaking to the department.
- 3.3.3 Appointments take effect from the first week of the beginning of the academic year of the member colleges.
- 3.3.4 An External Examiner may choose to resign prior to the completion of his/her contract. A minimum of six months notice is required, and the Examiner must complete the academic year in order to maintain continuity of assessment. Letters of resignation, with reasons for termination of contract shall be addressed to the Academic Affairs department, Office of the Vice Chancellor.
- 3.3.5 The University reserves the right to terminate the contract for service of any External Examiner if, there has been any breach of confidentiality on the part of the Examiner, or if the performance of the Examiner, in the context of his/her duties is deemed to be in any respect significantly inadequate.

## **4. Powers and responsibilities**

External Examiners, by virtue of the authority vested in them by the University, will:

- 4.1 respect the confidentiality of Programme Board of Examiners meetings and of materials that they assess, in particular, of projects and dissertation work, details of which shall not without prior permission be disclosed to any third party
- 4.2 moderate draft examination question papers. Draft examination question papers and comments shall be emailed using password protection feature, personally delivered or courier delivered.
- 4.3 monitor the standard of student work by means of examples (of either assessed coursework or examination papers or both) which should reflect the overall spread of marks awarded. The extent of the sampling shall be determined by agreement between the examiner and the Programme Committee. In cases where it is agreed between the External Examiner and the inviting college that only a selection of examination scripts or any other course work will be examined, the criteria for determining the selection must be agreed in advance by the two

- 4.4 moderate marks awarded by internal examiners to assessments that contribute towards an award, either formally to confirm all marks, propose changes to the whole cohort, or raise issues about the spread of marks, and make recommendations for amendments to individual examples of student work, but only in circumstances where they have moderated the whole cohort
- 4.5 monitor the achievement of module learning outcomes, achievement of programme learning outcomes and ensure that the syllabus is being examined equitably
- 4.6 have the right to obtain reasonable access to the assessed parts of any programme, including evidence about a student's performance on placement where this is an assessed part of any programme.
- 4.7 examine viva voce for an agreed proportion of students. The criteria for selection of the students shall be agreed in advance between the examiner and the inviting college
- 4.8 while on campus, attend all the meetings of the college's Programme Board of Examiners, the dates for which will be notified by the college. When an External Examiner is unable to attend a Programme Board of Examiners' meeting, it would be acceptable for him or her to contribute to the meeting by email, fax or other electronic means, as may be convenient
- 4.9 while on campus, sign the final Results Sheet, which will normally be accompanied by a declaration which reads: *"I declare that in my knowledge the process of examination which produced the results reported on this Results Sheet is consistent with the college's commitment to quality and standard in assessment"*. In case an External Examiner refuses to sign the Results Sheet, then the head of the college or his or her nominee will have delegated authority from the Academic Board to approve the declaration of the result. The head of the college must report to the Academic Board the circumstances in which such an authority had to be exercised, including the views of the External Examiner
- 4.10 from time to time, talk with the students and staff of the College/Institute with a view to obtaining data on various aspects of the programme that influence the standard and quality of the college's assessment practices
- 4.11 try to gain insight into the resources framework, such as the library, laboratories, etc. that supports the College/Institute's assessment practices
- 4.12 be formally invited, by the convener of the Programme Board of Examiners, to present his or her comments on the structure, content, teaching and assessment of the programme(s) examined. The presentation of the External Examiner's comments must form part of the formal proceedings of the Board
- 4.13 visit the College/Institute annually (alternate semesters) if from within Bhutan, and twice in five years if the External Examiner is from outside Bhutan.

- 4.14 ensure that the recommendations of the Board of Examiners are consistent with the aims and curriculum of the programme, with the University's requirements and with good practice in higher education
- 4.15 submit a report to the Head of College/Institute on the conduct of assessment and on related issues with a copy to the Academic Affairs department, Office of the Vice Chancellor before the Examiner leaves the College/Institute. The report shall address substantively and appropriately, issues identified in the External Examiner's Report Forms

## **5. Code of Practice for External Examiners**

- 5.1 External Examiners shall discharge their duties with a sense of responsibility that will ensure the quality and standard of the inviting college/institute's academic programme; they shall provide professional advice and expertise with a view to improving existing practices.
- 5.2 External Examiners shall at all times be able to provide the University with independent, objective and impartial judgments on the inviting institute's academic programme, particularly the assessment procedures and marking scheme.
- 5.3 In case of inability to attend a scheduled Board of Examiners' meeting, External Examiners shall inform the inviting college/institute in advance to allow enough time for alternative arrangements.
- 5.4 External Examiners shall handle examination papers and scripts, marks, findings and reports with the greatest amount of care, safety and confidentiality. Emailing of examination papers, examination scripts, any other course work, marks, comments and any other form of feedback by the External Examiner must be done with the greatest amount of care and security.

## **6. External Examiner's reports**

- 6.1 The reports of External Examiners are fundamental to the process by which the University assures the academic standards of its awards and satisfies itself that this is being done effectively. Reports shall be considered at a variety of levels from module, subject, programme, department, institution level.
- 6.2 External Examiners are required to submit a report to the Head of College/Institute on the conduct of assessment just concluded and on issues related to assessment (see 4.14 under powers and responsibilities). The report will be received and payments made by the college/institute before the External Examiner leaves the campus. The report is to be discussed with the college/institute before finalizing it.
- 6.3 The Heads of Colleges/Institutes are responsible for acknowledging receipt of reports from the External Examiners, and for circulating copies of the report to the relevant Programme Leaders.
- 6.4 The Programmes and Quality Committee will receive routine reports of the External Examiners as part of the Annual Monitoring of Programmes. Pertinent

issues will be put up to the Academic Board. (*This point to be read in conjunction with section F2*)

- 6.5 At the college/institute level, External Examiner's reports are considered by Programme Committees at the start of the academic session. Programme Leaders are required to report on action taken in their Annual Programme Reports. A copy of the Annual Programme Report will be sent to the External Examiner.
- 6.6 Full and serious consideration shall be given by the College/Institute to the comments and recommendations contained within the External Examiners' reports, and the outcomes of the consideration, including actions taken.
- 6.7 External Examiners reports will generally comment on:
  - 6.7.1 The academic standards demonstrated by the students and, where possible, their performance in relation to students on comparable programmes
  - 6.7.2 The strengths and weaknesses of the students as a cohort
  - 6.7.3 The quality of teaching, learning and assessment methods that may be indicated by student performance
  - 6.7.4 The extent to which standards are appropriate for the award or award element under consideration
  - 6.7.5 The design, structure and marking of assessments
  - 6.7.6 The procedures for assessments and examinations
  - 6.7.7 Whether external examiners have sufficient access to the material needed to make the required judgements and whether they are encouraged to request additional information.
  - 6.7.8 The coherence of the policies and procedures relating to external examiners and whether they match the explicit roles they are asked to perform.
  - 6.7.9 The extent to which the external examiner's comments in his/her previous report have been considered and appropriately acted upon
  - 6.7.10 And might additionally comment on other matters.
- 6.8 The University shall ensure that, once appointed, External Examiners are provided with sufficient information and support to enable them to carry out their responsibilities effectively. Specifically, External Examiners must be properly prepared by the member Colleges/Institutes to ensure they understand and can fulfill their responsibilities.
- 6.9 Opportunities should be provided to enable the External Examiners to familiarize themselves with the College/Institute and its assessment procedures, and to agree to their responsibilities prior to their first assessment visit. The familiarization process will include providing the External Examiner with institutional information such as regulations, external examining and assessment guidelines and

department information such as student and programme handbooks, examination papers, marking criteria.

**External Examiners' Report**

<b>NAME OF EXTERNAL EXAMINER</b>	.....
<b>ACADEMIC YEAR</b>	<b>200? – 200?+1</b>
<b>PROGRAMME TITLE</b>	.....
<b>AREAS OF RESPONSIBILITY</b>	.....

**Notes on completing the form**

External Examiners are required under the terms of their appointment to submit an Annual Report. This proforma is designed to assist in this process. Please do not amend this form. If there are areas in which you do not wish to make any comment please leave blank.

The Report will be considered in depth during the Annual Programme Monitoring and Periodic Review exercises. In addition, as a Royal University of Bhutan validated programme, the Report will form part of the annual submission of information by the member Colleges/Institutes to the University. **The report will be widely circulated. Please do not refer to anyone by name or in a way that individuals might be identified.**

**Full fees shall be paid upon receipt of the report by the Head of the College/Institute.**

**REPORTS MUST BE SUBMITTED BEFORE THE EXTERNAL EXAMINER LEAVES THE COLLEGE/INSTITUTE.**

The following is designed to provide core information required by the Royal University of Bhutan on the operation of its programmes. Please feel free to provide additional comments where necessary.

## 1. ASSESSMENT/AWARDS

1.1 Please circle [Y= yes; N= no; N A = not available]

- 1.1.1 Have you had adequate opportunity to see student work which had been assessed? Y / N / NA
- 1.1.2 Were you given a suitable variety of student work which had been assessed? For example, examination scripts, essays, project work etc? Y / N / NA
- 1.1.3 Were you given adequate opportunities to speak with internal examiners? Y / N / NA
- 1.1.4 Were you given the opportunity to meet other externals involved on the programme in private? Y / N / NA
- 1.1.5 Did you need to speak to students? Y / N / NA
- 1.1.6 Were you given the opportunity to speak to them? Y / N / NA
- 1.1.7 Was the meeting of the Programme Board of Examiners properly conducted? Y / N / NA
- 1.1.8 Was assessment properly conducted in your view? Y / N / NA
- 1.1.9 Did you receive assessed work in sufficient time? Y / N / NA
- 1.1.10 Were you given the opportunity to comment on the assessment and the examination questions? Y / N / NA
- 1.1.11 Did you find it necessary to recommend significant alterations? Y / N / NA
- 1.1.12 Were these recommendations acted upon? Y / N / NA

**Please indicate below any shortcomings or positive features in any of these matters.**

- 1.2 Comments on the operation and conduct of the Programme Board of Examiners.
- 1.3 Comments on the overall performance of the students in relation to that of comparable levels of work in other institutions.

- 1.4 Comments on the strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp and application of skills.
- 1.5 Comments on the structure, design, organisation and marking of assessments, including your views on the quality of feedback to students.
- 1.6 Comments on the **student** assessment load.
- 1.7 Does student work demonstrate that the programme is supporting the development of the students' subject skills and their personal and professional capabilities?
- 1.8 In your opinion are there any matters of serious concern arising from the assessments which put at risk the standard of the award?

## **2. CURRICULUM DESIGN AND DELIVERY**

- 2.1 Comments on the curriculum design, in general.
- 2.2 Comments on the quality and general presentation of programme material; particularly that designed to support learners.

**3. LEARNING ENVIRONMENT/STUDENT EXPERIENCE**

3.1 Comments on the learning environment and general resources available to students.

**4. COURSE MANAGEMENT**

4.1 Comments on the action, if any, taken in response to comments in your last visit's Report. (This does not apply if you are examining for the first time.)

