THE WHEEL OF ACADEMIC LAW

Preface

The Wheel of Academic Law is the definitive compilation of policies, regulations and guidelines governing academic matters of the Royal University of Bhutan. It provides the framework for the conduct of the Royal University of Bhutan's academic activities and is intended to be a guide for the member colleges and institutes of the Royal University of Bhutan.

The Wheel is intended to provide a uniform direction for the operation of member colleges and institutes of the University. A further purpose of the academic regulations is to protect the academic standing of the University and the academic integrity of its awards, for the benefit of students and other stakeholders. All staff and students have the responsibility to be familiar with these regulations in order that they may be at all times informed and be in compliance with the academic requirements, rules and regulations.

It will also inform the general public on the structure, policy, regulations and procedures of the University.

The academic regulations should be read in conjunction with the individual member college's academic regulations as relevant.

Continuing efforts are made to update the University's academic regulations in order to enhance the quality of the University's programmes and the achievement of its educational goals. Likewise, new regulations are developed and implemented in accordance with planned changes to the University's academic structures. Amendments to existing regulations and new regulations are developed through approved processes of the University's Academic Board. Such changes will be updated regularly in the contents of the Wheel on the website of the University (http://www.rub.edu.bt/regulation).

The current regulation supersedes any previous regulations.

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B1 Academic Programme Structure (Taught Programmes)

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

The 30th Academic Board Meeting in December 2014 approved the definition of modes of study for the University.

Amendments to the title of the regulation to include "Taught Programmes;" amendments to clause 2.3 and deletion of clause 3.8 "Research programmes" endorsed by the 45th Academic Board Meeting in July 2019.
Minor amendments to the regulation endorsed by the 62 nd PQC meeting in August 2021.

Introduction

1. The University will use a standard terminology of academic terms, and a standard measure of academic value (the credit) for common understanding of terminology related to academic programmes across all the constituent and affiliate colleges of the University.

A Unit of Academic Credit

2. A unit of academic credit or a credit is a measure of 'how much'. How much material has been covered, how much effort the student has expended in covering the material, and how much content has been covered. It is a measure of academic volume. Credits are the value allocated to modules to describe the student workload required to complete them.

3. A unit of academic credit consists of 10 hours of notional student effort. Notional student effort is the amount of time spent by students on study. This includes both scheduled contact time (such as for lectures, tutorials, laboratory work, seminars and workshops) and time spent on independent study (such as for assignments and projects) and any other additional time and effort that is expected of students enrolled on a module.

4. At the 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 the equivalent of 120 academic credits a year.

In summary,

- **A unit of academic credit =** **10 hours of notional student effort**
- **A full-time undergraduate year =** **120 academic credits**
- **A full-time postgraduate year =** **150 academic credits**

Credit Framework for Awards

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

The Diploma

6. The Diploma may be an interim award (nested award) in a degree programme. In this case, the programme will serve two purposes, to prepare diploma graduates for employment, and to fit them to progress to the award of a degree.

7. The Diploma may also be an 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 or equivalent.

8. The Diploma programme will consist of 240 credits and will be taken over 2 years of full-time study.

The Degree

9. The degree programme is intended to provide grounding in some coherent body of knowledge, a broad coverage of the related academic skill, personal development, social skills and literacy.

10. The degree programme will generally consist of 360 credits for 3-year programmes, 480 credits for 4-year programmes; and 600 credits for 5-year programmes.

11. The degree programme will normally be taken over 3 years of full-time study or more, if it consists of more than 360 credits.

Honours degree

12. 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.

13. The Honours degree programme will consist of 480 credits and will be taken over 4 years of full-time study.

Postgraduate Certificate

14. The Postgraduate Certificate programme shall consist of 60 credits all at postgraduate level.

Postgraduate Diploma

15. The Postgraduate Diploma programme shall, generally, consist of 120 credits all at postgraduate level. However, programmes with workplace immersion will require more credits.

16. The Postgraduate Diploma will normally consist of a minimum of one academic year of full-time study (or the equivalent amount achieved through part-time study).

Taught Masters Degree

[This section should be read in conjunction with B8 "Taught Postgraduate Programmes]

17. The Masters degree programme shall consist of a minimum of 180 credits all at postgraduate level.

18. The Masters degree programme will normally be taken over 1.5 to 2 years by full-time study or 3 years by part-time study.

19. Taught postgraduate programmes leading to the award of a Masters degree will normally consist of a full academic year (or 2 years part-time study) of taught components that will lead to the award of a Postgraduate Diploma, followed by a dissertation/research project 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.

Table B1:1 Awards, Credits and Years of Study for full-time taught programmes

Award	Credits	Year of Study (full-time)
Masters degree	Minimum 180	Postgrad Year 2
Postgraduate Diploma	Minimum 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

The Module

20. A module is a coherent and self-contained unit of learning, teaching and assessment, which comprises a defined volume of learning activity, expressed in terms of learning outcomes, which are in turn linked to assessment tasks. The volume of educational activity is expressed in hours of student effort which is linked directly to the credit value of the module.

The number of credits allocated to each module will vary depending on the fraction of programme workload it accounts for.

The RUB Standard Module and the Modular Framework

21. The RUB standard module will consist of 12 credits or its multiples for undergraduate programmes, while a standard module for postgraduate programmes will consist of 15 credits or its multiples. The benefit of having a standard module is that it will:

   21.1   provide a common terminology whereby academic programmes may be discussed and understood across the colleges of the University;

   21.2   facilitate the use of common modules across different programmes;

   21.3   allow greater flexibility in programme design;

   21.4   allow greater student choice from across the range of the University's subject provision; and

   21.5   allow a more rational use of resources.

22. Programme at RUB will generally have 10 standard modules a year for a full-time undergraduate programme and at least 8 standard modules a year for a full-time postgraduate programme. This is deemed to be a reasonable and achievable workload for two semesters that would not affect the academic standards of a programme.

23. Programmes should be constructed of standard RUB modules, or of double, triple or quadruple standard modules, offered across one or two semesters.

Mode of Study

24. This section of the regulation defines modes of study at the Royal University of Bhutan to establish common understanding and interpretation within the University and to provide alternative and flexible modes of learning to enhance access to different learners. While the need for secondary school leavers is addressed by the University's full-time programmes, the University is also cognizant of the need and importance of continuing professional development and provisions for re-skilling and up-skilling. Such demands are generally met through programmes delivered in manners that allow for learners to study alongside their commitments to family and jobs.

25. The University shall have two main modes of study. These will be termed as full-time and part-time. The distinguishing factor between the two modes of study will be the intensity of study a programme schedules for its learners i.e. the total credit hours of study a learner is expected to attain within the defined duration of the programme.

26. A programme that is delivered through full-time mode of study is defined by the following:

   26.1   Every semester of the programme should have at least 15 weeks of teaching during which learners should complete at least 60 credits of study at the undergraduate level (Diploma and Degree including Honours) and postgraduate level (Postgraduate Certificate, Postgraduate Diploma and Masters);

   26.2   The programme should be completed within the prescribed period of registration by learners; and

   26.3   Where accreditation of prior learning (APL) is considered for a programme's entry and credit waiver, the intensity of study will not be as described in the previous two paragraphs. In such circumstances, details of APL shall be considered at the time of the programme's approval.

27. A programme that is delivered through part-time mode of study is defined by the following:

27.1   A programme schedules less than 60 credits per semester where a semester is more than 15 weeks of teaching;

27.2   The programme can use technology to deliver modules from a distance, can have residential schools, can be taught during evenings and weekends and/or combinations of these.

B2 Awards

Status: *Adopted by the 1st Academic Board Meeting in July 2004 and amended by the 23rd Academic Board meeting in September 2011 by adding paragraph [1.4]*

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.

1.1   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.

1.2   The awards of the University are as follows:

1.3.1   Undergraduate[1]

- Bachelor of Science   BSc to cover all programmes in the general area of Science
- Bachelor of Education   BEd to cover all programmes in the general area of education
- Bachelor of Engineering   BE to cover all programmes in the general area of Engineering
- Bachelor of Arts   BA to cover all other programmes
- Diploma   Dip to cover all diploma programmes irrespective of subject

1.3.2   Taught Postgraduate

- Postgraduate Diploma   Pg Dip
- Postgraduate certificate   PG Cert
- Master of Arts   MA
- Master of Science   MSc
- Master of Education   MEd

1.3.3   Postgraduate Research

- Doctor of Philosophy   PhD
- Master of Philosophy   MPhil

1.4   However, the University will consider other nomenclature for awards which does not fit in the above categories but are more widely used and understood around the world.

1.5   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.

1.6   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.

Designation   **Full title**

- BSc   Bachelor of Science In Biological Sciences
- MA   Master of Arts in English

- BE — Bachelor of Engineering in Electronic Engineering
- Pg Dip — Post-graduate Diploma in Health
- BA (Hons) — Bachelor of Arts with Honours in Geography

2.1 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.

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

- PhD — Doctor of Philosophy
- MPhil — 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 led 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:

1.1.1 the student' name and registration number

1.1.2 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.

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[1] *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 such a single such award.*

B3 The Academic Year

Status: *Adopted by the 3rd Academic Board Meeting in February 2005*

> (i) *The 28th Academic Board Meeting in August 2013 adopted the RUB Common Annual Academic Calendar.*
>
> (ii) *The 32nd Academic Board endorsed the amendment to this regulation with incorporation of the RUB Common Academic Calendar through new sections [2] and [3]*

1 A Common Structure

The University's academic year will comprise of:

1.1 two semesters, each of at least 15 teaching weeks

1.2 Time for planning, examination, evaluation, and result preparation. This will not be included with the teaching weeks

1.3 the possibility of Colleges/Institutes being able to organise a winter semester for activities such as winter school

1.4 Sixty days annual leave (vacation) for academic staff.

2 The RUB Common Annual Academic Calendar

2.1 To facilitate a common structure the RUB Common Annual Academic Calendar and the prescribed activities therein will be followed:

Activity	Duration (weeks)	Dates
Spring Semester (Starting date – 1st February)		
Planning for semester, student registration	1	
Spring semester, including end of semester examinations	19	
Semester review, assessment of student work, students result preparation and declaration	2	

Summer holiday	2	1st July to 15th July
Autumn Semester (Starting date – 16th July)		
Planning for semester, student registration	1	
Autumn semester, including end of semester examinations	19	
Semester review, assessment of student work, students result preparation and declaration	2	
Winter holiday	6	18th December to 31st January

3   Need for a Common Annual Academic Calendar

3.1   The RUB Common Annual Academic Calendar is intended to facilitate:

3.1.1   partnership in teaching, research and professional development among colleges/Institutes of the RUB

3.1.2   enhance the sense of unity in the University

3.1.3   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

3.1.4   joint development of programmes and of teaching material that can be used in different Colleges/Institutes either as distance learning material, or else as material designed for use in campuses

3.1.5   University-wide student activities related to sports, culture and education

3.1.6   improved student choice of programmes, and even the possibility of student movement between campuses to allow a wider choice of programmes

3.1.7   the joint use and sharing of resources

3.1.8   the application by class XII graduates to all the programmes of the University for which they are eligible, on a single occasion

4   Semester Assessment

The assessment of programmes at the end of each semester will provide for:

4.1   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

4.2   a closer relationship between the teaching of a subject and its assessment

4.3   better delivery of teaching in which the structure of material and intellectual development is more clearly set out

4.4   a more orderly management of the overall programme

4.5   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.