4.2 Comments on the overall management of the programme.

**5. OTHER ISSUES/MAIN ISSUES**

5.1 Especially if you are a retiring External Examiner, are there any other issues, including the main issues arising from your experience of the operation of the programme or more generally which you wish the Programme Committee to address?

Signed: ..... Date: .....

# D4 Academic Dishonesty

**Status :** *Approved by the 7<sup>th</sup> Academic Board Meeting in April 2006*

## 1 Introduction

The maintenance of fair and honest conduct is an essential part of any assessment system. The University views any form of academic dishonesty as a serious offence and will deal with it accordingly.

- 1.1 Academic dishonesty may be defined as any attempt by a student to gain an unfair advantage in any assessment. It may be demonstrated by one of the following:
  - 1.1.1 **collusion**: the representation of a piece of unauthorized group work as the work of a single candidate.
  - 1.1.2 **commissioning**: submitting an assignment done by another person as the student's own work.
  - 1.1.3 **duplication**: the inclusion in coursework of material identical or substantially similar to material which has already been submitted for any other assessment within the University.
  - 1.1.4 **false declaration**: making a false declaration in order to receive special consideration by an Examination Board or to obtain extensions to deadlines or exemption from work.
  - 1.1.5 **falsification of data**: presentation of data in laboratory reports, projects, etc., based on work purported to have been carried out by the student, which have been invented, altered or copied by the student.
  - 1.1.6 **plagiarism**: the unacknowledged use of another's work as if it were one's own.
    - 1.1.6.1 Examples are:
      - 1.1.6.1.1 verbatim copying of another's work without acknowledgement
      - 1.1.6.1.2 paraphrasing of another's work by simply changing a few words or altering the order of presentation, without acknowledgement
      - 1.1.6.1.3 ideas or intellectual data in any form presented as one's own without acknowledging the source(s)
      - 1.1.6.1.4 making significant use of unattributed digital images such as graphs, tables, photographs, etc. taken from test books, articles, films, plays, handouts, internet, or any other source, whether published or unpublished
      - 1.1.6.1.5 submission of a piece of work which has previously been assessed for a different award or module or at a different institution as if it were new work
      - 1.1.6.1.6 use of any material without prior permission of copyright from appropriate authority or owner of the materials used

- 1.2 Member Colleges/Institutes must establish clear and consistent practices in relation to suspected cases of academic dishonesty. The Colleges/Institutes are responsible for ensuring that all students registered on awards with them are made aware of these regulations. Students should also be made aware of the seriousness with which proven cases of academic dishonesty will be dealt and the likely penalties that Board of Examiners may impose.
- 1.3 Cases of academic dishonesty will be considered by the Board of Examiners. If the Board of Examiners decides that academic dishonesty has taken place, the Board shall have the discretion to award the marks (if any) which it thinks appropriate in the light of the gravity and extent of the dishonesty involved.

## **2 Suggested procedures for dealing with suspected cases of Academic Dishonesty**

- 2.1 If an internal examiner (the tutor) suspects that a student has plagiarized material or has used other forms of unfair advantage, s/he together with another member of the academic staff which owns the field/area in which the module lies should analyse the work in question and gather the necessary evidence to assess the extent and nature of the dishonesty. The report should be submitted to the relevant Programme Leader. Wherever possible or appropriate, the main evidence for plagiarism will be the original source that has been drawn on.
- 2.2 The Programme Leader will inform the student(s) of the matter under investigation and invite the student to provide an explanation of the circumstances. Tutors of other modules that the student has taken will be consulted in order to check that the problem is not more widespread.
- 2.3 The Programme Leader and at least one other person (usually the tutor concerned) will meet the student(s) individually. Minutes of the meeting containing a report of the representations made by the student will be taken. The student may be given a copy upon request.
- 2.4 The Programme Leader at this point may decide that plagiarism or the use of other forms of unfair advantage has not taken place and has not been proven, and that no further action will be taken. If however, the Programme Leader decides that academic malpractice has occurred, the report of the meeting with the assessed work in question may be put up to the Board of Examiners.
- 2.5 If the Board of Examiners decides that plagiarism or the use of another form of unfair advantage has taken place, it has the discretion to award the marks (if any) that it thinks appropriate in the light of the gravity and extent of the plagiarism or academic dishonesty involved.
- 2.6 The following are intended as indicative of the kind of penalties that the Board may decide to apply, and should be interpreted in the light of each individual case:
  - 2.6.1 Where the work produced includes substantial amounts of the student's own work, and material reproduced from elsewhere or with assistance from another person is not judged to form a major part of the content, a distinction may be drawn between bad academic practice and outright plagiarism or collusion.

- 2.6.2 If the case is categorized as plagiarism, the work will be assessed as far as possible as if the reproduced material were not included in the assessment exercise; and the student will be further penalized by the deduction of points from the mark thus awarded. The size of the deduction will depend on the extent of the plagiarism detected.
- 2.6.3 However, in cases where the material reproduced from elsewhere is judged to form a major part of the content, a mark of zero may be recorded for the piece of work in question. A more lenient solution may be more appropriate for a first offence, but for subsequent offences the Board will impose the maximum penalty wherever appropriate.
- 2.6.4 Where there is evidence of substantial collusion with other students, the guilty student/s will be awarded a mark of zero.

### **3 Right of Appeal**

A student has the right to appeal against the finding or penalty imposed by a Board of Examiners on the following grounds only:

- 3.1 New and relevant evidence which the student was exceptionally unable to present to the meeting with the Programme Leader and the subject tutor.
- 3.2 Irregularity of procedure in the recommending and/or the making of the decision appealed against.

### **4 The appeal procedure**

A student may appeal to the Academic Appeals Committee of the University against the finding or penalty imposed by the Board of Examiners.

An appeal must be lodged in writing with the Secretary to the Academic Appeals Committee within 14 days of the date of the decision appealed against and must be based on the one or both of the grounds specified under paragraph 3 "Right of Appeal".

## D5 Operation of Programme Boards of Examiners

**Status:** *This paper is intended for guidance and will not form part of the regulation. It may from time to time be revised in the light of growing experience in the University.*

*[This paper should be read in conjunction with the constitution of the Programme Boards of Examiners.]*

- 1 The focus of the Board of Examiners will be on the students (as individuals and as a cohort), the module and the programme. In making decisions on assessment and progression, the Board of Examiners should take account of:
  - 1.1 reports from staff on any special circumstances affecting student performance
  - 1.2 the distribution of marks and outcomes in comparison with previous years and with similar programmes elsewhere
  - 1.3 any scaling that has been applied to the marks for an individual, or a module, either by the examiner or the Board of Examiners
  - 1.4 the performance of each individual student on a module by module basis leading to recommendations as laid down in the definitive document concerning progression, re-assessment, repeat, withdrawal or final award
  - 1.5 any deviation from the programme regulations and/or the University general assessment regulations by the Board of Examiners, leading to a change in progression status or final mark; all deviations from the University's general assessment regulations should be referred to the Academic Board for decision
  - 1.6 any comments the Board may wish
- 2 Boards of Examiners may require students to take re-assessment. In such cases the full Board of Examiners shall, determine:
  - 2.1 the students to be offered re-assessment, and in which modules
  - 2.2 the nature of the re-assessment for each student
  - 2.3 the consequences to be attached to the re-assessment results
  - 2.4 the membership of the re-assessment meeting of the Boards of Examiners
- 3 The Board should have access to such information as is necessary to make these judgements.
- 4 Cases will arise where a given module is a constituent part of two programmes and is jointly taught and assessed. One and only one Board of Examiners may take responsibility for the standard of such a module, and will take responsibility for assessing all the students taking that module. Another Board of Examiners may subsequently use these marks in order to make decisions on student progression and award, but it may not alter the decisions on student marks on that particular component.

5. On occasion, modules may be taught jointly but assessed separately. In such cases, the modules will be treated as separate, with different Boards of Examiners taking responsibility for their assessment. The arrangements for joint teaching are then a matter of resource and staff management.

# **Suggested Agenda for a meeting of the Programme Board of Examiners**

## **0 Welcome and Membership**

The Chairman welcomes the members and identifies their role and function e.g. internal examiner for subject X or Secretary. He will also acknowledge any others who are attending but who are not members.

Apologies for any absent members received and replacements (if any) confirmed.

## **1 Confirmation of Minutes**

This is a formality, since in practice the actions arising from the last meeting will have been long since overtaken, but it is useful to have them here to remind the members of any particular issues that arose last time and need to be guarded against here.

## **2 Any special circumstances**

At this point any special circumstances affecting the assessment of students should be brought to the board's attention, e.g. an examination may have been disrupted by power failure or specific student performance may have been affected by illness or bereavement. These issues should be raised here and not later, so preventing ad hominem arguments introducing special pleadings for particular students.

## **3 Module results**

At this point the result for each module should be presented, preferable with an indication of the mean and standard deviation for the results in that module. This allows the Examiners to look at the performance of the class as a whole and consider any anomalous results, e.g. if the failure in one module is excessive (was this a student failure or a teacher failure), or where all the students got almost the same mark. A comparison to the results of the previous year can also be helpful.

No decisions are made at this point except that the Board may decide that the entire marks of a class should be reconsidered. (Ideally there will have been some informal consultations immediately before the formal Examination Board to iron out such anomalous cases).

## **4 Individual Student decisions**

At this point the data is presented in a form that allows the Board of Examiners to see the entire set of results for each student at a time. In credit based systems it can be useful to see the student's overall record, e.g. for the previous year as well. The Board then makes decisions for each student in turn. The Chairman should not allow the Board to delay needlessly on students where the result is straight forward and he should move on to the next student where there is a decision needed. Sometimes the Chair will have pencilled in proposed outcomes for each student and the Board will then be invited to consider ones where members wish to suggest an alternative outcome.

The Board will determine the nature of re-assessments.

*(Point 4 deals predominantly not with the majority of students but with the small proportion of students who do not pass all their modules clearly at the first attempt).*

## **5 Confirmation of Decisions**

The Secretary will be entering the decision on a clean copy of the student decision sheet. At the end the secretary will read out the decisions. The Chairman will sign the sheet which then becomes the formal record of decisions. The minutes will record the general discussion surrounding the decisions but will not repeat the decisions taken. For example it might record concern at the very narrow spread of marks in module 'Y' and ask this to be drawn to the staff's attention and request for follow up. This record will then sensitise the Board to look out for this issue next time.

## **6 Close**

## D6 Teaching Methods (Some Definitions)

*This paper is issued as a guide for teaching and learning; it is not intended to form part of the regulations.*

The development of thorough conceptual understanding involves a series of learning phases – preparing to tackle the course material, acquiring the necessary course material, acquiring the necessary information, relating it to previous knowledge, transforming it by establishing organisational frameworks within which to interpret it, and so developing personal understanding. If this process is to work effectively, the teaching functions must be designed to support these phases of learning. The functions should include:

1. Orientating      setting the scene and explaining what is required
2. Motivating      pointing up the relevance, evoking and sustaining interest
3. Presenting      introducing new knowledge within a structure
4. Clarifying      explaining with examples and providing remedial support
5. Elaborating      introducing new material to provide a richer knowledge base
6. Consolidating    providing opportunities to test and develop personal understanding
7. Confirming      ensuring the adequacy of knowledge and understanding

Within traditional teaching in higher education, the initial stages of orientating, motivating, presenting, explaining and some stages of clarifying are commonly carried out through lectures. Further clarification and remedial support will be provided through textbooks and through tutorials that will also provide elaboration and consolidation. Laboratory work and fieldwork introduce additional knowledge and skills together with opportunities for consolidation and elaboration in relation to the lecture course. The additional reading suggested by lecturers and tutors continues the process of elaboration, while much of the consolidation comes from problems and worked examples in the sciences and essays in other areas.

**Lectures** are still the predominant form of teaching in higher education and, where they are carefully planned, can provide an effective means of orientating, motivating and presenting; additionally they provide a social focus for the class and an easy access to the lecturer delivering the course. They would normally be given in classrooms or lecture theatres appropriate to the size of the classes enrolled, with a view to minimising the repetition of taught material, and maximising the quality of the material presented.

**Tutorials and discussion groups** serve to clarify, elaborate and consolidate the ideas presented in lectures, and to develop the skills of thinking in that discipline or context. This is valuable where the process actively engages the students, where there is effective prior preparation and where the tutor encourages and requires the participation of the students. This position is not easy for a member of staff who sees himself as a giver of knowledge rather than a facilitator of student learning. In courses with small classes, the

size of the class can allow the lecture and the tutorial functions to be merged, this can facilitate the interaction between the lecturer and the students, but it can also lead to a lecturer failing to allow enough student participation. They would normally be given in class sizes of not greater than 15 to facilitate group interaction and to ensure that each student would have an opportunity to interact with the tutor and to be stimulated and challenged in that interaction.

**Laboratory work** serves to inculcate experimental, research and problem solving approaches to the discipline, the development of systematic work patterns, and also serves to illuminate and reinforce theoretical material. They serve as an important means for staff – student interaction. Normally supervised on a basis of about one member of staff to about 15 to 20 students depending on the subject, in laboratories designed for such group sizes or multiples thereof.

**Personal study time:** would include group discussion, reading, information seeking in the library, preparing for submission of assignments, etc. It is a crucial element of higher education and for this, access to good library provision is normally expected.

**Final year projects** allow students to gain experience in dealing with realistic data; and to carry out extended report writing. The value of the work depends on the choice of topic and on the quality of the supervision provided. It can be valuable for the project to be carried out in a work environment under professional supervision.

# **E1 Planning Approval for a new Programme**

**Status:** *Approved by the 8<sup>th</sup> Academic Board Meeting in August 2006.*

## **1 Introduction**

Proposals for new programmes are normally initiated by the member Colleges/Institutes. However, the Academic Planning and Resources Committee may also propose for consideration by member colleges/institutes, new programmes that may be seen necessary and relevant to the overall objectives of the University.

Before a new programme can enroll students, it must receive both planning approval through the planning process of the Academic Planning and Resources Committee (APRC), and the academic approval process through the Programmes and Quality Committee (PQC).

## **2 Criteria**

2.1 The criteria against which the proposal for planning approval for a new programme will be judged are as given below. A fuller elaboration of these headings is given in Appendix 2 "Justification for initiating and continuing a programme"

2.1.1 the need for the programme

2.1.2 the demand for the programme

2.1.3 the University's overall strategy

2.1.4 resources

## **3 Outcomes**

3.1 The intended outcomes of the Academic Planning and Resources Committee's consideration of the planning proposal are:

3.1.1 approve the incorporation of the proposed programmes in the University's forward Academic Plan, as a programme which helps to fulfil the University's obligation to provide relevant and good quality programmes

3.1.2 approve the proposed student numbers

3.1.3 approve the further development of the proposal to the stage where it can be submitted to the Programmes and Quality Committee

3.1.4 agree to the incorporation of the resource requests in the University's budget proposals

## **4 Procedure and Timescale**

4.1 The Academic Planning and Resources Committee should receive for consideration and approval, proposals for planning a new programme in June and November, two years in advance of the intended date of commencement of the programme.

- 4.2 In accepting a programme for incorporation into the University Plan, the APRC will normally give an indication to the initiators of the proposal, of the likely resource constraints within which the programme must be developed; and so arrive at an understanding, albeit tentative, on the extent to which the University will be able to meet the programme's resource expectations as and when the programme starts.
- 4.3 The completed University plan, including all the new programmes supported by the APRC, is then submitted to the Academic Board for approval and onward transmission to the University Council.

## 5 Documentation

The documentation should include the following elements

- 5.1 A statement of the programme ( refer Appendix 1)
- 5.2 A **justification** of the programme (refer Appendix 2). This must be accompanied by evidence, or summaries of the evidence with reference to published documents containing the full evidence
- 5.3 A statement of the **Resource needs** for the programme (refer Appendix 3)
- 5.4 The proposed student numbers that it is intended to admit to the programme over its first five years
- 5.5 If the proposed programme is already running in some form, or if this new programme is replacing an existing programme then an **evaluative report** of the old programme or the last annual monitoring report on its operation should be included.
- 5.6 A statement from the Head of the College/Institute to confirm that the proposal has the explicit **support** of the Institute and that the calculation of resources have involved the Head of the Library and the Head of the IT section, and indicating the person responsible for the development of the programmes, the department or section of the Institute in which the programme is to be based.

## 6. Adoption of Existing Programmes

For the adoption of existing programmes, the Colleges/Institutes should submit an executive summary of the programme indicating the resources acquired and the resources required to the Academic Planning and Resources Committee for information, concurrent to the submission of the programme details for validation to the Programmes and Quality Committee.

## Appendix 1

### 1 Programme Definition

A programme is defined by the sum of the following topics

- 1.1 The name of the **College/Institute**
- 1.2 The **name** of the programme and the award or awards to which it leads
- 1.3 The **duration** and **mode of study**
- 1.4 The **campus** at which the programme is offered
- 1.5 The award granting body, and/or accrediting body for the programme
- 1.6 A general statement that sets out the **broad purpose and intention** of the programme; an outline of related career opportunities might also be provided.
- 1.7 The **specific objectives** of the programme; these are the specific attributes which the students should be able to demonstrate at the end of the programme as a result of their learning
- 1.8 The **entrance requirements** to the programme and the progression criteria, ie the minimum criteria, expressed in terms of subjects, credits and grades, for proceeding to the next stage or year of the programme
- 1.9 The programme's approach to **learning and teaching** A statement of the teaching and learning strategy for the programme which outlines the balance between lecturer-centred and learner-centred approaches, which addresses the needs of full time, part-time young/mature, in-situ/distance learners, which takes account of use of ICT such as video conference or the web. The teaching and learning strategy should be designed to allow the fulfilment of the general objectives of the programme. The teaching approach should be consistent with the teaching method specified in the module descriptor forms. The proposed teaching group size should be identified
- 1.10 The **assessment approach** This should explain how the assessment contributes to the learning process and how it gives students the opportunities to demonstrate the achievement of the aims and objectives of the programme. The assessment approach should be consistent with the methods of assessment specified in the module descriptor forms. The requirements to be fulfilled for the granting of the award
- 1.11 **The curriculum** structure This should set out the modules and credits required to be completed in each year or stage of the programme, the pre and co-requisites. It should include a **map** of the curriculum structure showing the inter-relationship between modules. The inter-relationships between modules should be identified and any streaming of the programme clearly presented. In a programme where the student is given a substantial degree of choice, the permitted

programmes of study should be identified with a clear indication of compulsory subjects and with regulations for the choice of options

- 1.12 A list of the **modules** that compose the programme
- 1.13 **The date** at which the documentation was written or last amended and the authority for the issuing of that version of the programme

## Appendix 2

### Justification for initiating and continuing a programme

For the University to offer a programme there must be a clear justification for that programme. This is relevant at the start of a programme, and on the occasions when the University reviews the operation of a programme. The operation of a programme is not a self-evident justification for its continuation, there must be evidence initially that the programme will serve a justifiable purpose, and at the time of review there must be evidence that the programme has indeed fulfilled that purpose. The Justification requires the following elements to be addressed.

#### 1 The purpose or philosophy of the programme

The programme definition will give a brief formal set of aims. This document will set out in more detail what is exactly in the minds of the originators or promoters that the programme will seek to achieve. In the case of an existing programme, this section can set out what the programme was intended to do and what in reality it has achieved. E.g. in the case of a Geography degree, what type of geography is intended to be studied.

#### 2 The need for a new programme and the continuing need for an existing programme

Some of the issues that need to be addressed are:

- 2.1 Does the programme address Bhutan's economic, development and educational needs?
- 2.2 Does the programme meet identified training needs, nationally or locally?
- 2.3 Has there been a market analysis to show the need for the programme?
- 2.4 Is there a need for the programme in terms of demand from employers? (The evidence to support the need for a programme needs to be quantitative and specific)
- 2.5 Is there evidence from past graduates as to the value and relevance of the programme?

#### 3 The demand for the programme

- 3.1 What is the evidence of student demand for the programme? Is there evidence from similar programmes?
- 3.2 Is there demographic evidence of sufficient students with the required entrance requirements to justify the programme and the planned form of delivery?
- 3.3 How does the planned intake number relate to the demand (and the need)?

## **4 The University's overall strategy**

- 4.1 Does the programme fit well within the University's overall Strategic Plan, which itself will be related to the country's development plan?
- 4.2 Is the proposed programme consistent with the planned development of the University? E.g. in terms of the nature of the education to be provided, the balance of curriculum provision, the level and the mode of study

## **5 Resources**

- 5.1 Is the level of resources needed to develop the programme clearly identified and can it be met, or be expected to be met, by the University within its overall development plan?
- 5.2 Does the University have access to the necessary staff, both in number and qualifications, and to other resources to support the programme?

## **6 Planned Student Numbers**

- 6.1 What are the planned student numbers and how will they build up over the next five years?

## **7 Resource needs**

- 7.1 Are there additional resource needs?

## Appendix 3

### Resource support for the programme

The resources, which will be used to support the programme, should be specified according to the headings below. A distinction should be made between those resources in place, and those still to be obtained.

#### **1 Overall staff support**

- 1.1 present establishment and grades of teaching, technical and general staff in the contributing departments
- 1.2 grade and subject area of additional posts, those previously agreed and any now requested, with justification
- 1.3 academic staff teaching contact hours generated by each year of the programme and in total

#### **2 Accommodation**

- 2.1 tabulation of the contributing departments' accommodation including staff rooms and specialised areas
- 2.2 additional demands of general teaching accommodation created by the programme
- 2.3 any essential, new specialist accommodation required by the programme, as previously agreed or now requested.