5   Winter School

Whilst the normal academic year addresses the needs of regular full-time students, the winter school will provide a common time for Colleges/Institutes to collaborate and better promote activities such as those listed below within and outside the country:

5.1   curriculum review and development

5.2   professional development

5.3   research and consultancy

5.4   short term training

5.5   outreach and community-based activities

5.6   winter school for specialised target student constituencies e.g. overseas academics or students

5.7   the offering of some modules to help students clear pre-requisites

B4 Module Descriptor

Module

1. A module is a coherent and self-contained unit of learning, teaching and assessment, which comprises a defined volume of learning activity, expressed in terms of learning outcomes, which are in turn linked to assessment tasks. The volume of educational activity is expressed in hours of student effort which is linked directly to the credit value of the module.

2. The size of a module is indicated by its credit weighting. Credits are used to illustrate how modules fit together in a programme. The number of credits allocated to each module will vary depending on the fraction of programme workload it accounts for.

3. Modules may be practice/work-based or theoretical, or contain elements of both.

4. A standard RUB undergraduate module will consist of 12 credits or its multiples, while a standard postgraduate module will consist of 15 credits or its multiples.

Module Descriptor

5. A programme is made up of a number of modules. A module descriptor is a concise description of a module. It should list the learning outcomes and describe the means by which these are achieved, demonstrated and assessed.

Alignment:

6. The learning outcomes, the learning and teaching, and assessment approaches, and subject matter of a module must be in alignment. The subject matter should reflect the learning outcomes while the most suitable learning and teaching approaches should be chosen to realize the learning outcomes. Similarly, the assessment approaches should be designed specifically to judge if and how well the learning outcomes have been achieved by the students.

   E.g. for a learning outcome that states the ability to write a computer program in a particular computer language, the subject matter of the module must include instruction in that language, the learning and teaching approaches must include practice in the use of the language such as through problem-solving tutorials or computer laboratory sessions. The assessment approaches must likewise test for competency in the computer language.

7. A module descriptor should be used for each module that forms part of a programme leading to an award from the University. The descriptor should comprise all the 13 components listed in the succeeding paragraphs (terms in bold) in the sequence provided, to ensure a standardized structure.

8. **Module Code and Title**: A module in a college is assigned a unique module code. Every module must be assigned a code which is consistent with the module coding system prescribed in B4.1 of the Wheel of Academic Law. There should be no space between the alpha and the numeric characters of a module code.

   The module title should provide an indicator of the module's scope and content. It should be as explicit and descriptive as possible, e.g. "Introduction to Economics" is preferred to "Economics I". The title could be either one word where it is self-explanatory and could generally go up to a maximum of seven words.

   The module code and title should be written in a single line in the descriptor. For example: ACS101 Academic Skills.

9. **Programme:** This should mention the programme of which a module is part of. Modules borrowed from existing programmes, should reflect the name of the programme for which the modules were originally approved. In case, a module is borrowed from a programme offered in another college, the name of home base college should be reflected within parenthesis after the name of the programme. University-wide modules should be reflected as "University-wide module".

10. **Credit:** This represents the volume of learning or academic load students are required to undertake to attain the learning outcomes of a module. A unit of academic credit is equal to 10 hours of notional student effort including the time in and out of the classroom. A module at the undergraduate level should have a minimum of 12 credits or multiples of 12, and 15 credits or multiples of 15 at the postgraduate level.

11. **Module Tutor:** This should reflect the name of the member of staff responsible for the design and delivery of a module.

12. **Module Coordinator:** This should identify the name of the member of staff with responsibility for a module where a module is taught by two or more members of staff or by adjunct faculty. The module coordinator must be a staff from within the college for modules that are taught by adjunct faculty.

13. **General Objective:** This should be a statement of the general teaching intention and coverage of a module in the form of a synopsis. The general objective should be written in narrative form and generally should not exceed a paragraph of five sentences.

14. **Learning outcomes**: These are statements of what a student is expected to know, understand and/or be able to do on completion of a module (changes in students as a result of the learning process). Learning outcomes should be specific, measurable, achievable, realistic, and time bound.

    Learning outcomes should address the cognitive, psychomotor and affective domains of behaviour to include explicit statements of the knowledge and understanding, intellectual skills, the practical and transferable skills, and the conception and attitudes a student is able to demonstrate on completion of a module.

    Learning outcomes should be prefaced by the phrase, *"On completion of the module, students will be able to:"* and followed by a verb. The verbs used for module outcomes should be specific and measurable.

    Assessment provides the evidence that a student has achieved the learning outcomes, therefore it must be possible to clearly link assessed work with the learning outcomes. Words such as "understand" or "be knowledgeable about" or "learn" should not be used since the actions associated with these are difficult to identify and assess.

    Learning outcomes must be framed at a level that is appropriate for a programme. For instance, the achievement expected of a student at the Bachelors level should differ from that expected of a student at the Masters level. Similarly, learning outcomes should become progressively more challenging to emphasise higher orders of thinking (as in Bloom's Taxonomy) as the student progresses from one year to the next of a programme.

    It is not necessary to specify all of the learning outcomes that might possibly derive from the study of the module. Generally, a standard RUB module should identify 7 to 12 learning outcomes for a 12 credit module and 9 to 12 learning outcomes for a 15 credit module that describe significant and essential learning that a student is expected to achieve if full advantage were taken of the learning opportunities provided in the study of a module.

    Learning outcomes should be numbered for ease of reference.

15. **Learning and teaching approach:** This should provide information on how a module will be taught in order to achieve the learning outcomes in a tabular form (samples given below). This component should include a breakup of hours for the different learning and teaching approaches to be used in the delivery of the module including student self-study time, the sum of which should be 10 hours for each credit associated with the module. The University encourages the use of student-centred learning and teaching approaches and the use of technology in the delivery of a module.

Sample learning and teaching approach for a 12 credit module taught over 15 weeks:

Type	Approach	Hours per week	Total credit hours
Contact	Lecture	2	75
	Class exercise	1	
	Presentation	1	
	Practical	1	
Independent study	Written Assignment	1	45
	VLE Discussions	1	
	Self-study	1	
Total		8	120

Sample learning and teaching approach for a 15 credit module taught over 15 weeks:

Type	Approach	Hours per week	Total credit hours
	Lecture	2	

Contact	Practical	1	75
	Presentation	1	
	Discussion	1	
Independent study	Written Assignment	1	75
	Case study	1	
	Research	1	
	VLE Discussion	1	
	Self-study	1	
Total		**10**	**150**

16. **Assessment approach**: This is intended to provide information on the formal workload associated with a module in order to demonstrate linkages between the student's attainment of the module's learning outcomes and the assessment approaches and to promote parity among modules of equivalent credit value.

This component should state the assessment approaches to be used to measure achievement of the learning outcomes with the proportion of the marks allocated to each approach in percentages. (E.g., continuous assessment 40% [including assignments (20%), project work (15%), viva (5%)]; and semester end examinations 60%).

The assessment approaches identified and the proportion of marks for each approach should be based on the nature of the module. E.g. Applied or practical based modules should bear more weighting on the continuous assessment components as compared to the weighting for examinations or, even be entirely based on continuous assessment, while the more theoretical modules should bear more weighting for examinations as compared to the weighting for continuous assessment.

The scope and focus of each assessment approach must be clearly stated by providing the broad parameters, expectations and expected size (length/duration – i.e. 300 words or 30 minutes online test) along with suitable marking criteria. The description of the assessments should depict a clear scope of the assignment for learning outcomes to be effectively assessed. However, it is wise to avoid being too specific as this might limit flexibility in implementing the assignments.

The marking criteria should include parameters to be considered for assessing different components, and the weightings/marks should be assigned objectively to reduce subjectivity in assessment.

It is important to ensure that the assessment approaches used and the marks allocated are commensurate to the time invested by the students for associated units of subject matter being assessed.

The description of assessment approaches should be followed with a tabular summary of all components of assessments within the module.

Sample assessment approach:

Assessments will be carried out on a continuous basis through the following assignments and a semester end examination: -

A. **Journal Entries:**   **20%**

Each student will write 4 journal entries each of which should be approximately 250 words in length. The topics will be informed by the class discussions. Journal entries will be marked on the basis of evidence of progress, reflection and analysis. Each entry will be marked out of 10% based on the following criteria and then converted to 5%.-

    2%   Content
    5%   Interpretation/analysis
    2%   Evidence of progress (ability to connect with previous entries, enhanced reflection and analysis)
    1%   Mechanics

B. **Research Interests:**   **15%**

Students in group of five members will develop three questions of 200 words each, based on possible research interests. After receiving feedback from the tutor, students will refine the research question of their choice from the three and present to the class. Each group will be given 15 minutes for presentation and followed by 5 minutes Question Answer sessions. Marks will be awarded on:

    4%   Clarity of the research question

5%   Aims and objectives
6% -   Support for the question from literature and practice
3% -   Quality of responses to the QA sessions
2%   Overall presentation style (audible, gesture, and language-fluency and accuracy)

Presentation will be assessed for 20% and the final mark will be converted to 15%.

C. Research Article Critique: 25%

Each student will critique a research article in 1000-1200 words based on one of the topics being covered during the study of the module. The critique should communicate the student's understanding of the article's main points and offer an analysis of its strengths and weaknesses. Further, the critique should comment on the article's usefulness to the study of the module. The critique will be assessed on the following criteria:

4%   Summary of the article (understanding of the general purpose of the article and its target audience)

9%   Critical evaluation of the strengths and weaknesses of the author's claims and discussion of evidence with examples

6%   Implications drawn from the author's argument

4%   Use of proper academic style and conventions

2% - Grammar and syntax

D. Semester-end examination: 40%
Students will undertake a semester-end examination for 3 hours of 100 marks covering the units taught. The question paper will be set as per the prescribed format of the College.

Overview of the assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Journal Entries	4 entries	20%
B. Research Interests	1 presentation	15%
C. Research Article Critique	1 essay	25%
D. Semester-end examination	1	40%

17. **Pre-requisites**: Indicate modules (by code and title) from the same programme that must have been studied for a student to be able to begin the study of this module. For example, RES302 Research Methods. A module without pre-requisites should reflect "None" against this heading.

18. **Subject matter:** This should state the content of a module in sufficient detail to provide a clear view of the subject/topics in terms of depth and breadth of coverage.   The level of detail should be sufficient to give the tutors and students an understanding of the content and its relationship to the module's general objective, the learning outcomes and assessments for the module. Subject matter should be arranged in logical order under units and topics as set out in the sample below. Time should not be mentioned under subject matter.

The names or terminologies used in Dzongkha and languages other than English should be presented in italic lettering for programmes whose medium of instruction is in English.

Sample subject matter

Unit III: Research Design

3.1   Introduction to Research Design

3.1.1 Definition of Research Design

3.1.2 The functions of research design

3.1.3 Components of research design

3.1.4 Types of research design

3.1.5 Selecting a research design

3.2   Literature Review

3.2.1   Definition, Purpose

3.2.2   How to review the literature

3.2.3   Searching for the existing literature

3.2.4   Reviewing the selected literature

3.2.5   Developing a theoretical framework

3.2.6   Developing a conceptual framework

3.2.7   Writing literature review

3.3   Formulating a Research Problem Statement

3.3.1   The research problem

3.3.2   The importance of formulating a research problem

3.3.3   Sources of research problems

3.3.4   Formulating a research problem

Source: Module RES101 Basic Research Methods (BA in Language and Literature, College of Language and Culture Studies, Royal University of Bhutan).