#### **3 Equipment**

- 3.1 list of major equipment items available to support the programme
- 3.2 additional major equipment items needed, as previously agreed or now requested

#### **4 General expenses**

- 4.1 list of departmental allocations for general expenses and equipment maintenance in current and previous two years

#### **5 Library support**

- 5.1 list of journals and periodicals relevant to the programme currently held by the library
- 5.2 additional library expenditure needed to support the programme, both initial and recurrent, as previously agreed or now requested

**6 Computing support**

6.1 list of computing facilities, software, etc. available to the programme

6.2 any additional computing expenditure required, as previously agreed or now requested

**7 Other support facilities**

7.1 other facilities which will directly support the programme

**8 Any additional facilities** needed and when it is projected they will need to be available

# **F1 Validation of a New Programme, and the Adoption of an Existing Programme**

**Status:** *Endorsed by the 2<sup>nd</sup> Academic Board Meeting in October 2004.*

## **1 Introduction**

- 1.1 The University is responsible to many interest groups (students, external assessment bodies, funding agencies, employers, and the general community) for the quality, standard and relevance of its programmes. This responsibility rests with each individual and group according to function and task. Ultimate responsibility within the University rests with the University Council, and is discharged by the Academic Board and the University Senior Management Team.
- 1.2 To fulfill its responsibilities to the community for the quality, standard and relevance of its programmes, the Academic Board has set up policies and procedures that embody good practice and has established a Programmes and Quality Committee to carry them out. All programmes leading to an award of the University are subject to validation, periodic review and annual monitoring. These measures are in addition to other basic elements of quality assurance.
- 1.3 Validation is the term used to describe the process that leads to the final decision to approve (or not to approve) a programme.
- 1.4 This paper focuses on the systems which deal with the quality of programmes, but additionally the University has policies and procedures which ensure quality in other aspects of the University's work such as staff appointment, staff development, student services, resource allocation, research, which in their turn contribute to the quality and standard of the University's programmes.

## **2 Aims of Validation**

- 2.1 The overall aim of the University's validation system is to establish that the quality, standards and relevance of the programme fulfill the University mission, and are consistent with the programme's own claims. The process is also intended to:
  - 2.1.1 challenge and stimulate staff by questioning aspects of the proposed programme
  - 2.1.2 encourage staff in the development of new areas of curriculum and new teaching methods, and in areas of scholarly staff activity which will help to develop and improve the programme
  - 2.1.3 inform and advise staff of good practice elsewhere and of new teaching developments in curricular and teaching methods
- 2.2 The validation process will address:
  - 2.2.1 the rationale and coherence, separately and collectively, of :
    - 2.2.1.1 the admission requirements

- 2.2.1.2 the aims and objectives
- 2.2.1.3 the curriculum
- 2.2.1.4 the content
- 2.2.1.5 the teaching/learning activities
- 2.2.1.6 the assessment methods and regulations
- 2.2.2 the extent to which the aims of the programme seek to address the employer demand and the student demand for the programme
- 2.2.3 the adequacy of staff and resource support, both current and planned, and any resource implications for the University over and above the previously agreed levels
- 2.2.4 the quality and experience of academic staff who will teach the programme, together with any staff development plans and intended staff appointments
- 2.2.5 the relationship with the University's policies and regulations, and with any published principles, regulations and guidelines of any professional or licensing body. The presentation and quality of the submission document is not an end point of validation, it is an instrument to help the panel achieve a decision

### **3 The Process**

- 3.1 The validation process normally has five main steps after planning approval is applied for and granted by the APRC.
  - 3.1.1 The full Programmes and Quality Committee (P&Q) meets to consider the proposal.
  - 3.1.2 A panel is appointed and it considers the proposal in more detail.
  - 3.1.3 The panel visits the Institute and discusses the proposal.
  - 3.1.4 The report of the panel meeting is taken to the P&Q Committee.
  - 3.1.5 A recommendation by the P&Q Committee goes to the Academic Board.
- 3.2 After planning approval is granted the planning committee should proceed to develop the programme, with documentation along the lines set out in section 4 of this paper.
- 3.3 The next stage is for one copy of unbound but complete documentation to be submitted via the Secretary of the P&Q Committee to the Chair.
- 3.4 The Chair has the responsibility for deciding on the basis of the documentation, knowledge of the staff, and of the general University situation whether there is an acceptable basis for the validation of the proposed programme for the Committee to meet.

S/He will need to judge whether the **documentary** evidence will allow a considered judgement to be reached on the academic merit of the proposed programme. Further, the following will be considered:

- 3.4.1 hidden issues, especially **resource** issues which have not yet been fully addressed, or which need to be resolved before the validation proceeds
- 3.4.2 whether the staff has thought through all the issues raised by the introduction of the programme
- 3.4.3 the need for an experienced member of staff to visit the Institute and to advise the staff on the further development of the documented proposal
- 3.5 The P&Q Committee will receive a fully documented proposal at a full meeting of the Committee. The purpose of this meeting is to:
  - 3.5.1 determine whether the document will provide a sufficient basis on which to proceed to a meeting with the staff of the college proposing the programme; and it may in consequence ask for more documented information or it may ask for a complete re-submission
  - 3.5.2 determine the primary issues that it would wish to have addressed
  - 3.5.3 determine the membership and the Chair of a panel that will examine the proposal in more detail. Normally proposals for external experts in the field will have been prepared by the Secretary in advance of the meeting
- 3.6 The document is sent to the members of the panel appointed by the Committee and the panel will consider the proposal in more detail either through correspondence or in a meeting. The comments of the panel are conveyed to the College/Institute. These comments will generally identify the major issues to be discussed with staff on the visit to the College/Institute. The panel may require more information, e.g. an initial response to some of its queries, and should specify whether this should be provided prior to any visit or on the occasion of the proposed visit. The panel will also be provided with documents setting out the University policy in these areas.
- 3.7 The panel will visit the College/Institute. The structure of the visit is at the panel's discretion but it will normally last one complete day and during that period the panel will usually wish to:
  - 3.7.1 first meet privately to rehearse the main issues, to allocate duties amongst the panel members, especially to any external subject experts and to plan the day
  - 3.7.2 meet senior staff e.g. Director of the College/Institute as the person responsible for the allocation of resources and/or Heads of Department to consider matters to do with resources and space
  - 3.7.3 meet students on the predecessor to the proposed programme or to a similar one
  - 3.7.4 visit the facilities, including laboratories, lecture rooms, staff rooms
  - 3.7.5 meet the representatives of academic services e.g. ICT support Centre, the Library

- 3.7.6 the main part of the day will be undertaken in a detailed discussion with the staff who have developed the proposal and who will be teaching it
- 3.8 In the discussions the Chair should encourage participation from all members on both sides, disallow questions that are answered within the programme documentation, ensure that the full range of issues are covered, and maintain a relaxed but professional atmosphere.
- 3.9 Arising from the visit a report will be prepared by the secretary for the P&Q Committee. The possible outcomes of the visit are recommendations that the programme:
  - 3.9.1 be approved without conditions with a review planned to take place in five years as normal
  - 3.9.2 be approved without conditions with a review planned to take place in a period of less than five years
  - 3.9.3 be approved upon meeting specified conditions
  - 3.9.4 be not approved and the College/Institute be invited to reapply taking into account all the comments of the panel
- 3.10 The report shall have
  - 3.10.1 an executive summary setting out:
    - 3.10.1.1 title of the programme(s)
    - 3.10.1.2 the decision including start date and period of approval
    - 3.10.1.3 any conditions to be met
    - 3.10.1.4 timing of the next review
    - 3.10.1.5 any recommendations
  - 3.10.2 a logical and structured resume of the main issues arising from the discussion between the Panel and members of the programme team and which led to the Panel's decision and conclusions which should be given in full.
- 3.11 The P&Q Committee will receive the report and recommendations and will then make a considered recommendation to the Academic Board.

## 4 Documentation needed for Validation of a Programme

### 4.1 Introduction

The heading and notes below suggest a comprehensive format for the preparation and presentation of a proposed new programme. Not all of this information may be necessary for every document or requested for inclusion by the Panel Chair when scrutinising documentation before allowing validation to go ahead. However, if it is not supplied the Programme Committee should be prepared to answer questions on each of the areas at the event, and/or to supply documented information. Since this may prevent discussion of other more critical issues, and this can in turn have an impact on the outcome of the event, it is in the Programme Committee's interest to document fully relevant information.

### 4.2 Basic Information on the programme

4.2.1 The name of the **College/Institute(s)** where the Programme is to be based

4.2.2 The **name** of the programme and the award or awards to which it leads

4.2.3 The **duration** and **mode of study**

### 4.3 Aims and Objectives of the Programme

A general statement that sets out the **broad purpose and intention** of the programme. The educational and vocational aims and objectives of the programme, expressed, to reflect knowledge and skills, the intellectual and imaginative development of the student, analytical and communication skills, etc., - What does the programme seek to achieve? An outline of related career opportunities should also be provided.

This information will have been submitted at the stage when the programme gained planning approval. At this stage the validation will not re-explore the justification for the programme but will seek to determine the extent to which the curriculum and teaching methods now substantiates the earlier claims as to the purpose of the programme.

This section should also provide a **justification of the level of award** and of the title. E.g. what is it that makes this a degree rather than a diploma, other than the simple duration of time?

The **specific objectives** of the programme should specify the attributes which the students will be able to demonstrate at the end of the programme as a result of their learning.

If the programme has nested awards then the aims and objectives specific to each award should be clearly identified.

### 4.4 Curricular Structure

This should set out the modules and credits to be completed in each semester or year of the programme. It should include a **map** of the programme structure showing the inter-relationship between modules, and the position of the modules by year and semester. The inter-relationships between modules should be identified and any specialization of the programme clearly presented. In a programme where the student is given a substantial degree of choice, the permitted programmes of study should be identified with a clear indication of compulsory modules and with regulations for the choice of options.

A full description of the mode of study of the programme should be indicated, including the structure in terms of the attendance pattern of students (particularly for part-time programmes). For programmes with placements, components of the academic studies, placements and vacation periods should be clearly shown. Information should be given on the type of placements envisaged, the organisations which will provide them, and how it will be assessed. In addition, evidence of the likely availability of placements of a suitable standard should be provided, together with evidence that the objectives of the placement can be achieved.

#### **4.5 Regulations**

The document should have a minimum of the following regulations related to the programme.

##### **4.5.1 The entrance requirements**

4.5.2 Full details of the **assessment regulations** setting out the **progression criteria**, i.e. the minimum criteria, expressed in terms of modules, credits and marks, for proceeding to the next stage or year of the programme, and the requirements to be fulfilled for granting of the award or awards. Information on the assessment in individual modules should not be given here, but the weighting of marks to different modules if it does not follow the University credit framework and assessment regulations should be explained.

4.5.3 The constitution and terms of reference of the Board of Examiners, together with any proposals for External Examiner(s) to be appointed to the programme should be presented.

#### **4.6 Teaching, Learning and Assessment**

A statement of the teaching and learning strategy for the programme which outlines the balance between lecturer-centred and learner-centred approaches, which addresses the needs of full time, part-time young/mature, in-situ/distance learners, which takes account of use of ICT such as video conference or the web. The teaching and learning strategy should be designed to allow the fulfillment of the general objectives of the programme. The teaching approach should be consistent with the teaching methods specified in the module descriptors. The proposed teaching group size should be identified.