Unit III: Understanding Form and Transformations

3.1   Introduction to forms in architecture.

3.2   Transformation of forms

3.2.1   Dimensional
3.2.2   Subtractive and
3.2.3   Additive

3.3   Articulation of forms

3.4   Retaining and destroying the original form

3.5   Relationship between 2D and 3D compositions

Unit IV: Anthropometric Studies
4.1   Introduction to anthropometry

4.2   Parameters of anthropometric studies

4.2.1   Height

4.2.2   Weight

4.2.3   Body mass index (BMI)

4.2.4   Body circumferences (waist, hip, and limbs)

4.2.5   Skinfold thickness

4.3   Human activity and the use of space

4.4   Interrelationship of Architectural space to:

4.4.1   Form

4.4.2   Structure

4.4.3   Materials

4.4.4   Nature as a contextual setting

Source: Module THD101 Fundamentals of Architecture (Bachelor of Architecture, College of Science and Technology, Royal University of Bhutan).

19. **Reading list:**   This should list the books and other references (journals, websites) to which a student is expected to refer for the study of the module. The reading list should be divided into **essential reading** and **additional reading**. Books including textbooks, to which extensive reference is made and which a student is required to read should be indicated as **essential reading** and should not generally exceed 5 titles for a module. Other useful references should be indicated as **additional reading.**

The list should be updated regularly and reference must be made to the latest edition where multiple editions exist.

The reading list should be set out in the latest American Psychological Association (APA) format.

20. **Date**: This should reflect the month and year on which the module descriptor was most recently updated except for the change in the name of the module tutor/coordinator.

Note: As far as possible, no two modules offered in the same or different RUB colleges should have significant overlaps. The focus and treatment of individual modules should be clear and distinct.

B5 Module Coding System

Status: *The 17th Academic Board Meeting in September 2009 endorsed all programmes leading to awards from the University to follow the RUB module coding system from spring semester of 2010.*

Minor amendments to the regulation endorsed by the 62nd PQC meeting in August 2021.

Introduction

1.   The University will use a generic coding system for identification and easy referencing of all modules for taught programmes.

Coding Description

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

2.1   The identification code for each module should be unique;

2.2   The classification system should be meaningful and have a degree of intelligence built into it;

2.3   Codes should be easy to understand to improve their value in communication; and

2.4   Codes should be intelligible to staff and students as well as those outside of the University.

3. Based on the above principles, the following coding system should be used for all modules of RUB programmes:

3.1   All modules shall have a 6 character alphanumeric code in the form ABC-xyz. The alpha characters should not end in "I" or "O", to avoid confusion with the numeral "one" or "zero";

3.2   ABC (alpha) code denotes the different subjects of a discipline. This should represent the subject name as closely as possible. For example, SYS (module on Windows Server System Administration) where SYS is the subject of Systems under the broad discipline of Computer Science). Other possible examples include PHG for physical geography under Geography, LIT for literature under English, CAT for cataloguing under Library Science and HOR for horticulture under Agriculture; and

3.3   xyz (numeric) code denotes the module identifiers. This should reflect two aspects of a module:

3.3.1   **x** identifies the year of the programme in which the module is offered. The year identifiers shall be assigned as follows:

Table B5:1

Numeral	Meaning
1	Modules offered in the first year of an undergraduate diploma or degree
2	Modules offered in the second year of an undergraduate diploma or degree

3	Modules offered in the third year of an undergraduate diploma or degree
4	Modules offered in the fourth year of an undergraduate degree
5	Modules offered in first year of a postgraduate certificate or diploma or masters (As an exception 5 year Bachelor programmes such as the Bachelor of Architecture shall also use this numeral to denote Year 5)
6	Modules offered in the second year of a postgraduate certificate or diploma or masters

3.3.2 **yz** are unique module identifiers. No two modules in a discipline should have the same two digit identifier. For example, two modules of physical geography can be distinguished by PHG201 and PHG202. Two digits are assigned for module identification to permit coding of a larger numbers of modules in a particular discipline.

Some illustrative examples are:

- **CAT102**: Second module on cataloguing taught in Year 1 at the undergraduate level.
- **REG201**: First module on regional geography taught in Year 2 at the undergraduate level.
- **HOR314:** Fourteenth module on horticulture taught in Year 3 at the undergraduate level.
- **PSY505:** Fifth module on Psychology taught in Year 1 at postgraduate level.

Implementation of the Regulation

4. Suitable module codes shall be proposed by the colleges at the time of documentation for validation and periodic review of a programme. Suitability of the codes proposed will be verified during the validation or review exercise.

5. For modules common to multiple programmes, the home base programme of the module will assign a suitable code and this will be used for the module in all programmes where such modules are used.

6. For modules common to multiple colleges, the home base programme from which such modules originate will assign a suitable code and this will be used for the module in all colleges where such modules are used.

B6 Expectations of RUB Degree Graduates

Status: *Approved by the 1st Academic Board Meeting in July 2004.*

Amendment endorsed by the 46th Academic Board meeting in November 2019. Changes include, format of the paper, inclusion of attributes on culture, and implementation as a guideline.

Amendment to retitle this regulation as "B6 Expectations of RUB Degree Graduates" was endorsed by the 62nd PQC meeting in August 2021.

Introduction

1. This guideline sets out the general intellectual, cultural, personal and communication skills that the University considers its graduates, particularly all degree graduates, should possess.

2. 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.

Expectations

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

    3.1 acquisition of the conceptual paradigms and frameworks relevant to the subject matter studied;

    3.2 understanding of the major relevant theories; and

    3.3 ability to practice appropriate methods and practical techniques.

4. **The possession of general academic skills** mainly derived from a grounding in a discipline or in a coherent body of knowledge. This includes:

4.1 critical reasoning;

4.2 analysis and evaluation;

4.3 the handling of evidence;

4.4 the identification of problems and their solutions;

4.5 conceptualization;

4.6 synthesis; and

4.7 creativity.

5. **An awareness of the contexts, boundaries and limits** of the subject matter studied. This includes:

   5.1 appreciation of the limitations and provisional nature of the knowledge acquired;

   5.2 understanding of its relationship to other fields;

   5.3 recognition of its ethical implications and constraints; and

   5.4 awareness of its social and environmental implications.

6. **The possession of self-motivated study skills** and the readiness to continue learning. This includes:

   6.1 ability to study independently;

   6.2 ability to find information independently from relevant sources, and to select appropriate ways of analysing and structuring that knowledge;

   6.3 ability to recognise one's own ignorance;

   6.4 possession of an enquiring mind; and

   6.5 recognition of the need for lifelong learning.

7. **An understanding of and ability to undertake one's own personal development.** This includes:

   7.1 self-reflection and self -criticism;

   7.2 intellectual maturity, judgement and autonomy;

   7.3 autonomy;

   7.4 readiness to understand and respond to change; and

   7.5 capacity to challenge received wisdom the ability to instigate change.

8. **Interpersonal skills and awareness.** This includes:

   8.1 leadership and responsibility;

   8.2 teamwork and collaboration;

   8.3 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;

   8.4 negotiation and relationship with clients; and

   8.5 networking.

9. **Cultural knowledge, appreciation and competence.** This includes:

   9.1 knowledge of culture as an instrument of human progress driven by a higher dimension of consciousness and wisdom;

   9.2 understanding about the limitations of holding a fragmented worldview and excessive analytical and separative rationality, which could lead to the erosion of traditional social values and community vitality;

   9.3 appreciation of Bhutanese culture as a tool of national integration, an instrument that helps to bring the people together and creates sustainable peace and harmony in society;

   9.4 ability to critically assess the value of culture and heritage as the bedrock of Bhutan's national character and the continuing goal of "One nation, one people;" and

   9.5 ability to communicate an understanding and appreciation of the tangible and intangible manifestations of Bhutanese culture as expressions of the people's everyday life.

10. **Communication and Presentation.** This includes ability to:

10.1 communicate in all modes appropriate to the matter studied;

10.2 engage in debate in a professional manner; and

10.3 communicate technical knowledge to a lay audience.

11. **Information Literacy.** This includes:

11.1 knowledge of, and ability to use information technology relevant to the subject studied;

11.2 ability to access, analyse, evaluate, create and participate with messages in a variety of forms; and

11.3 ability to critically and ethically apply information.

12. **Personal Development and Personal Illumination.** This includes:

12.1 a sense of service; and

12.2 a sense of moral responsibility for himself/herself, for other people, for his/her community and for the country.

B7 Progression within Awards

Status: *Endorsed by the 6th Academic Board Meeting in November 2005.*

Revised criteria for Progression from Degree to Honours endorsed by the 18th Academic Board meeting in January 2010.

Changes in clause 2.1 (decrease in baseline for performance for progression from 70% to 60%) and clause 2.3 (increase in student numbers permitted to progress from 50% to 70%) approved by the 39th Academic Board Meeting in July 2017.

Change to the title of the regulation from "Progression from Diploma to Degree" to "Progression within Awards;" amendments to clause 1, 2, 3 and deletion of clause 4 "Other alternatives" endorsed by the 45th Academic Board Meeting in July 2019.

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, normally, in two years lead to a Diploma, a further year lead to a Degree and a further year lead to an Honours Degree.

This regulation set outs the progression criteria within awards at the University.

2 Criteria for Progression from Diploma to Degree

For a Degree with a nested Diploma award, qualifying students may take up the Degree immediately following Year II or after a period in employment. In the case of the latter, candidates will be accepted within 5 years from the date of completing the Diploma. However, if more than 5 years has lapsed, the application may be assessed to determine whether the applicant has kept up to date with recent developments in the intended programme.

The criteria for progression to the Degree will be decided at the end of Year II based on the following criteria:

2.1   **Performance** in Year II – 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 60%.This will be computed based on students' performance at the Diploma level. For a 2-year (4 semester) Diploma programme 30% will be taken from the first year and 70% from the second year.

2.2   **Student choice –** A student may be capable and selected to proceed to Year III but may choose to leave with the Diploma qualification.

2.3   **Numbers –** No more than 70% of the students in Year II of a programme may proceed to the Degree.

3   Criteria for Progression from Degree to Honours

For a Degree with Honours provision, qualifying students may take up the Honours immediately following Year III or after a period in employment. In the case of the latter, candidates will be accepted within 5 years from the date of graduation.

The criteria for progression to the Honours Year will be decided at the end of Year III based on the following:

3.1 **Performance** – 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 (where a programme comprises of more than one subject) to be studied at the Honours level including common compulsory modules (IT, Dzongkha and Academic Skills). The 70% will be determined by taking 20% from the first year, 30% from the second year and 50% from the third year. For a single subject programme performance in all modules will be accounted for.

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. The 50% will be determined from the number of students studying the subject which they are eligible to pursue at the Honours level.

B8 Taught Postgraduate Programme

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

Minor amendments to the regulation endorsed by the 62nd PQC meeting in August 2021.

This regulation should be read in conjunction with the University's core academic regulations and specific programme regulations set out in the Definitive Programme Documents for individual programmes.