The **assessment approach** should explain how the assessment contributes to the learning process and how it gives students the opportunities to demonstrate the achievement of the aims and objectives of the programme. The assessment approach should be consistent with the methods of assessment specified in the module descriptors.

#### **4.7 Justification for the programme**

The justification of the programme should be rehearsed. This information will have been submitted at the stage when the programme gained planning approval. At this stage the validation will not re-explore the justification for the programme but will seek to determine the extent to which the curriculum and teaching methods now substantiates the earlier claims as to the purpose of the programme. A summary of the earlier more detailed justification will therefore suffice, setting out the need for the programme and the demand for it.

#### **4.8 Planned Student Numbers**

The planned student numbers for the next five years.

#### **4.9 Programme Management**

The role of the Programme Leader, the Programme Committee, the Head of Subject/Department, the Head of the College/Institute, the Institute Academic Committee and the relationship between these persons and bodies, and how the care and maintenance of the programme is undertaken. Student involvement of in the monitoring of the programme should also be included.

#### **4.10 Critical Self-Appraisal of the existing Programme**

Where a programme is already in operation and is seeking to be adopted to lead to a University award, the College/Institute should supply a critical self appraisal of the operation of the programme. Details of what such a report should include are set out in section F4 of the wheel.

#### **4.11 Academic Staff:**

The documentation should provide a description of the approach and policy of the College/Institute or the department towards the recruitment, development and evaluation of staff along with the particular staff development needs associated with the programme and plans to meet these needs.

In addition, it should provide a list of the academic staff responsible for teaching the programme including grade, qualifications, experience, posts held, research, consultancy and related activities and publications.

#### **4.12 Resource needs**

The resources, which will be used to support the programme, should be specified according to the headings below. A distinction should be made between those resources in place, and those still to be obtained.

- Overall staff support
- Accommodation
- Equipment
- General expenses
- Library support
- Computing support
- Other support facilities

#### **4.13 The Modules**

A complete module descriptor for each module included in the programme (Refer section B4)

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## Criteria for Selection of Chairs & Panel Members (Notes for Guidance)

- 1 Members are selected on the basis of their experience in a number of areas:
  - 1.1 experience in teaching on, or in running a programme similar to that being validated; similar by mode of study; similar by level; or similar by subject area
  - 1.2 experience in being an academic. Most members of academic staff have taught and are therefore able to understand the issues of running and teaching a programme albeit not in their own discipline
  - 1.3 competence in that discipline
  - 1.4 experience in the professional practice of that subject
  - 1.5 experience in the employment of graduates
  - 1.6 experience in the exercise of assessing a programme
  - 1.7 research expertise, especially for Honours degree and Masters degree programmes
- 2 The selection of members is a question of balance amongst the above types of experience. In addition the selection of members should take account of the need:
  - 2.1 to provide experience for staff not versed in programme operation and validation thus, there needs to be a balance between experienced and inexperienced members
  - 2.2 to spread the work out to avoid overloading the same members or chairs or Institutes, but also to try to give chairs repeated responsibility and therefore increasing experience
  - 2.3 to establish a panel large enough to carry out competently the functions of validation, but small enough to carry out that function expeditiously
  - 2.4 generally not to have more than one person from a given Institute on a panel
  - 2.5 to give some overlap in membership between panels looking at related programmes
  - 2.6 to give continuity in membership with earlier validation events so that members' earlier experience of the programme can be put to good use
  - 2.7 to provide an appropriate gender balance within the panel

## **The Role of the Panel Secretary**

## **(Notes for Guidance)**

The secretary to a validation panel acts as academic guide to the panel members in their work as logistics co-ordinator. The activities include the following:

- 1 Identify the major policy issues that are likely to arise from a consideration of the programme and advise the Chair accordingly.
- 2 Be aware of the outcomes of validation of similar events and seek to establish a consistent framework of decision making by the Committee through its panels.
- 3 Arrange the logistics of the visit with members of the panel, the Programme Leader and Head of Department. Where a particular member is unable to attend the meeting, advise the Chair of the Programmes and Quality Committee on replacement. Try to ensure dates and times are appropriate to individual panelists.
- 4 Send a copy of the programme to the Chair in advance. Discuss with the Chair the form of the meeting, including the need to view the facilities, to see the laboratory work and projects or examination papers, and which staff or students the panel should meet, etc.
- 5 For a laboratory-based programme, arrange a visit by members to the laboratories and other facilities.
- 6 Upon confirmation of visit date, issue a formal invitation at least 14 days in advance enclosing such of the following as are relevant:
  - 6.1 programme of the meeting
  - 6.2 membership of the Panel
  - 6.3 background paper
  - 6.4 functions of internal validation/revalidation panel
  - 6.5 relevant University policy/guideline paper(s)
  - 6.6 programme validation/review document(s)
  - 6.7 other supporting documents (including resources analysis and staff cv's), if any
  - 6.8 request members to notify panel secretary or Chair (Chair to determine which) by a date (7 days before visit) of issues they would wish to raise at the visit
- 7 Ensure that the setting of the meeting room is appropriate.
- 8 Attend the panel meetings including student meetings and laboratory visits.

## **F2 Annual Monitoring of Programmes**

**Status:** *Endorsed by the 2<sup>nd</sup> Academic Board Meeting in October 2004. Further revised and endorsed by 11<sup>th</sup> Academic Board Meeting in August 2007*

### **1 Introduction**

- 1.1 The Annual Monitoring of programmes is a crucial part of the University's quality assurance mechanisms. It provides an opportunity and structure for:
  - 1.1.1 the Programme Committee to critically review and improve the operation of a programme on the basis of available evidence
  - 1.1.2 the Institute Academic Committee to get to know the programmes for which it is responsible, to review their health and to ensure that good practice is shared and that remedial action is taken where this is necessary
  - 1.1.3 the Programmes and Quality Committee, on behalf of the Academic Board to fulfill its responsibility to ascertain the satisfactory operation of each programme, primarily by overseeing of the process operated by the colleges
  - 1.1.4 the Programmes and Quality Committee to assist the improvement of standards across the University by identifying and disseminating examples of good practice
- 1.2 Where there are two closely related programmes it is for the Institute Academic Committee to advise as to whether there should be one composite report or two separate reports on the operation of the programme(s) during the past year.

### **2 How the Annual Report is considered**

- 2.1 The annual report of each programme should be considered at a special meeting of the Institute Academic Committee. The evaluation of the programmes should concentrate on three main areas:
  - 2.1.1 specific programme issues
  - 2.1.2 general University issues
  - 2.1.3 examples of good practice
- 2.2 The Programmes and Quality Committee of the Academic Board will receive a report from these meetings and will audit the process.

### **3 Schedule**

*February* The Director for Academic Affairs writes to all Chairs of the Institute Academic Committees setting out the procedure for the annual monitoring report.

<i>June</i>	A report on each programme is submitted to the Chair of the Institute Academic Committee for review and consideration.
<i>July</i>	These reports are submitted to the Programmes and Quality Committee through the Director for Academic Affairs. The Programmes and Quality Committee will then report to the Academic Board.

## **4 Content of Annual Report**

The Programme Leader should provide a critical evaluation of the performance of the Programme during the past year. It should be based on evidence, and should use the following headings based on such evidence, as they consider necessary and appropriate.

### **4.1 Action Plan** (1 page maximum)

The Action Plan forms the core and summary of the annual report. It should consist of those issues that need to be addressed by the staff or the Academic Board in the coming year. It is recommended that the Programme team should table the Action Plan at all of their meetings in order that progress with the issues can be debated.

### **4.2 Introduction & response to previous action plan** (1 page maximum)

For each issue which was raised in the previous Action Plan, there should be a comment on what action has been taken and the results of this action. Any outstanding issues should appear in the new Action Plan and should be highlighted with an asterisk.

### **4.3 Aims and Purpose** (1 page maximum)

This section will consist of an evaluation of the factors described in section A of Quality Criteria (*the Curriculum reflects the programme aims, matches the level of the award, and provides a balance of conceptual and transferable skills*). The evaluation should include a discussion of any issues that should arise from the first destination statistics and programme based issues from student feedback and interaction.

### **4.4 Curriculum, Teaching and Assessment** (2 page maximum)

This section should consist of an evaluation of those issues covered by aspects B (*curriculum reflects the needs of employers, is up to date, and takes account of changes in the subject and in the profession*), D (*teaching reflects the aims of the programme, encourages deep learning, has variety, is well planned, is enriched by research; assessment serves formative and Summative purposes, good feedback is given to students*) and K (*there are explicit standards of performance in the programme, use is made of validation or other evidence*) of the Quality Criteria. It should include issues, which arise from an analysis of student progression, student feedback, and any external reports on the programme. The report should highlight one positive key development in teaching and or assessment.

The report should comment on how it fulfils the University norms in respect of language and IT skills.

#### **4.5 Resources**

(1 page maximum)

This section should consist of an evaluation of Staff, facilities and Learning resources as described in sections C & F of the Quality Criteria.

#### **4.6 Programme Organisation**

(1 page maximum)

This section should consist of an evaluation of the programme organisation and support to students as set out in sections G & H of the Quality Criteria (F3).

#### **4.7 Evidence**

(Appendices)

Any external reports should be included in full. The responses to issues therein should be included in the main report.

Some direct feedback from students.

A list of the other sources of evidence on which the report has been based, e.g. other forms of student feedback, employers' views, etc. Where evidence is not included with the report it should be held in the department.

Cohort statistics showing:

- number of applicants, and the number admitted profiled by age, sex and nationality
- student achievement rate for each year of the programme
- first destination of graduates classified by nature and place of employment

## **F3 Quality Criteria**

**Status:** *Endorsed by the 2<sup>nd</sup> Academic Board Meeting in October 2004.*

The primary topics to be addressed in any consideration of a programme whether for approval, review or adoption are the following:

### **A Aims and Curricula**

- A1 Curriculum, aims and objectives are explicit and known to staff and students.
- A2 Aims and objectives correspond to the nature and level of the programme, (Academic Programme Structure (B1 of the Wheel) sets out the general educational aims of a degree programme, but each programme will have its own specific aims), to the needs of students, society and the economy as determined by systematic investigation.
- A3 Specialist aims and objectives are consistent with institutional mission and aims.
- A4 Curricula accurately reflect declared aims and objectives and the needs identified.
- A5 Curricula provide an appropriate balance of specialist content, general conceptual skills and personal transferable skills.
- A6 Curricula are up-to-date in terms of specialist developments.

### **B Curriculum Design and Review**

- B1 Programme is designed to meet the needs of the range of intended students, in terms of programme length, duration, mode of attendance, location, structure, sequence and options.
- B2 The design of the curriculum has taken full account of recent developments in the subject matter and in the teaching of the subject matter by reference amongst others, to:
  - professional body requirements (e.g. in engineering the IEEE in USA, the Engineering Council in UK; in accountancy and business studies the ACCA)
  - the curriculum of reputable universities that offer programmes in the area,
  - accreditation bodies (e.g. in UK the academic benchmark statements produced by the QAA, in USA by bodies such as ABET in engineering, curricula, through modern texts)
  - curriculum support and development bodies [e.g. the Learning and Teaching Support Network (LTSN) in UK]
- B3 The design of the curriculum has taken full account of the needs of business, industry, commerce, and other end-users, and there is regular contact with such end users.

- B4 Appropriate provision is made for alternative curricular modes such as accreditation of prior learning, credit accumulation and transfer.
- B5 Programme design seeks to facilitate access for students with special needs.

## **C Staff Resources**

- C1 The staffs form the backbone of an organization, more so in an academic environment. It is, therefore, of paramount importance that the staff are highly motivated, proactive and committed.
- C2 The teaching staff establishment is sufficient to deliver the curriculum, taking account of all staff responsibilities including teaching, programme development, preparation of material for delivery, marking, feedback to students, scholarly activities and contribution to the general operation of their Institute.
- C3 There is a stable group of staff with the responsibility for the delivery of the programmes; e.g. there is a group of staff, not necessarily from one department, who are expected to be in long term employment (either because they are Bhutanese or have made an evident long term commitment to this employment) and able to provide the core of the team taking responsibility for the development and the delivery of the programme.
- C4 The staffs have the necessary balance of experience and expertise in the discipline or profession forming the basis of the programme, and in the approach to teaching appropriate to degree teaching.
- C5 The staff team, i.e. the group of staff with the overall responsibility for the teaching and delivery of the programme have academic qualifications appropriate to the programme. For example, X% with a Master's degree for a degree, and X% with a PhD for an Honours degree, and more for a Masters degree. These percentages will be defined at a later stage.
- C6 A well planned HRD plan is in place to develop staff qualifications, experience and skills in line with their expected academic duties.
- C7 The staff team includes a proportion of staff who have employment experience in the profession or subject that they practice. Ideally, for professional programmes, this should be 30%.
- C8 The programme makes provision for students to interact with practicing professionals in their subject or profession.
- C9 Within the staff team as a whole, there is research and scholarly activity, and this is being fostered. For an Honours degree, a quarter of the staff should have evidence of scholarly publication within the last 3 years.
- C10 The staff team have undertaken staff development in learning and teaching methods.
- C11 The level of research and other scholarly activities is appropriate to the level of teaching.
- C12 There is adequate staff support in library, technical, administrative, and student support staff.

- C13 Staff resources are effectively deployed; duties allocated appropriate to qualifications, experience and aptitude, there is provision for review, consultation and redeployment.
- C14 There is a well-defined career progression for staff with well-defined and relevant criteria for promotion.
- C15 There are well-defined and effective mechanisms for the appointment, induction, deployment, development, reward and discipline of staff.
- C16 Staff development needs are systematically identified, in relation to individual aspirations, the curriculum and institutional requirements.
- C17 All staff, academic and support, regularly undertake appropriate staff development.

## **D Teaching, Learning and Assessment**

- D1 Teaching, learning and assessment reflects the aims of the curriculum.
- D2 Teaching methods are varied, are appropriate to the stated objectives, and make effective use of facilities, equipment and aids.
- D3 Teaching encourages independent learning and 'deep' rather than surface learning, and this is reflected in the curriculum, the teaching methods and in the assessment methods used.
- D4 Teaching is well planned, prepared and effectively performed, taking account of the needs of all students.
- D5 Learning is enriched by appropriate reference to cross-curricular links, current research, business and industrial applications and development of generic skills such as communication and teamwork.
- D6 A range of assessment methods are used to serve diagnostic, formative and summative purposes.
- D7 The scope and weighting of assessment schemes are clear and known to all concerned.
- D8 Standards applied in assessment schemes are explicit and consistent across the curriculum.
- D9 Procedures are regularly applied to ensure that assessment schemes are valid, reliable and trustworthy.
- D10 Student progress is systematically recorded, monitored, and fed back to students.

## **E Students' Work**

- E1 Course work is regularly set and assessed and is at the appropriate level.
- E2 Course work reflects the full range of curricular aims, including development of generic skills.
- E3 Students' performance and attitudes indicate a positive and successful learning experience.
- E4 Students' work gives evidence of in-depth rather than superficial learning.

## **F Facilities and Learning Resources**

- F1 There are adequate facilities including practical and experimental facilities. The space available in laboratories is in line with tertiary education standards comparable to general educational standards elsewhere and in particular, according to the University's resource norms.
- F2 There are sufficient physical resources, including equipment, materials and information technology.
- F3 The equipment is up-to-date, readily available, well maintained and effectively deployed.
- F4 Library, audio-visual, computer and other academic services are adequate for the curriculum. For degree programmes this includes access to current journal runs of relevant journals.
- F5 Teaching accommodation is appropriate for the curriculum on offer and for the full range of students.
- F6 Ancillary facilities, staff accommodation, storage space, preparation rooms, amenity accommodation, etc., are adequate.
- F7 The physical environment is well maintained in terms of decor, cleanliness, repairs, and safety.
- F8 Accommodation is effectively deployed and imaginatively used as evidenced by suitable plans, schedules, timetables and control systems.

## **G Programme Organisation**

- G1 There is a clearly defined group of staff that have responsibility for teaching and for the overall delivery of all aspects of the programme.
- G2 The programme is well managed.
- G3 The programme is periodically reviewed to assess its suitability and adjustments made as necessary.
- G4 There is an effective mechanism within the Institute for effective remedial measures to be taken when improvements in the programme are found necessary.
- G5 Course work and assessments are systematically scheduled and co-ordinated.
- G6 Feedback is regularly obtained from students, employers, and is analysed and acted upon as appropriate.
- G7 Teaching programmes are clearly articulated, made known to students and regularly monitored.

## **H Student Support**

- H1 The need of all students for guidance and support is recognised and provision made for advice and assistance in curricular, vocational and personal domains.
- H2 Counselling Services are in place for students to seek advice on career choices, and consult trained persons for matters that affect them psychologically.

H3 Among individual staff there is a general attitude of concern for the well being of students.

**K Standards**

For programmes leading to the award of degree or above

K1 The programme has clearly identified external standards and benchmarks against which the standards of delivery of the programme can be measured. These are in relation to a reputable University or to a recognised professional body. The nature of the relationship is such that the University or the professional body identified is prepared to relate the output standard of the RUB programme to its own standards. It is recognised that the University has a particular responsibility for fostering and encouraging such external relationships and liaisons.

K2 Provision is made at the stage of the programme evaluation and/or review for some comparison with programmes outside Bhutan.

## **F4 Critical Self-Appraisal of a Programme**

**Status:** *Endorsed by the 3<sup>rd</sup> Academic Board Meeting in February 2005 as part of the quality assurance system of the University.*

The documentation prepared for a programme review (but clearly not the validation of a new programme) will include a self-appraisal of the programme carried out by the staff who teach on the programme and who are responsible for its operation and health.

### **1. The report itself**

The main element will be a critical appraisal on the operation of the programme including:

- 1.1 the extent to which the programme has achieved its aims and purpose – this will normally require an analysis of employer reaction and of graduate reaction to the programme and the views of the relevant advisory committee. It will also require the staff themselves to express a considered view on how and to what extent the explicit and implicit aims have been achieved
- 1.2 the academic and professional standards achieved on the programme, including external recognition. The analysis of the position can be supported by reports from external examiners and professional bodies, and statistics on admissions and awards
- 1.3 the quality and effectiveness of the teaching and learning methods
- 1.4 the quality and experience of staff, with particular emphasis on recent activities which support the programme, including scholarly and professional activities and the development of curricula and teaching methods
- 1.5 the value and currency of the syllabuses.
- 1.6 an analysis of how the programme overall has operated, the problems encountered, what changes have been introduced to improve it, to remedy weaknesses and to capitalise on strengths.
- 1.7 the report should conclude with an action list, a list of actions which require to be undertaken in the light of this appraisal.

### **2. Supporting Data**

The self-appraisal report will need to be supported by data. The data will clearly depend on the nature of the programme but should include:

- 2.1 data on admissions, enrolments and examination results; in the form of an analysis of cohort progression for the past four years
- 2.2 data on initial graduate employment for full-time and sandwich programmes
- 2.3 reports from any external source on the quality and standard of the programme, e.g. external examiners' reports, professional body reports, consultant reports

## **F5      Review of Programmes in Operation**

**Status:**    *Endorsed by the 2<sup>nd</sup> Academic Board Meeting in October 2004.*

### **1      Introduction**

- 1.1    The University is responsible to many interest groups (students, external assessment bodies, funding agencies, employers, and the general community) for the quality, standard and relevance of its programmes. This responsibility rests with each individual and group according to function and task. Ultimate responsibility within the University rests with the University Council, and is discharged by the Academic Board and the University Senior Management Team.
- 1.2    To fulfil its responsibilities to the community for the quality, standard and relevance of its programmes, the Academic Board has set up policies and procedures that embody good practice and has established a Programmes and Quality Committee to carry them out. All programmes leading to an award of the University are subject to validation, periodic review and annual monitoring. These measures are in addition to other basic elements of quality assurance.

### **2      Aims of Programme Review**

- 2.1    The nature of the process of programme review, and the consequent effort involved, will vary according to the volume and level of activity represented by a programme; although the rigour of the review is comparable for all programmes.
- 2.2    The review of a programme takes place when it has been in operation for a number of years (specified at the time of the previous validation), when there has been one or more outputs from the programme, and when the staff and the Institute have had actual experience in the operation of the programme. The purpose of the review is therefore different to that of initial validation. It is not to ascertain the likelihood of the programme achieving intended aims and standards. Rather it is to ascertain:
  - 2.2.1    the academic health and standard of the programme
  - 2.2.2    how the programme has been operated and managed
  - 2.2.3    progress and changes in the programme since its validation or last review
  - 2.2.4    the academic validity of proposed changes in the programme, and an assessment of the associated resource requirements
  - 2.2.5    the way in which the standard has been attained and how this has been recognised by other parties such as external examiners and professional bodies
  - 2.2.6    the way in which the programme has met the needs of the community including employers and students
  - 2.2.7    the extent to which all the previously expressed aspirations and ambitions have been fulfilled
  - 2.2.8    the extent to which the institute has been able to provide an environment in which the programme can flourish

- 2.2.9 the continuing need for the programme, including the scale of student intake, and its effectiveness and efficiency in staff and resource terms
- 2.3 The review should focus upon a living programme, its academic health and its relationship with the community. This focus of the review should allow a panel, together with the staff on the programme team, to discuss how, in the light of the staff's experience, the programme might develop in the future in order more fully to meet its aims, the demands of the community and to ensure the ongoing maintenance of its standards.
- 2.4 It is almost inevitable that the analysis of the operation of the programme, carried out in preparation for its review will lead to a number of changes being proposed to the programme. The review will provide an opportunity to consider these changes.