Introduction

1. The purposes for which postgraduate programmes may be designed are various and can include vocational purposes as well as purely academic ones.

2. A Masters degree programme may include a Postgraduate Diploma (PgDip) and/or a Postgraduate Certificate (PgCert) as exit points. Some programmes may also offer these awards as free standing programmes to be applied for, studied and awarded.

3. A standard RUB module at the postgraduate level comprises 15 credits or multiples thereof. While the RUB postgraduate module is larger than an undergraduate module, it will usually contain fewer contact teaching hours.

Design of Postgraduate programmes

4. A programme of study can be designed for one or more of the following:

   4.1 to develop areas of study relevant to the professions, employment/industrial sector or academic discipline in which the student is currently engaged;

   4.2 to update the knowledge of those engaged in a field especially where the discipline at undergraduate level is subject to expansion or change;

   4.3 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;

   4.4 to provide an analytical in-depth treatment of an area beyond their first degree level in the same area; and

   4.5 to develop applied studies or to extend an area of study which cannot be pursued adequately at undergraduate level.

Standards and Aims

The Masters Degree

5. The standard to be expected of a Masters award is what can be expected in 1.5 or 2 years of full-time study after a Bachelors degree.

6. A Masters degree shall consist of a minimum of 180 credits all at postgraduate level.

7. A Masters degree will normally consist of 1 year of full-time study of taught components followed by a dissertation or research project that may take from 3 to 12 months, depending on the circumstances and the nature of the subject.

8.   A Masters degree could also have a postgraduate certificate and or a postgraduate diploma nested within this award. In such cases, the programme shall consist of six months of full-time taught components that will lead to the award of a Postgraduate Certificate; a full academic year of taught components that will lead to the award of a Postgraduate Diploma, followed by a dissertation which may take from 3 to 12 months, depending on the circumstances and the nature of the subject to gain the Masters award. The equivalent duration of study will be taken for all three awards for part-time mode.

9.   On successful completion of a Masters degree students will be able to:

    9.1   reflect critically on the relationship between theory and practice;

    9.2   review evidence;

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

    9.4   engage and influence others in rational and reasoned argument;

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

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

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

    9.8   demonstrate research competence.

10.   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 or research project.

Postgraduate Diploma

11.   The standard expected of a Postgraduate Diploma is minimum of 2 semesters after a Bachelors degree.

12.   A Postgraduate Diploma shall consist of minimum of 120 credits all at postgraduate level.

13.   The general aims of the award are:

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

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

14.   On successful completion of a Postgraduate Diploma students will be expected to have achieved learning outcomes **9.1** to **9.6** inclusive as specified in paragraph **9**.

Postgraduate Certificate

15.   The standard expected of a Postgraduate Certificate is what can be expected in 4 months (1 semester) of full-time study after a Bachelors degree.

16.   A Postgraduate Certificate shall consist of 60 credits all at postgraduate level.

17.   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.

18.   On successful completion of a Postgraduate Certificate the student will be expected to have achieved Learning outcomes **9.1** to **9.5** inclusive as specified in paragraph **9**.

Programme Structures

19.   The **Masters Degree** shall consist of:

    19.1   a minimum of eight 15 credit modules (120 taught credits);

    19.2   a dissertation or research project comprising two to four 15 credit modules (30 to 60 credits);

    19.3   the equivalent of at least 45 weeks of full-time study; and

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

20.   The **Postgraduate Diploma** shall consist of:

    20.1   a minimum of eight 15 credit modules (120 taught credits); and

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

21.   The **Postgraduate Certificate** shall consist of:

21.1   four 15 credit modules (60 taught credits); and

21.2   the equivalent of at least 15 weeks of full-time study.

Mode of Study

22.   The University's postgraduate programmes may be undertaken either through part-time mode or through full-time mode of study. Regulation B1 Academic Programme Structure (Taught Programmes) sets out the definition of these modes of study. Thus the programmes may be offered:

22.1   in the evening or at weekends;

22.2   in concentrated blocks of full-time study during the winter break supplemented by study at the workplace;

22.3   by distance learning; or

22.4   by full-time study during the academic session.

Entry Requirements

23.   The normal entry requirement for admission to programmes leading to an award of a Masters degree, Postgraduate Diploma or Postgraduate Certificate, shall be a Bachelors degree with or without relevant employment experience, or an equivalent qualification as determined by the colleges and endorsed by the Academic Board.

24.   In additional to the general entry requirements for admission, the entry requirements for specific programmes based on the nature and demand will be defined in the Definitive Programme Documents (DPD).

25.   Accreditation of prior learning (APL) may be applied on the basis of certificated learning that demonstrates knowledge and skills equivalent to the normal entry requirements to gain entry onto a postgraduate programme. In such cases evidence must be presented to the College that appropriate and clearly expressed learning outcomes have been achieved through certificated learning within not less than five years of that learning. For disciplines where the state of knowledge changes rapidly, a shorter time span may be set by the DPD.

26.   All applications for APL will be considered by the Programmes and Quality Committee (PQC) if not defined in the DPD.

Selection and Admission of Students

27.   Selection and admission into a postgraduate programme may be approved and processed by the College Academic Committee or by a Postgraduate Programme Coordinator for Joint study programmes that transcend the provision in any one College.

28.   However, the criteria for admission and the student numbers allowed onto a postgraduate programme should be approved by the University as part of the approval of a programme leading to the University's award.

29.   Selection of students onto postgraduate programmes will be based on merit determined by the selection criteria set out in the DPDs of the respective programmes. Where required an admission interview and/or test may be carried out to contribute towards merit ranking. The selection process will seek to establish:

29.1   motivation and commitment;

29.2   capacity for independent learning;

29.3   language proficiency; and

29.4   evidence of recent academic study or post qualification study (within five years); or other work to demonstrate personal and professional development.

30.   Students admitted onto a postgraduate programme may be given credit to count towards completion of the programme for previous postgraduate study in the University or another equivalent programme completed not more than 5 years previously. In such a case, the process for credit waiver will be governed by the regulation B9 Accreditation of Prior Learning.

Awards

[This part of the regulations must be read in conjunction with the University's Award Regulation (B2) as set out in the Wheel of Academic Law]

31.   A postgraduate programme of study may lead either to the award of:

31.1   an MA, where the programme is predominantly concerned with the fields of art, design and the humanities;

31.2   an MBA, where the programme is based predominantly in business and management and its applications;

31.3   an MSc, where the programme is predominantly in science and its applications;

31.4   an MEd, where the programme is predominantly in Education;

31.5   an ME, where the programme is predominantly in engineering and technology;

31.6   a PgDip; and

31.7   a PgCert.

32.   The Academic Board may, in exceptional circumstances, approve suitable awards for provisions not addressed by 31.

33.   The full award shall include the title of the award and the subject name. For example, Master of Arts (MA) in English, or Master of Education (MEd) in English, or Postgraduate Diploma (PgDip) in Construction Management.

34.   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.

Joint Study Programmes

35.   The University also has provision for Joint Study Programmes (currently in the form of operational guidelines). The guidelines provide a structure to support interdisciplinary academic provisions from multi-campus collaborations for varied learning experiences. Such programmes can be taken through full-time or part-time modes of study and may be designed for academic study, continuing professional development and vocational purposes.

36.   Additional regulations on joint study programmes will be added to this regulation in due course of time. In the meantime, the operational guidelines on RUB's Joint Study Programme will be followed for such collaborative postgraduate programmes. The Guideline is attached as Appendix 3.

Regulations for Assessment, Progression and Awards

[*This part of the regulations must be read in conjunction with the University's Assessment Regulations (D1) as set out in the Wheel of Academic Law*]

37.   The marks and descriptors for the marks will follow the University's general assessment regulations as set out in D1 of the Wheel of Academic Law.

38.   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% each in continuous assessment and semester end examinations.

39.   Reassessment and repeat of a module(s) will be carried out based on the University's assessment regulation (D1).

40.   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.

41.   The maximum period of registration for both full-time and part-time students will not exceed more than two years beyond the normal duration of the programme.

42.   Over and above the 2 years of extended period of registration on academic grounds, students may be granted an additional year for extenuating circumstances subject to acceptance of the extenuating circumstances by the Programme Board of Examiners.

43.   A student may cease to be registered for a postgraduate award if he or she:

43.1   fails to register on any module in two successive semesters without prior approval (unless enrolled on a dissertation);

43.2   granted an award of PgCert, PgDip or Master; and

43.3   fails to have the dissertation proposal approved.

44.   The final award is given as a percentage (each module being weighted in relation to its size). The relationship of marks to performance is given in the University's Assessment regulation D1 of the Wheel of Academic Law.

Appendix I

The Dissertation

Introduction

1.   The dissertation is the culmination of the Masters programme. It carries a weight equivalent to two to four taught modules and thus represents around 300-600 hours of student effort. In general, the dissertation must reflect sufficient evidence of independent thought to justify the award at a Masters level.

2.   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 should be discussed with senior professional(s) or academic(s) within the field, one of who may be invited to act as the supervisor.

3.   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, subject to the regulations on the maximum period of registration for the award.

4.   Students may start supervised work on their dissertation when they have completed four core modules and at least one module on research methods, 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.

5.   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.

The Aims of the Dissertation

6.   The general aims of the dissertation are for students to develop conceptual and academic rigour in research skills and to apply these in appropriate settings.

7.   The specific aims of the dissertation are to enable the student to:

7.1   explore and apply relevant scientific and analytical methods and practical skills, including those acquired in the taught components, to the chosen topic;

7.2   examine critically, strategically and in depth, a topic of interest arising from the student's area of academic or professional interest;

7.3   develop further research skills acquired through the study of modules on research;

7.4   demonstrate an ability to set the chosen topic in its wider context;

7.5   sustain argument and present conclusions related to policy or practice implications; and

7.6   present and be able to defend their methodology, analysis and conclusions.

Responsibilities

8.   As a participant **the student** is required to:

8.1   decide on the proposed area of study in consultation with the dissertation supervisor and, if appropriate, the employer;

8.2   discuss with the allocated supervisor the type of guidelines and form of contact most helpful, and come to an agreement on a schedule of meetings;

8.3   take the initiative in raising problems or difficulties with the supervisor;

8.4   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;

8.5   be familiar with:

8.5.1   referencing guidelines,

8.5.2   rules about plagiarism,

8.5.3   the academic appeals procedure,

8.5.4   ethics relating to research,

8.5.5   regulations governing the presentation of dissertation, and

8.6   meet the submission deadline.

8.7   The **Programme Leader** is responsible for:

8.7.1   assisting in the appointment of an appropriate supervisor and of an examiner, for the dissertation;

8.7.2   providing links between students seeking help in deciding on dissertation topics and staff expertise and research interests;

8.7.3   approving the commencement of the supervised period of dissertation work subsequent to approval of the proposal;

8.7.4   receiving progress reports; and

8.7.5   approving internal examiners.

8.8   **Dissertation Supervisors** will be appointed by Programme Leaders based on their specialist expertise and research experience. They will be responsible for:

8.8.1   providing guidance on the student's choice of field of study;

8.8.2   advising on data, literature sources and copyright;

8.8.3   advising on the plan for the dissertation proposal;

8.8.4   suggesting specialists whom the student may consult for additional advice;

8.8.5   providing the student with supervisory sessions as contracted, giving support and monitoring progress;

8.8.6   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;

8.8.7   ensuring academic rigour; and

8.8.8   liaising with employer supervisor if relevant.