### **3 Documentation for the Review of a Programme**

- 3.1 The main element in the documentation prepared for programme review will be a report by the programme team on the operation of the programme since it was last approved, based on a critical appraisal on various aspects including:
  - 3.1.1 the extent to which the programme has achieved its aims and purpose - this will normally require an analysis of employer reaction and of graduate reaction to the programme and the views of the relevant advisory committee, and will also require the staff themselves to express a considered view on how and to what extent the explicit and implicit aims have been achieved
  - 3.1.2 the academic and professional standards achieved on the programme, including external recognition. The analysis of the position can be supported by reports from external examiners and professional bodies, and statistics on admissions and awards
  - 3.1.3 the quality and effectiveness of the teaching and learning methods
  - 3.1.4 the quality and experience of staff, with particular emphasis on recent activities which support the programme, including scholarly and professional activities and the development of curricula and teaching methods
  - 3.1.5 an analysis of how the programme overall has operated, the value and currency of the syllabuses, the problems encountered, what changes have been introduced to improve it, to remedy weaknesses and to capitalise on strengths
- 3.2 The data on which the above analysis is based should include:
  - 3.2.1 statistics on admissions, enrolments and examination results
  - 3.2.2 an analysis of cohort progression for the past four years
  - 3.2.3 for full-time and sandwich programmes, data on initial graduate employment
  - 3.2.4 external examiners' reports over the period since the last programme review together with the staff's responses to pertinent comments in those reports
  - 3.2.5 the most recent annual monitoring report

- 3.3 The curriculum vitae of staff who teach on the programme.
- 3.4 A statement of the changes proposed in the revised programme, with a rationale, and a table comparing the existing and proposed curriculum and teaching pattern.
- 3.5 A statement of the resource implications.
- 3.6 The programme definition, and a full set of the module descriptors, preferably in the form in which it is made available to students.

## **F6 Programme Management**

**Status:** *Endorsed by the 6<sup>th</sup> Academic Board Meeting in November 2005, with the recommendation that member Colleges/Institutes follow a system similar to what is set out in the paper, using either their own nomenclature or the nomenclature set out in the paper.*

### **1 Introduction**

- 1.1 This paper attempts to articulate the relative responsibilities for the operation, the staffing and the quality and standards of a programme leading to a University award.

### **2 The Module**

- 2.1 A module consists of a piece of curriculum that is assessed and leads to an assessment included in the students' final transcript. It should be sufficiently large to allow of real development and learning within the module, e.g. a tenth of a year's work. It may be taught by a number of staff but one person must be responsible for it.
- 2.2 Each module has a home that may be a department or a section of the College/Institute, which is normally where the module leader is based. That department is responsible for the quality of the teaching of that module and for the provision of resources for it. Responsibility for the quality of delivery of the module extends to the appointment of the module co-ordinator and of the staff responsible for teaching the module. Responsibility for the standard of the module and responsibility for the appointment of staff should not preclude mutually advantageous arrangements for the sharing of teaching but the responsibility for the module must not be in doubt.
- 2.3 A module may contribute to more than one programme. E.g. Management Information Systems I may be a module in the first year of a degree programme in Business Information, a diploma in Accountancy and a degree in Accountancy. A first year module in Dzongkha could theoretically be part of five or ten different degree programmes. In this case the department of Dzongkha is responsible for providing the staff and the resources to teach that module; it would make no sense for the department of Biology (say) to appoint staff and language software to teach Dzongkha in its programmes if there was a nearby department of Dzongkha.

### **3 The Module Co-ordinator**

- 3.1 The effective operation of a module rests with the module co-ordinator, whose duties are as follows:
- 3.1.1 to advise the Head of Department (HoD) on the staffing and other resources needed for the module

- 3.1.2 to ensure that the teaching and assessment of the module complies with the approved module descriptor
- 3.1.3 to maintain the currency of the curriculum content
- 3.1.4 in the first week to provide students with the curriculum, reading lists and assessment schedules
- 3.1.5 to be responsible for the assessment of the module including the co-ordination of marking and the preparation of examination papers
- 3.1.6 to provide the programme leader well in advance of the Board of Examiners with the marks of students who have studied that module
- 3.1.7 to evaluate the operation of the module and contribute to the evaluation of the programmes of which the module forms a part

#### **4 The Programme**

- 4.1 A Programme is usually based in an academic department or other section of a College/Institute that provides administrative support, a focus for student interaction, the source of information, and easy contact between the Programme Leader and students. In most cases this 'department' will also look after most of the modules in the programme, but there will generally be some modules that are taught by specialist staff from outside that department.

#### **5 Programme Leader**

- 5.1 A Programme Leader will normally be nominated by the Head of College/Institute or, in a big College/Institute, by the Head of Department. The authority for appointing Programme leaders and Module co-ordinators must be determined by each College/Institute. A Programme Leader is accountable in day-to-day operational terms to the Head of College/Institute or Head of Department; and will normally hold office for a full cycle of the Programme, and possibly longer.
- 5.2 The appointment of the subsidiary office-bearers such as tutors, is at the discretion of the Head of Department. In the case of very large or complex programmes it may be appropriate to appoint an assistant Programme Leader.
- 5.3 The Programme Leader will provide the academic and organisational leadership for the programme and will chair the Programme Committee. A Programme Leader can expect the full support and co-operation of the Head of Department and Heads of other contributing departments but should recognise that a Head will have to balance a range of departmental demands and priorities in allocating staff and resources.
- 5.4 A Programme Leader's responsibilities are:
  - 5.4.1 as Convenor of the Programme Committee to ensure the effective organisation and conduct of the programme within agreed policies and regulations; to monitor the operation of the programme on an ongoing basis, and to co-ordinate its annual evaluation

- 5.4.2 to lead the academic development of the programme
- 5.4.3 to negotiate with the Head(s) of Department(s) the allocation of appropriate staff for teaching and other duties required by the programme
- 5.4.4 to co-ordinate any necessary interaction with professional and external validating bodies through the appropriate internal mechanisms
- 5.4.5 to select students for admissions
- 5.4.6 to keep in close touch with the academic welfare and progress of students in the programme, and to be closely aware of students' views about the programme
- 5.4.7 to coordinate all the assessments, to agree on an assessment schedule in consultation with the module co-ordinators, to ensure that examination papers are dispatched to the external examiner, to ensure that the responses are addressed, and to present student marks to the main Board of Examiners
- 5.4.8 to take executive action as agreed by the Programme Committee

## **6 Programme Committee**

- 6.1 The Programme Committee shall be appointed by the Institute Academic Committee and shall consist of:
  - 6.1.1 the Programme Leader (Chair)
  - 6.1.2 the Head of host Department
  - 6.1.3 the Heads of contributing departments (or their nominees)
  - 6.1.4 staff with specified responsibilities (admissions, year, field supervision, projects, etc).
  - 6.1.5 two students from each level of the Programme
  - 6.1.6 exceptionally, external membership may be proposed where directly relevant to the operation of the Programme
- 6.2 The Committee will be responsible for the effective conduct, organisation and development of the programme, including:
  - 6.2.1 ensuring the appointment of tutors as required (module, year, admissions, placement, etc.) in consultation with the appropriate Head(s) of Department(s)
  - 6.2.2 ensuring appropriate levels of staff and resources through recommendations to, and negotiations with, Heads of contributing Departments
  - 6.2.3 ensuring that the mechanisms of operation, including programme/year/module time tabling, teaching rooms, access to specialist facilities, etc., are organised and effective
  - 6.2.4 the co-ordination of teaching assessment and other inputs, and the approval of assessment schedules
  - 6.2.5 the nomination of proposed external examiner(s) as required by the definitive programme document, for the approval of the Programmes and Quality Committee

- 6.2.6 the implementation of policies for monitoring student progress, student counselling, placements, etc
- 6.3 The Committee will be responsible for the overall academic health of the programme and for its regular evaluation including:
  - 6.3.1 the continuing critical review of the aims, objectives and development of the programme
  - 6.3.2 the establishment and maintenance of the academic standard of the programme
  - 6.3.3 ensuring that the views of students on the programme are known and taken into account
  - 6.3.4 review of academic regulations, admissions policy and assessment methods
  - 6.3.5 development of teaching methods and teaching material
- 6.4 The committee will be responsible for the formal submission of the necessary documentation for the approval, accreditation or assessment of programme via the Institute Academic Committee.

## **7 Student Staff Consultation Processes**

- 7.1 Students have an important role in their own educational process. They have a view of the overall programme and they experience its detailed effects and operation on themselves in a way that no single member of staff can experience. The University is seeking to make them more reflective and self aware, and a prime way is to involve them in the operation and in improving the effectiveness of their own education. Amongst the means that can be very effective is the establishment for each programme of a Student Staff Consultative Committee. Such a committee can help to ensure an adequate and effective opportunity for discussion between students and staff, in a context that allows wide student participation. The nature and extent of student interaction and feedback is one of the issues covered in the Annual Programme Report.
- 7.2 Its composition should generally include more students than staff. The student membership should cover all the main subject areas and activities of the programme. A student should normally convene the group and a member of staff act as the secretary. Its terms of reference are to consider any matters related to the programme or academic environment and to report or make recommendations, as felt necessary to the Programme Committee.
- 7.3 It is important that students do not perceive meetings of the group as only for dealing with student problems and complaints accumulated since the last meeting; such matters should be dealt with when they occur, through the Programme Leader or other appropriate staff. This then allows meetings of the group to be used for constructive discussion of the programme in general, of the demands of the programme on students, and of possible improvements.

## **8 Relative responsibilities of a Programme Leader and a Head of Department OR what to do when things go wrong**

Where a review or other information identifies an operational weakness in a particular module or curriculum component, the sequence for remedying the weakness should be as follows:

- 8.1 the Programme Leader speaks to the member of staff teaching the problem module to see if the quality of delivery can be improved
- 8.2 if this proves ineffective, and if the module is taught within the department then the matter should be referred to the Head of Department who has the final academic responsibility for the quality of the module, for the staff and for the overall operation of the programme
- 8.3 if 8.1 proves ineffective, and if the module is taught in another department, then the Programme Leader should refer the matter to his or her own Head of Department who has managerial responsibility for the programme. It will then be raised with the Head responsible in management terms (academic and resources) for the teaching of the module
- 8.4 where 8.3 is ineffective, an application should be made to the Head of College/Institute for re-allocation of staff duties or possible disciplinary action.

# **F7 Changes to Programmes**

**Status:** *Endorsed by the 6<sup>th</sup> Academic Board Meeting in November 2005.*

## **1 Introduction**

- 1.1 The successful approval of a programme based on detailed documentation should not be taken to mean that the programme must be operated in precisely the way defined in those documents for ever. The programme approval system carries with it the responsibility to develop the programme over a period in response to the developments in the subject or in acknowledged practice, to the experience of the programme team in operating the programme, and to the views of students and employers as to its effectiveness. The processes of annual monitoring and of periodic review have as their prime purpose, the improvement of the programme.

## **2 General Principles**

- 2.1 The principles governing change are:
- 2.1.1 all changes must be justified
  - 2.1.2 all changes must be shown to be academically valid
  - 2.1.3 consequential resource changes should be addressed
  - 2.1.4 all parties affected by the change should have an opportunity to comment
  - 2.1.5 the University must hold an accurate record of the programme in its approved form

## **3 Minor Changes**

- 3.1 Minor changes to programmes such as modifications to modules (as set out in the module descriptor see section B4) such as changes to the module title, content, teaching practices, modes of delivery, assessment, can be approved within the College/Institute provided an up to date record of the changes and the cohorts of students affected by those changes are recorded.
- 3.2 Such changes should be reported in the annual monitoring report
- 3.3 Such changes will be monitored by or on behalf of the Programmes and Quality Committee and may be referred back if the sum of repeated changes are seen to involve a major change or if the interested parties have not been consulted or if there are significant resource implications.

## **4 Major Changes**

- 4.1 Major changes are those, which affect the title of the programme, its awards, its philosophy, its aims and objectives, its structure (including the proposed addition of new modules), its management and its regulations.
- 4.2 For degree programmes, for nested diploma programmes and for postgraduate programmes, any proposed major changes should be submitted to the Chair of the

Programmes and Quality Committee. He/She may decide to refer them to the Committee, or to set up a panel to discuss the proposals with the programme team or to approve them and seek retrospective approval for his action from the Committee, or he/she may decide that the changes are in effect not major and may be introduced without University level approval.

- 4.3 For other programmes, the decision rests with the Institute Academic Committee.
- 4.4 For **all** programmes, changes to regulations or structure that do not comply with the University general regulations and policy must be referred to the Programmes and Quality Committee.
- 4.5 Major changes to programmes that affect students already enrolled should be discussed with students and their views and consensus sought before changes are introduced.
- 4.6 Documentation to be submitted seeking approval for major changes should include the old version of the section of the programme document together with the revised version, indicating the changes and the arguments for the proposed change. If the changes affect other parts of the programme full documentation may be required.

## **5 Approval of Individual Programmes of Study**

- 5.1 Provision exists for an individual student to follow a programme of studies designed to suit his or her particular needs. Approval for such an individual programme of study derives from the Programmes and Quality Committee but is handled by these procedures depending on the circumstances.
- 5.2 Where the proposed programme of study is close to an existing degree programme, aspires to the aims of that programme, and where the award to which the student aspires is that of the programme, the proposal for the variation should be made by the student in consultation with the programme leader, prior to the student commencing study on the proposed variant programme. The responsibility for approving the programme of study rests with the Institute Academic Committee. All such changes must be reported to the Programmes and Quality Committee.
- 5.3 Where the proposal is not clearly within the aims of the programme, approval must be sought from the Programmes and Quality Committee directly. Any such proposal must:
  - 5.3.1 indicate the level and the specific title of award proposed
  - 5.3.2 demonstrate that it fulfils the aims for the approved programme of which it is a variant
  - 5.3.3 include a statement of learning and career objectives
  - 5.3.4 demonstrate the rationale for the combination of modules in relation to learning and/or career objectives.

# **G1 GRADUATION CONVOCATION CEREMONY**

**Status:** *Endorsed by the 9<sup>th</sup> University Council Meeting in November 2006.*

## **1 Introduction**

- 1.1 Graduation is the completion of all requirements of a programme of study verified by the Board of Examiners and approved by the Academic Board. (Refer section B2).
- 1.2 Convocation ceremony is an occasion where students participate in the conferral of awards. The occasion is also used to recognize outstanding staff and students.

## **2 The frequency of convocation**

- 2.1 University wide convocations shall be held twice a year, or as decided by the University Council. The convocations will normally take place once in spring and once in autumn.
- 2.2 The convocation schedule shall be developed by the Colleges/Institutes in consultation with the Registrar, Office of the Vice Chancellor.

## **3 Dress**

- 3.1 Academic staff and other university officials attending the convocation ceremony shall wear formal dress. In particular, Bhutanese shall wear hand woven traditional *gho/kira* and *tsholam*. Those in academic dress shall not use the *kapney* whilst others shall use their *kapney*.
- 3.2 Graduating students attending the convocation ceremony shall wear the academic dress for the award they are receiving as approved by the Academic Board. (Refer G2 of the Wheel of Academic Law).

## **4 Preparation for the ceremony**

Arrangements shall be made by the participating Colleges/Institutes at least a month in advance of the ceremony as follows:

- 4.1 include budget required for the convocation in the annual budget and confirm/prepare expenditure plan for the ceremony
- 4.2 determine a suitable date for the ceremony
- 4.3 prepare a list of graduating students who are eligible to attend the ceremony
- 4.4 invite graduating students to the ceremony through public announcements and prepare a list of confirmed participating students
- 4.5 prepare guest list, invite and confirm their participation
- 4.6 plan for accommodation and meals for participants

- 4.7 publish convocation pamphlets
- 4.8 arrange academic dress for students and academic staff
- 4.9 arrange seating for guests and students

## **5 On the eve of Convocation**

- 5.1 The participating Colleges/Institutes shall be responsible for the following on the eve of the convocation:
  - 5.1.1 registration of participating students
  - 5.1.2 distribution of academic dress and convocation pamphlets
  - 5.1.3 rehearsal for the ceremony

## **6 The Ceremony**

- 6.1 Graduating students in their academic dress and with their tassels on the right shall assemble in groups for each award to be conferred at the ceremony
- 6.2 All guests shall be shown to their seats in the convocation hall. They shall be seated in the front rows of the hall.
- 6.3 The Chancellor/chief guest shall be received at the gate by University officials and faculty members of the Colleges/Institutes and escorted in *chipdel* procession to the ceremony.
- 6.4 The graduating students shall receive the chief guest at the entrance to the hall.
- 6.5 The *chipdel* shall end with a *marchang* ceremony at the entrance to the hall
- 6.6 After the *marchang*, the order of the procession to the hall shall be:
  - 6.6.1 The Chancellor/chief guest
  - 6.6.2 University officials and the faculty members of the participating Colleges/Institutes
  - 6.6.3 Graduating students
- 6.7 The procession shall be accompanied by *jaling* and *ku sung thugtyen*. The *Ku Sung Thugtyen* shall comprise of a *Jambayang* statue, a *lyeg bum* and a *jangchub choeten*. The *Jambayang* statue represents *ku* which symbolizes the body, the *lyeg bum* symbolizes speech/knowledge and the *jangchub choeten* symbolizes the mind. The *Ku, Sung, Thugtyen* shall be placed on the *choeshum* arranged at one corner on the stage.
- 6.8 The Chancellor/Chief guest, Chairman of the University Council, Vice Chancellor, and Heads of participating Colleges/Institutes shall be seated on the stage.

## **7 The ceremony inside the hall**

- 7.1 Invocation ceremony and offering of *Zhugdel*
- 7.2 Posting of the National flag, the Royal University of Bhutan flag and the flags of the participating Colleges/Institutes
- 7.3 Singing of the National Anthem
- 7.4 Welcome address by the Head of a participating College/Institute
- 7.5 Conferring of honorary degrees/ medals
- 7.6 Convocation address by the Chancellor/chief guest
- 7.7 Conferring of awards. This shall consist of the Petition, the Admission and the Presentation

### **7.7.1 The Petition**

The Head of the participating College/Institute on behalf of all the graduating students shall address the Chancellor/Vice Chancellor in these words:

**“Eminent Chancellor/Vice Chancellor, I present you the petition that the candidates to be named, having fulfilled all the requirements of the Academic Board, may be admitted to the degrees and diplomas to which they are entitled”.**

### **7.7.2 The Admission**

The Chancellor/Vice Chancellor shall address the graduating students in these words:

**“By the virtue of the authority vested in me by the Royal Charter and the Statutes, and with the consent of the Council of this University, I consent to admit you to the degrees ..... and diplomas ..... to which you are entitled and to invest you with all the powers, rights and privileges pertaining thereto”.**

### **7.7.3 The Presentation**

The Dean of Academic Affairs or designate shall present the graduating students with these words:

**“Eminent Chancellor/Vice Chancellor, on behalf of the Faculty/Department of..... I present you these candidates and request that you confer on them the degree of ..... to which they are admitted.**

- 7.8 As the names of the graduating students are called they shall present themselves in front of the Chancellor/chief guest and receive their awards. The graduates shall then flip tassel to the left and return to their seats.

## **8 Degrees in Absentia**

In such cases, the Head of College/Institute says:

**“Eminent Chancellor/chief guest, in the name of the Faculties, I submit to you to grant ..... to candidates whose names appear in the printed programme and who are not present today”.**

**The Chancellor/chief guest replies: “At the request of the Faculties, I authorize these degrees and diplomas to be granted”**

## **9 Singing of the University Song**

## **10 Benediction / Tashi Monlam**

After the benediction the procession moves out of the hall in reverse order of their entry.

## **11 Post Award Ceremony**

11.1 Graduation photography session

11.2 Cultural Programme

11.3 Trashi Labey.

## **G2      ACADEMIC DRESS**

**Status:**    *Endorsed by the 5<sup>th</sup> University Council Meeting in July 2005*

### **1      Introduction**

- 1.1    Academic dress of the University refers to the formal dress, on top of the national dress, worn at graduation convocation ceremonies of the University. It is an important part of university life where graduates celebrate their achievements.
- 1.2    These regulations specify the various types of academic dress to be worn by students with different levels of awards.
- 1.3    The regulations on academic dress should be read in conjunction with the regulation on graduation convocation ceremony (Refer section G1)

### **2.     Formal Dress**

- 2.1    Academic staff, students and other University officials attending graduation convocations shall wear formal dress. In particular, Bhutanese shall wear hand woven traditional *gho/kira* and *tshoglam*. Those in academic dress shall not use the kabney whilst others shall wear their kabney.

### **3.     Academic Dress**

- 3.1    The Registrar of the Royal University of Bhutan will be responsible for procurement and upkeep of academic dress. The Registrar will make available academic dresses to the member colleges/institutes for their graduation ceremonies.
- 3.2    Academic dress of the University shall generally consist of a gown with a hood and a cap, as has been approved by the University Council. Nursing graduates of the Royal Institute of Health Sciences shall wear their professional uniform.
- 3.3    Graduating students attending the convocation ceremony shall wear the academic dress for the award they are receiving, as follows:
  - 3.3.1    The academic dress for all graduates shall be made from polyester, except for the PhD level which shall be made of velvet.
  - 3.3.2    Graduates for PhD awards shall wear red gowns, red caps and red hoods with yellow and orange borders.
  - 3.3.3    Graduates for Masters awards shall wear navy blue gowns, navy blue caps and red hoods (navy blue inner lining) with yellow and orange borders.
  - 3.3.4    Graduates for Bachelors awards shall wear navy blue gowns, navy blue caps and navy blue hoods with yellow and orange borders.

- 3.3.5 Diplomates shall wear navy blue gowns and white sashes. The sashes will have yellow and orange borders with the University logo on both sides.
- 3.4 Members of the teaching and administrative staff who are graduates of another university shall be entitled to wear the academic dress prescribed by that university. Alternatively, they may wear the academic dress of the Royal University of Bhutan prescribed for the nearest equivalent qualification.