8.9   The **College Academic Committee,** through suitable delegation, will be responsible for making provisions to:

8.9.1   obtain advice and recommendations from departments relating to dissertation matters;

8.9.2   approve, moderate, modify and advise on dissertation topic proposals;

8.9.3   approve dissertation supervisors;

8.9.4   approve nominations of expert or professional advisors; and

8.9.5   report on actions taken to the Academic Board.

The Choice of and Approval of Dissertation Topic

9.   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 the dissertation supervisor(s) 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.

10. 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.

11. After the appointment of an appropriate dissertation 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.

12. Based on University-wide regulations and College's protocols on research ethics, approval as is required, must be obtained for work on dissertation.

13. 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 Programme Leader.

Example of Dissertation Proposal

14. **Title**: This should be sufficiently detailed to inform of what the student proposes to do.

15. **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).

16. **Research Question**: This should be a statement of the proposed research and aim, if appropriate, the hypothesis to be tested (maximum a paragraph).

17. **Ethical Considerations**: Complete and append the University's ethical approval form.

18. **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; the design, selection of participants, independent and extraneous variables; and the procedures to be used for analysis.

19. **Timetable**: Outline the time scale of the project, including the anticipated starting date for formal supervised period of dissertation work.

20. **Resources**: Outline the resources/ budget that will be required. Projects that are expensive in terms of resources

may not be approved.

21. **References**: All references should be set out in the latest American Psychological Association (APA) format.

The Structure of the Dissertation

22. The dissertation will normally follow the University's Ideal Word Count Guidelines (Appendix 2). It will be set out in the following sections:

22.1 **Title**: title of work, author's name, award and year.

22.2 **Abstract**: a summary of the content of the dissertation and the main conclusions reached (less than 300 words).

22.3 **Index**: table of contents with page numbers including illustrations, figures, tables and appendices; if included.

22.4 **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.

22.5 **Literature Review**: this should take the form of a critique of material drawn from several sources: books, journal articles, reports or audio-visual material.

22.6 **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.

22.7 **Results/findings**: this will comprise a clear presentation of findings.

22.8 **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.

22.9 **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.

22.10 **References**: a list of authors and their works that are acknowledged in the text, in a standard manner.

22.11 **Acknowledgements** (optional).

22.12 **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.

23. 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.

24. The student should submit the completed dissertation one month before the date for the Programme Board of Examiners and at least three months before the end of the registration period.

Presentation

25. Dissertations should be submitted to the following specifications:

25.1 **two** copies of the dissertation should be submitted by the date stipulated in the assessment schedule;

25.2 dissertations must be presented in a permanent legible (word processed or typed) form 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;

25.3 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;

25.4 The dissertation should be comb bound in laminated card and the cover should contain the following information:

25.4.1.1 title of dissertation,

25.4.1.2 name of student,

25.4.1.3   name of award,

25.4.1.4   name of College and the Royal University of Bhutan, and

25.4.1.5   date of submission.

Dissertation Examination and Moderation

26. 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.

27. 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.

28. 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:

Process:

29. 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 resourcefulness 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;

Report:

30. 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; and

Oral defense: (if convened)

31. 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.

32. 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.

33. 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.

34. 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.

35. 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 programme Board of Examiners.

Plagiarism

36. 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.

37. All quotations from other sources, whether published or unpublished, must be properly acknowledged.

38. Detailed information on plagiarism can be accessed in the University's Academic Dishonesty Regulation (D4) as set out in the Wheel of Academic Law.

Appendix II

Ideal word count for dissertation for UG/PG (for taught programmes) at the Royal University of Bhutan

Definition of Research Project / Project Work

Research Project/Project Work is any students' activity that goes through the key stages such as proposal development & defence, design of methods, data collections & analysis, research writing & presentations under the guidance or supervision of a teacher.

Word count (excluding Table of Contents, figures, tables and references)

Level and Discipline of the Programme	Credit	Word count
Undergraduate		
Science and Engineering	12	4 – 6,000
	24	6 - 8,000
	36	8 – 10,000
	48	10 – 12,000
	60	12 – 14,000
Arts and Humanities	12	6 - 8,000
	24	8 – 10,000
	36	10 – 12,000
	48	12 – 14,000
	60	14 – 16,000
Postgraduate		
PG Certificate/Diploma	15	8 - 10,000
Science and Engineering	60	14 - 16,000
	120	20 - 25,000
Arts and Humanities	60	20 - 25,000
	120	25 - 30,000
MBA, MDP, etc	30/45	10 - 14000
	60	15 - 20,000
	120	20 - 25,000

Joint Study Programme at RUB

The 42ⁿᵈ Academic Board endorsed this as an operational guideline towards initiating joint programmes. Based on the operation of such collaborations across campuses, a new regulation will be developed in future.

1. Introduction

In a drive to internationalise education system and in keeping with global trend of breaking socio-cultural barriers, more and more universities in Europe are launching inter-university programmes. Such programmes hosted at multiple universities/ countries are widely known as Joint Study Programme (JSP). The main purpose of JSP is to

create avenue to acquire more knowledge, skills and experience than otherwise provided by a programme based in a single institution. JSP mode culminates in either double or joint degrees and has been widely practiced in European Universities since late 1980s. With the inception of Bologna Declaration in 1999, JSP has gained momentum in European and non-European higher education.

Over the past few years, the colleges under the Royal University of Bhutan have either launched or are proposing to launch similar programmes due to lack of clear distinction on focus of the member colleges. This has not only resulted in duplication of the programmes but has also inadvertently pushed colleges to vie for same limited pool of resources. Recognizing this issue and also to harness the benefits offered by JSP, the 5th Annual Conference of Dean of Academic Affairs held at the College of Natural Resources from 12-14 March, 2018, formed a working team to develop a proposal on JSP to be offered at two or more RUB campuses.

In the context of RUB, the working team defines JSP as an academic programme that is jointly developed, managed and offered by multiple colleges after being validated by RUB. In addition to resource sharing JSP is expected to expose students to new teaching-learning experience and college culture and create platform to develop network with peers at multiple campuses. It is also envisaged that JSP will encourage interdisciplinary research and strengthen collaboration through staff mobility.

2. Objectives

The objectives of JSP are to:

- share resources among the RUB colleges.
- offer an expanded and innovative arena for learning.
- strengthen inter-college partnership and cooperation.
- facilitate networking among peers in different campuses.
- make programme more attractive and competitive among students.
- facilitate mutual learning.
- help in attracting international students.
- promote the stand of the University in the world.
- increase inter-college mobility of staff and students.

3. Opportunities

3.1 For students

- gain a wide range of knowledge and practical experience from best practices prevailing in other colleges.
- provide motivation for learning.
- potential for better employment opportunities.
- study at different colleges.
- experience inter college culture.

3.2 For Academics

- more motivated students.
- enhance professional network among faculty members.
- encourage interdisciplinary research.
- improve and strengthen educational and research collaboration.
- access to specialised resources.

3.3 For Institution

- experience sharing and cooperation.
- attract more students (international).
- optimise resources.
- expose to best practices.
- encourage to perform better.

4. Management

4.1 Mode of Student Mobility

- The students shall move between partner colleges in full cohort for entire duration of a semester.
- During dissertation/thesis period, students can choose any partner college based on available resources and expertise.

4.2 Partner College Selection

· Any member college can propose for JSP and concurrently identify potential partner colleges willing to jointly offer the programme.

· The selection of partner college(s) shall be based on the following criteria.

  o similar study field.
  o possess resources and expertise to support the programme.
  o determination to participate and implement JSP.
  o commit time and resources.

· The identified partners shall sign an agreement to affirm the partners' willingness to engage in JSP. The agreement shall clearly define the roles and responsibilities of coordinating and partner college(s).

· The partner colleges shall be bestowed with equal ownership of the JSP.

· The coordinating college shall spearhead development and be responsible for the upkeep of the programme.

· The partner colleges shall reflect JSP in their list of programmes offered.

· The coordinating college shall prepare validation document in consultation with the partner colleges.

4.3 Programme development

· One of the partner colleges shall be identified as JSP coordinating college which will be based on the following criteria:

  o Academic focus as enshrined in the RUB strategic plan.
  o Should have good proportion of the physical resources like laboratory and field equipment.
  o Should have majority of professional expertise.

· The Dean, Academic Affairs of coordinating college shall constitute a programme committee comprising members from identified partner colleges.

· The programme committee members will be constituted following the ratio given below:

  o 60:40 for two partners
  o 40:30:30 for three partners
  o 40:20:20:20 for four partners

· The programme committee (PC) shall appoint a programme coordinator (PCR) from coordinating college and programme focal persons (PFP) from partner college.

· The PCR shall spearhead development of programme in consultation with PC members.

· The PCR shall seek endorsement from the CAC of the coordinating college and planning approval, quality approval and validation from concerned committees.

· The PFP(s) shall report to their respective CACs.

· Once the programme is validated, PCR shall be appointed as the programme leader (PL).

· The programme validation team shall visit the coordinating college. However, if need be, the team shall also visit the partner colleges.

4.4 Admission

· The admission of students shall be managed by the coordinating college.

· The coordinating college shall follow the admission procedures as enshrined in Section C1 of the WAL.

· The partner college shall issue student card during their residence.

· The partner colleges shall promote programme and sensitise on the admission procedure.

4.5 Quality assurance

· The RUB and respective partner colleges' quality assurance shall apply to JSP.

· When the students are enrolled at a particular partner college, the PFP of that college shall be responsible for furnishing and submitting module report to the PL.

· The PL shall be responsible for compiling and submitting APMR to OVC.

· APMR shall be endorsed by CAC of the coordinating college. However, in the event of any issues arising from the report, the concerned PFP shall be answerable.

· The external examiner of the programme shall visit the campus where the students are based.

· The external examiner should be prepared to visit multiple campuses during her/his tenure.

·   The PL and PFP from other partner colleges shall send assessment samples to the partner college where the EE is visiting.

·   The EE shall submit the report to the PFP of the partner college where the students are based. The concerned PFP in turn shall share a copy with the PL and other PFPs.

4.6 Progression and Awards

·   While the current assessment and progression regulations (Section D1 of the WAL) shall apply, in the event of a student progressing with repeat module(s), he/she should arrange with the concerned partner college to clear this module within a year[1].

·   The partner college where the student is enrolled in the final semester shall compile and issue provisional certificate, consolidated mark sheet and transfer certificate.

·   The partner college which issued the above document shall be responsible for issuing duplicates in future.

·   The PFP shall submit the results of the students to the particular partner college where the student is enrolled in the final semester.

·   In the consolidated mark sheet against each semester, the name of the partner college where the semester was offered shall be reflected.

·   In the degree award, the name of all the partner colleges shall be reflected, for instance if Bachelor of Science in Climate Studies is jointly offered by College of Natural Resources, Sherubtse College and College of Science & Technology then the names of these partner colleges will be reflected in the award.

5. Financial management

·   The respective partner colleges will bear all expenses related to need assessment of the proposed JSP.

·   The tuition fee shall be paid to the partner college where the students are based in that particular semester. The tuition fee shall be 10-20% above the normal programme.

·   The students shall pay all other fees as applicable to the respective partner college.

·   The partner college shall pay part of the tuition fee per semester to the coordinating college to meet admission and other administrative costs based on the total students enrolled.

    o   10% if less than or equal to 5.

    o   7.5% if more than 5 but less than or equal to 15

    o   5% if more than 15.

·   It is likely that the partner college where the dissertation/thesis is based will incur extra costs. Therefore, those particular partner colleges shall be waived off from paying part of the tuition fee to the coordinating college.

·   The DAA, OVC shall appoint and bear the expenses for programme external examiners.

6. Sustainability

The sustainability of JSP is contingent on the following

    o   The partner colleges continue to collaborate and adhere to the agreement.

    o   The government continues to fund the programme.

    o   There are minimum five students enrolled to pursue the programme.

7. Responsibilities

7.1   Coordinating College

    o   Shall lead need assessment of the programme.

    o   Advertise admission criteria and timings.

    o   Receive applications from prospective candidates.

    o   Coordinate admission process.

    o   Issue letter of acceptance, enrolment.

    o   Apprise partner colleges the details of enrolment.

7.2   Partner colleges

    o   Assist in the conduct of need assessment.

    o   Arrange accommodation and other logistics.

- o Organise orientation for the students.
- o Conduct assessment.
- o Transfer marks and grades.
- o Transfer part of tuition fee to the other coordinating college on time.
- o Arrange teaching learning space, student accommodation, working space and other logistics.
- o Inform partner college(s) if any student withdraws from the programme for any reason.
- o Report disciplinary actions taken against student(s).

8. Possible JSP

The working team has identified 7 potential postgraduate programmes based on the emerging need and the resources available within the RUB colleges. The duration, mode of study and tentative date of commencement of the programmes have been indicated.

i. Master of Science in Community and Rural Development (CNR, JNEC, SC, CST)

Duration & Mode   : 2 years fulltime
Course Type   : 3 semesters course work and one semester research
Tentative date of start: July 2020

This programme will expose students to issues and challenges facing rural societies in contemporary world. It will include modules on economics, agriculture science, natural resources and geography to enable students to holistically comprehend pressing issues faced by rural communities.

ii. Master of Engineering in Energy and Power System Management (CST and JNEC)

Duration & Mode   : 2 years fulltime
Course Type   : 2 semesters course work and two semesters research
Tentative date of start: January 2020

The Energy and Power Systems Management course will equip the students with up-to date and advanced concepts of sustainable electrical power and energy generation, design, operation, control, and management of power systems network.

iii. Master of Science in Climate, Energy and Environment (CNR, CST, JNEC, SC)

Duration & Mode   : 2 years fulltime
Course Type   : 2 semesters course work and one semester research
Tentative date of start: July 2020

This programme aims to equip students with necessary knowledge and skills in areas of climate, energy and environment. In addition to emphasis on scientific knowledge and skills, students will be exposed to social, policy and legal dimensions related to climate, energy, environment sustainability.

iv. Master of Science in Design and appropriate Technology (JNEC, CST, SC, CNR)

Duration & Mode   : 2 years fulltime
Course Type   : 3 semesters course work and one semester research
Tentative date of start : July 2020

The programme aims to develop students with the necessary attributes to face the rapid social, economic and technological changes in a knowledge-based economy. It will also articulate visions of technological systems that improve the lives of people.

v. Master of Science in Innovation in land, food and water/energy (CNR, SC, JNEC, CST)

Duration & Mode   : 2 years fulltime
Course Type   : 3 semesters course work and one semester research
Tentative date of start: July 2020

This programme will provide foundational knowledge and skills in understanding nexus between land-food-water-energy and together familiarise students how this nexus can be synergised through innovations to address sustainability issues.

vi. Master of Science in Water Resources Management (CNR, CST, SC)

Duration & Mode   : 2 years fulltime
Course Type   : 3 semesters course work and one semester research

Tentative date of start: July 2020

The programme will expose students to knowledge and application of skills in solving scientific problems of water resources management.

vii. Master of Science in Waste Management and Pollution Control (SC, CNR, CST, JNEC).

Duration & Mode   : 2 years fulltime

Course Type   : 3 semesters course work and one semester research

Tentative date of start: July 2020

This programme will provide knowledge and skills related to air, water and pollution waste pollution management. Students will be educated and trained on scientific basis of pollution control and management.

Apart from the postgraduate JSPs listed above, there is a possibility to offer similar programmes at undergraduate level.

9. Sample JSP

9.1 Master of Engineering in Energy and Power System Management (CST and JNEC)

9.1.1   *List of Modules*

Year	Semester	Modules	Campus
1	I	Power System Dynamics and Stability	CST
		Dynamic Modelling and Simulation	
		Energy Economics Modeling and Policy Analysis	
		Elective-1	
	II	Optimization and AI Application in Power System	JNEC
		Energy, Environment and Climate Change	
		Power Distribution Systems	
		Elective-2	
2	I	Elective-3	Based on student choice
		Elective-4	
		Thesis	
	II	Thesis	

9.1.2   *List of Electives*

Elective-1	Solar PV and Wind Energy Technologies
	Bioenergy
	Building Energy Efficiency and Conservation
Elective-2	Renewal Energy Integration and DC Microgrid
	Design and Management of Energy Systems
	Power System Design and Operation
Elective-3 & 4	Computer Aided Power System Analysis
	Energy Statics and Energy Demand forecasting
	Environmental Policy and Management of Energy Systems

| | | Rational Use of Energy in Industry | |
| | | Smart Grid and Electrical Energy Management Systems | |

9.2 Master of Science in Community and Rural Development (CNR, SC, CST)

9.2.1 List of Modules

Year	Semester	Modules	Campus
1	I	Theory and Practice of Rural Development	CNR
		Planning, Policies & Strategies for Rural Development	
		Rural Urban Linkages/ Sustainable Eco-Tourism for Rural Development	
		Sustainable Agricultural Development & Planning/Rural Finance & Cooperative Development	
	II	Climate Change & Livelihood Strategies	Sherubste
		Natural Resources Management	
		Research Methodology in Rural Development	
		Socio-cultural Dimensions of Rural Development	
2	I	Energy & Rural Technology	CST
		Rural Project Management	
		Entrepreneurship Development	
		Community Resilience & Disaster Management	
	II	Thesis	CNR Sherubtse CST

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[1] As the students have to move to partner college along with the cohort, it may not be practical to remain at the partner college where the repeat module is pending.

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 constituent/affiliate member colleges would have to draw up detailed procedures for its implementation.*

The 21st Academic Board Meeting in February 2011 endorsed replacing 30% with 1/3 in clause 4.6, to allow a waiver of 10 modules of a 3 year programme and 13 modules of a 4 year programme at the undergraduate levels.

The 25th Academic Board Meeting in May 2012 endorsed the exclusion of experiential learning towards Accreditation of Prior Learning.

Minor amendments to the regulation endorsed by the 62nd PQC meeting in August 2021

Introduction

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 enhancing participation in continuing professional development programmes by making these more accessible. With the aim to promote lifelong learning, social inclusion, wider participation and employability, the University supports accreditation of prior learning.

Accreditation of Prior Learning (APL)

2.   Accreditation of prior learning (APL) is the term used for the award of credits on the basis of demonstrated learning which has taken place in the past. It is also the process whereby students can be exempt from some parts of their chosen programme of academic study by recognition of learning from previous achievements.

3.   There are two main categories within the accreditation of prior learning:

3.1   Accreditation of Prior Certificated Learning which refers to learning that has been formally assessed and certified by an educational institution or education/training provider; and

3.2   Accreditation of Prior Experiential Learning refers to non-certified acquisition of relevant skills and knowledge, gained through relevant experience (including unpaid work, self-directed study or through leisure pursuits) which is capable of being evaluated.

4.   While the University acknowledges that there are two categories within accreditation of prior learning; it permits the granting of APL exclusively for prior certificated learning.

5.   APL at the RUB is the process by which the University assesses the knowledge, skills and competencies gained by individual students through certificated learning to give academic credit. These competencies will be assessed against current and relevant learning outcomes/competency standards through approved APL procedures of the constituent/affiliate colleges of the University to establish learning equivalence.

6.   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.

7.   The University will apply APL for the following purposes:

7.1   To gain entry into a programme of study leading to an award from the University as an alternative to normal entry requirements if the learner can demonstrate appropriate knowledge and skills equivalent to the normal entry requirements; and

7.2   To assess knowledge or skills to count towards completion of a programme leading to an award of the University through waiver and transfer of credits.

Principles

8.   The following principles underpin the University's broad approach to APL for its taught programmes:

8.1   The University's APL policy provides a framework only. Named awards must specify within their regulations the nature of the processes adopted for accreditation of 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;

8.2   APL will apply to programmes on condition that a college is prepared to allow APL for these programmes;

8.3   Programmes being submitted for planning approval must indicate whether APL is permitted. Details such as the purpose of APL (entry or credit transfer) and the process of assessing the achievement of learning must be included;

8.4   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;

8.5   Accreditation decisions are a matter of academic judgement and will be based on an evaluation of 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; and

8.6   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.

Assessment of Prior Learning

9.   Credit shall be awarded only where there is evidence that certificated learning has resulted in the applicant achieving appropriate and clearly expressed learning outcomes.

10.   Applicants for credit using prior learning shall submit relevant evidence in accordance with appropriate guidelines. These may be module specific or programme specific. Learning should be demonstrated through successful completion of certified learning.

11.   The approach chosen for APL will be governed by the nature of the programme and the type of prospective applicants.

12.   Assessment of evidence will take place by a suitably appointed panel of academic staff from the respective college, taking into account the following key criteria:

12.1   **Acceptability** (is there an appropriate match between the evidence presented and the learning being demonstrated? Is the evidence valid and reliable?)

12.2   **Sufficiency** (is there sufficient evidence to fully demonstrate the achievement of 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)

12.3 **Authenticity** (is the evidence clearly related to the applicant's own efforts and achievements?)

12.4   **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 College Academic Committee).

13.   Assessment shall be undertaken using the procedures detailed in the relevant Definitive Programme Document. Credit will be given on a module for module basis.

14.   Each programme should define the limits of accreditation for prior learning in terms of the smallest and the largest possible amount of credit. The smallest amount possible shall be a module, while students shall not receive accreditation for more than one third of the whole programme of study (10 modules of a 3 year undergraduate programme and 13 modules of a 4 year undergraduate programme), 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).

15.   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.

Award of Credit

16.   APL for cohorts of students and individual students, if not defined in the DPD, is the responsibility of the PQC. In such a case, the CAC will propose the nature and magnitude of APL based on RUB-wide regulations on APL and advised by the programme team.

17.   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.

18.   Specific credit is granted where the learning outcomes achieved are equivalent to the learning outcomes of a current University module(s). This credit can substitute for the module(s) and wherever possible, specific credit should be allocated.

19.   APL towards an award of the University 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 an earlier award from the University. APL from a University award however, may not 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 Bachelor of Education in Primary Education will not be able to count APL from this programme towards a Bachelor of Education in Secondary Education award.

20.   The credit awarded for prior certificated 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 the programme.

21.   Marks gained for APL will not be included in the calculation of the final results for an award. 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.*

Minor amendments to the regulation endorsed by the 62nd PQC meeting in August 2021

1.   **Academic Board** is the primary academic authority of the University and shall be responsible for academic affairs, including academic standards, research, scholarship, teaching and programmes at the University.

2.   **Accreditation of Prior Learning (APL)** is the process by which the University awards academic credit on the basis of demonstrated learning which has taken place previously. Credit is given only where there is evidence of learning certified by an educational institution or education/training provider which has resulted in achievement of appropriate and clearly expressed learning outcomes.

3.   **Adoption** is the term used when a college proposes to implement an existing validated programme from another college. The process of evaluation is the same as that for a new programme except that the proposing college will have to present evidence of preparedness in terms of human and material resources for its effective delivery.

4.   **Annual Monitoring** is the regular process of evaluating the annual operation of a programme based on a set of criteria to ensure that the quality and academic standards of the University's programmes are maintained and enhanced. Annual monitoring results in an annual monitoring report for each programme based on available evidence including student evaluations, external examiner reports and other reliable/valid sources of information. In conducting annual monitoring, programme committees are expected to make use of the available evidence including student module evaluations, external examiner reports, feedback from staff and students, and module reports. (See regulation F2 of the Wheel of Academic Law)

5.   **Approval of a programme** is the final decision by the Academic Board at the end of a successful process of evaluating a new programme or an existing programme for adoption. 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, leading to an award of the University.

6.   **Award** is a qualification conferred in formal recognition that a student has achieved the intended learning outcomes and passed the assessments required to meet the academic standards set for a programme of study. For example, a degree, diploma, certificate or other formal qualification such as a BSc, PgDip or a BA.

7.   **Credit** as a means of quantifying learning, credits are the value allocated to modules and programmes. Credits are used to provide students with a guide to the amount of work a module entails, to indicate a student's enrolment load, to define the requirements for an award of the University, to quantify the recognition of prior learning, and to indicate the amount of work a student has successfully completed towards an award of the University. 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. For example, an undergraduate year would consist of modules of a total value of 120 credits at RUB.

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

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

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

i.   illness or serious accident at the time of an assessment or in the period leading up to formal assessment;

ii.   death of a family member;

iii.   sudden illness or emergency in connection with a family member or dependent;

iv.   civil disturbance (rioting, bomb-scares, transport disruption);

v.   extreme weather conditions preventing either study or travel; and

vi. domestic upheaval (fire, burglary, eviction).

10. **External Examiners** are individuals drawn from academia and from industry, business and the professions, who are appointed to assist the University to ensure the quality and standard of its programmes. External examiners provide assurance that the assessment process is properly designed and applied, and is carried out in a manner that is fair and equitable to all students concerned, as well as supportive of achieving the learning outcomes. Besides, they provide informed and appropriate external reference points for the comparison of academic standards, offer independent, objective and impartial advice on a range of matters related to the programmes and provide professional advice and expertise in the form of findings and reports.

11. **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.

12. **Joint Study Programme** is term used for part of programmes hosted on different campuses of the University to create avenue for acquisition of more knowledge, skills and experience than otherwise provided by a programme based on a single campus.

13. **Learning outcomes** are statements of the set of knowledge, skills and the application of the knowledge and skills a student has acquired and is able to demonstrate as a result of learning. Learning outcomes are stated in programme specifications and module descriptors.

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

15. **Mode of Study:** These are the study options available to students. The University offers two main modes of study, full-time and part-time. Refer to B1 of the Wheel for more details.

16. **Module** is a self-contained formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria. The size of a module is indicated by its credit weighting. Each module at RUB is identified by a unique six alpha numeric code which contains information about the module. The first three letters indicate the subject area of the module, while the first number indicates the year followed by the next two digits that indicate the particular module within the subject area.

17. **Nested** programmes are offered sequentially to lead to qualifications/awards at different levels. Programmes at the lower qualification levels are described as "nested" within programmes leading to awards at the higher level.

Definitive Programme Documents of such programmes will specify the requirements for entry and exit including any requirement for students to attain a specific standard in a part of a programme in order to proceed to the remainder of the programme. Where a student has taken an exit qualification by choice or as a requirement, the student may be readmitted to the initial programme and proceed to complete the qualification for the programme in which they were initially enrolled after fulfilling the requirements for such entry.

An example of a nested programme could be a two-year MA programme that offers a Postgraduate Diploma to students who complete the first year and leave, where the PgDip is an intrinsic part of the MA. The PgDip is described as an award or a programme nested in the MA.

18. **Programme** is an approved course of study that provides a coherent learning experience leading to an award of the University. A student is admitted to a programme, undertakes study while enrolled in that programme, and on successful completion of all programme requirements is awarded the qualification to which the programme relates.

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

20. **Programme Leader** is the person responsible for ensuring the smooth and efficient operation of a programme, and is normally the Chair of the programme committee.

21. **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 in English, Bachelor of Engineering in Civil Engineering, Diploma in Dzongkha, Bachelor of Arts with Honours in Economics, Master of Science in Mathematics.

22. **Programme Specifications** are published statements about the intended learning outcomes of programmes of study, containing information about learning and teaching approaches, and support and assessment approaches. Programme specifications also show how the modules of a programme relate to levels of achievement throughout the duration of a programme.

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

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

25. **Quality Assurance** of programmes is general 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.

26. **Quality Enhancement** is the process by which the University systematically improves the quality of provision and the ways in which students' learning is supported.

27. **Periodic Review of a Programme** is a process that aims to promote continuous improvements in the student academic experience and in student outcomes, and to ensure that programmes are achieving their aims and learning outcomes. Therefore, the process focuses on the operation of ongoing programmes, their management, continuing need and demand, currency, changes, and areas for improvement/enhancement. Such reviews are normally carried after a cycle of implementation.

28. **Resource Check** is a process that is used in lieu of validation/periodic review to assess the preparedness of a college when a validated programme is proposed for adoption in another college, or when a validated programme is proposed to be delivered through a mode different from when it was validated in the same college.

29. **Semester** is the length of time into which the academic year is divided. The University follows an academic year of two semesters (Spring and Autumn), each comprising of at least 15 weeks of teaching.

30. **Validation** is a process that aims to establish the quality, standards and relevance of new programmes proposed for awards of the University. Through this process a judgment is reached on whether or not the programmes meet the requirements for the awards in question, taking into account widely accepted standards and expectations for those awards. The validation is basically an appraisal of intent.

31. **Undergraduate Research Project** is the term used for projects that have substantial research component or focus, while **Undergraduate Project** is the term used for more applied work for undergraduate programme at the University.

32. **Dissertation** is the term used for the research component of taught Masters/Postgraduate programmes.

33. **Thesis** is the term used for the research component of PhD programmes.

34. **Electives**: An elective is a module chosen by students from a number of optional modules offered within a programme for earning credits toward their planned degree. Electives provide opportunities for students to pursue personal interests or to gain general knowledge beyond the scope of the programme or to pursue modules along an area of specialisation.

35. **Major** is a specific academic specialisation within a programme which a student chooses to focus on. It consists of a cohesive predefined combination of modules in a designated subject area in which a student commits to gaining in-depth knowledge, competence, and understanding. For example, Gedu College of Business Studies' Bachelor of Commerce offers two majors: Accounting and Finance.

36. **Cohort** is a group (of students) who share the same learning experience, for example, because they entered the same programme of study at the same university in the same year.

37. **Good practice** is a process or way of working that makes a particularly positive contribution to academic standards and quality and is worthy of being emulated and disseminated more widely across colleges of the University.

38. **Placement/work based learning** is a planned period of experience outside the college to help students develop particular skills, knowledge or understanding as part of their programme.

39. **Learning opportunities:** The provision made for students' learning, including planned study, teaching, assessment, academic and personal support, resources (such as libraries and information systems, laboratories or studios).

40. **Notional hours of learning** is the number of hours that (it is expected) a learner at a particular level will spend, on average, to achieve the specified learning outcomes at that level.

41. **Accreditation** is a process of verifying or approving a higher education programme or institution, by an authorized external organisation. Tertiary education institutes and/or their programmes can be accredited by a professional or regulatory body such as Bhutan Accreditation Council.

42. **Assessment criteria:** The knowledge, understanding and skills that markers expect a student to display in an assessment task, and which are taken into account in marking the work. These criteria are based on the intended learning outcomes.

43. **Moderation** is a process intended to assure that an assessment outcome is fair, valid and reliable and that the assessment criteria have been applied consistently.

44. **Diagnostic assessment:** Evaluation of how well a learner is prepared for a given programme or unit of study within it, identifying any strengths, gaps in knowledge, or shortfall in necessary understanding and skills.

45. **Formative assessment:** Feedback on students' performance, designed to help them learn more effectively and find ways to maintain and improve their progress. It does not contribute to the final mark, grade or class of degree awarded to the student.

46.   **Summative assessment:** Formal assessment of students' work, contributing to the final result such as continuous assessments, tests and exams.

C1 Admission and Registration of Students

Status: *Endorsed by the 1st Academic Board Meeting in July 2004. The revised clause 2.1 outlining the general minimum entrance requirements for degree and diploma applicants has been endorsed by the 18th 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[1] Completed ISC/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. (This requirement applies only to applicants of Bhutanese citizenship).

Non-Bhutanese applicants to RUB undergraduate or diploma programmes should have successfully completed ISC/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.

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.

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   Applicants for full time programmes who are being funded by the Royal Government of Bhutan must fulfill the requirements set out by the RGoB.

2.3   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:

2.3.1 maturity

2.3.2 other qualifications

2.3.3 an assessment set by the University

2.3.4 a portfolio of evidence of experiential learning.

2.4   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 College/Institute 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 Royal Government of Bhutan

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

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 undergraduate programme for more than two years longer than the normal expected duration of that programme. For postgraduate programmes refer B8 (The Postgraduate Modular Framework). 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.

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[1] The Academic Board will at a later stage determine the minimum entrance requirements for students who have not attended schools where Dzongkha is taught.

D1 Assessment Regulations

Status: *Approved by the 5th Academic Board Meeting in August 2005. Additional section on Appeals approved by the 7th Academic Boarding meeting in April 2006.*

Revisions approved by the 18th Academic Board Meeting in January 2010 and the 21st Academic Board meeting in February 2011.

Revisions to clause 6.12 approved by the 24th Academic Board meeting in January 2012.

Addition of a new clause 6.13 approved by the 33rd Academic Board meeting in May 2015, effective from autumn semester of 2015.

Revision to clause 8.3 (inclusion of weighting for a two year postgraduate programme from 30:70 to 40:60) and the inclusion of clause 8.3.1 approved by the 42nd Academic Board meeting in July 2018. The revisions become effective from autumn semester 2018.

Addition of a new clause 11.4 approved by the 46th Academic Board meeting in November 2019, effective from spring semester 2020.

Revision of clause 6.12 as 'A student may repeat a failed module any number of times within the normal registration period for completing an award,' approved by the 18th USRC meeting in June 2021. The revision becomes effective from Autumn 2021.

Addition of a new section 7 Attendance & Progression and an additional row for weightings for a 5-year programme under section 9.3 approved by the 19th USRC meeting in August 2021.The changes becomes effective from Autumn Semester of 2021.

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 Examiner's 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.

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.

3.2   To maximise reliability and validity:

3.2.1   It is mandatory for all tutors 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.

3.2.2   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)

3.3   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 coordinator 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.

Judgement of performance	Mark
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. However, 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[1], 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 any number of times within the normal registration period for completing an award. In the event a student fails a repeated module, he/she will not be eligible for reassessment.

6.13 A student may not register for more than 2 repeat modules in addition to the modules prescribed for the semester.

7 Attendance & Progression

7.1 Students are expected to be regular and punctual in class attendance and to fully participate in the learning and teaching prescribed for their programme. The University sets the following requirements:

   a. A minimum requirement of 90% attendance across the board for all students at the University. This will be calculated on the contact time allocated for module (s) in the DPD.

   b. A minimum of 80% attendance to account for extenuating circumstances and other assignments of the college or University, beyond which no other relaxations will be made.

7.2 Failure to meet the attendance requirement in module(s) will result in being considered failed in the module(s). The student shall repeat such module(s), with mandatory attendance, when it is offered next.

8 Decisions by Boards of Examiners

8.1 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. The Programme Board of Examiners shall determine whether each student shall:

8.1.1 be eligible for an award

8.1.2 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

8.1.3 be required to withdraw from the programme

8.2 The only decisions available to the Board of Examiners on progress and award shall be:

8.2.1 To allow a student to continue to the next semester where the student has passed assessments for all modules OR

8.2.2 To allow a student to continue to the next semester, but only after being reassessed and having passed specified failed modules OR

8.2.3 To allow a student to continue to the next semester but must repeat the failed re-assessed modules when the modules are offered next, OR

8.2.4 To allow a student to repeat the failed modules of that semester before continuing to the next semester, OR

8.2.5 For the student to withdraw from the programme.

8.3 Boards of Examiners have the discretion to make decisions in the absence of complete assessment information in the following circumstances:

8.3.1 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

8.3.2 the Board of Examiners is satisfied that there is enough evidence of the student's achievement, or evidence is subsequently obtained.

8.4 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.

9 Final results and Awards

9.1 To gain an award, a student must normally be a registered student at the University for at least one academic year.

9.2 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 = Sum of (module mark X credit value)/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 x 50 + 1 x 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.

9.3 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:

Duration of Programme (in years)	Weightings (%) taken from every year of the programme				
	1	2	3	4	5
1	100				
2	30	70	Undergraduate		
	40	60	Postgraduate		
3	20	30	50		
4	10	20	30	40	

5	10	10	20	20	40

9.3.1 The final mark for a programme of three-semester duration should be a combination of the overall mark of all the three semesters weighted in the ratio 20:30 and 50 respectively.

10 Academic Dishonesty and Plagiarism

10.1 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.

10.2 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.

10.3 Staff are responsible for:

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

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

10.3.3 monitoring student work to guard against such activities

10.4 The issue of plagiarism is dealt with more fully in the University's regulation on Academic Dishonesty D4 of the Wheel of Academic Law.

11 Staff Responsibility to Students in Assessment

11.1 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 ensure its effective implementation.

11.2 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.

11.3 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.

12 Appeals

12.1 The Institute Academic Committee has the authority to make judgements on a student's ability to gain from continuing on a programme.

12.2 Students have the right to appeal the decisions of a Programme Board of Examiners to the University's Academic Appeals Committee (See A7.5 of the Wheel of Academic Law). Such appeals will be processed in through the procedures outlined in this section.

12.3 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.

12.4 "Students can request for re-evaluation of their semester end examination answer scripts. The re-evaluation will be done by a second marker. The average of the two markers marks will be taken as the final score. An administrative fee of Nu. 500 per module (non-refundable) will be levied."

12.5 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.

12.6 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.

12.7 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.

12.8 Students must ensure that medical certificates provide sufficient detail/information for the Academic Appeals

Committee to assess the impact of the condition(s) cited.

12.9   A student may appeal against a decision of a Programme Board of Examiners on the following grounds only:

12.9.1 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

12.9.2   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

12.9.3   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

12.9.4 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

12.9.5   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.

12.10   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.

12.11   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.

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[1] *Extenuating circumstances is defined in section B10 of the Wheel of Academic Law.*

D2 Examination Regulations

Status: *Endorsed by the 7th Academic Board Meeting in April 2006*

> *Minor amendments to the regulation to clarify existing practice endorsed by the 28th Academic Board Meeting in August 2013*

Additional sentence to paragraph 7.5 endorsed by the 33rd Academic Board Meeting in May 2015 with effect from Autumn Semester of 2015 for all students.

Inclusion of paragraph 7.5.1 endorsed by the 41st Academic Board in February 2018.

Amendments to section 7 of the regulation approved by the 42nd Academic Board Meeting in July 2018 with effect from Autumn Semester of 2018.

1   Introduction

> *[The regulations on examination should be read in conjunction with D1 Assessment Regulations].*

1.1   The term "examination" shall refer to the end of module assessment associated with a programme of study and not to continuous assessments occurring during the delivery of a programme. Its form typically involves a written or oral examination, but may involve other forms such as assessment of laboratory exercises which may be approved or prescribed by the Academic Board in respect of any programme of study.

1.2   Other approaches to continuous assessment will not be strictly governed by this regulation. However, colleges may base their regulations and practices on the basic principles of this regulation.

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 the respective College of the University

2.1.1   in good financial standing with the College

2.1.2   not debarred from examinations for any reason and who fulfil the requirements set out in [1.3] above are automatically registered as candidates for semester end examinations each year.

2.2   Students who are unsuccessful in their initial examinations in any year and who are permitted by the relevant Programme Board of Examiners to present for repeat examinations in that year are required to register to repeat a module and its examinations. Students should normally repeat failed modules at the next available opportunity.

3   Examination Timetable

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

3.2   It is the responsibility of a student to confirm that the examination timetable reflects all the examinations that the student is registered for in that semester. Every student should also ensure that s/he is not scheduled to write more than one examination at any one time.

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 except drinking water.

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 on the question paper before attempting the answers.

4.10   Candidates may not use dictionaries and other reference books or notes unless expressly approved by the college through the relevant Programme Board of Examiners. 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 college 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 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 s/he has an adequate supply of pens, pencils, ink, etc., required for an examination. 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   Candidates must not, on any pretext whatsoever speak to, or communicate with any other candidate; such communications will be regarded as breach of examinations regulations. If a candidate needs to ask a question or obtain an extra answer booklet, s/he 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 booklet, the answer booklets 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 is handed to the Invigilator.

5   Absence from an Examination and Illness during an Examination

5.1   Invigilators will note the attendance of candidates appearing for the examination.

5.2   If a candidate is absent from an 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 the time of an examination 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 booklets shall be considered to be unauthorised materials.

7.2   The unauthorised materials shall be removed and retained by the Chief Invigilator who shall make a written report to the Dean of Academic Affairs. The Dean of Academic Affairs will forward the report to the Programme Board of Examiners for a decision. 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 an Invigilator to have copied or to have attempted to copy any material from each other.

7.4   A candidate found to be in breach of examination regulations shall have all registered written examinations of that semester declared void i.e. declared failed by receiving zero in all examinations. This shall also apply to examinations for reassessment. *(This paragraph should be read in conjunction with paragraph 6 under Section C1 of the Wheel of Academic Law).*

7.4.1   Candidates found in breach of examination regulations during a reassessment examination will have all the reassessment examinations declared void and awarded a zero in all the reassessment examinations.

8   Communication of Examination Results

8.1   All examination results are subject to final confirmation by the College 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 academic calendar. Students will be able to view their results online on the college'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 a College may disclose details of results to candidates.

D3 Student Module Evaluation

Status: Endorsed by the 19^(th) USRC meeting in August 2021

1. Introduction

1.1.   The Wheel of Academic Law, Royal University of Bhutan, G6 of F3 Quality Criteria states that: "Feedback is regularly obtained from students, employers, and is analyzed and acted upon as appropriate."

1.2.   The university-wide module evaluation form is designed to facilitate all colleges (both constituent and affiliate) to collect uniform views from students on the module.

1.3.   The aim of the module evaluation is to obtain systematic written feedback from students on the subject matter, delivery, assessment and required resource**s. It** consists of a questionnaire to be completed by the students online two times a Semester.

2. Scope

2.1.   Student module evaluation intends to cover all undergraduate and taught postgraduate programmes delivered through either mode of full-time or part-time.

2.2.   It does not cover research degrees or non-award bearing programmes.

2.3.   This evaluation also does not apply to modules like- research supervisions and internships. For such modules, the programme committee can modify questions as per the nature of the modules.

3. Objective
The objectives of module evaluation are to obtain feedback on:

3.1.   the design of the module and its fitness within the overall programme of study;

3.2.   the delivery of the module, including the quality of learning and teaching support, the organization of the module and the availability of learning resources to support the module's delivery;

3.3.   the relevance and suitability of assessment approaches used;

3.4.   the punctuality and professionalism of the module tutors;

4. Purpose
The purposes of module evaluation are to:

4.1.   provide module developers and the programme committee with insight into the quality of the module and its coherence within the overall programme of study;

4.2.   provide module tutors with feedback to his/her teaching for improvement;

4.3.   provide the programme committee with feedback and evidence to support teaching enhancement and excellence in teaching, including the development of curriculum, teaching methods, learning resources and assessment of modules;

4.4.   provide an opportunity for the students to contribute to the design and development of modules and programmes;

4.5.   provide Programme Leader/ Programme Committee with feedback and evidence to support the monitoring of the design and delivery of modules to take remedial actions for improvement within the module or the programme as a whole.

5. Giving feedback

5.1.   Any programme under the Royal University of Bhutan is normally modular in structure. A module, as stated in the Wheel of Academic Law, is defined as "*A module consists of a piece of curriculum that is assessed and leads to an assessment included in the students' final transcript.*" Therefore, a programme is composed of several modules spread across different semesters.

5.2.   The feedback from students on their modules will be collected online, two times a Semester.
5.2.1. The first feedback will be collected, approximately, after five weeks from the beginning of the Semester and the second feedback will be collected after the last day of the teaching for the Semester.
5.2.2. The Individual Work Plan (IWP) ratings of the individual faculty member will be derived as an average of the two feedbacks.

5.3.   When more than one tutors are involved in teaching the same module in the same section of a class, the feedback will be collected tutor-wise.

5.4.   When there is a change in learning and teaching approaches, the programme committee can modify the questionnaire and accordingly derive the final rating of IWP.

5.5.   Additional feedback may be collected by an individual tutor for his/her personnel consumption and improvement.

5.6.   Formal module evaluation must normally be anonymous and undertaken online. All necessary steps must be taken to enable respondents to respond without revealing their identities.

5.7.   An ICT officer of each college under the supervision of the Dean of Academic Affairs will be responsible for making sure that:

5.7.1. the evaluation system is working during the evaluation period;
5.7.2. required information is entered and uploaded to the system;
5.7.3. required information is given to the tutors and students regarding the system.

5.8.   An ICT officer, who will have an access to all the information, will not leak any information, or part thereof to any individual.

5.9.   Module tutors are responsible for informing students to provide feedback coordinated by the programme leader.

6. Access Rights

6.1.   President can have an access to the feedback of all faculty members;

6.2.   Dean of Academic Affairs can have an access to the feedback of all faculty members, including the feedback of the President if s/he teaches;

6.3.   Head of the Department can have an access to the feedback of all tutors teaching the programmes in the Department;

6.4.   Programme Leader can have an access to the feedback of tutors teaching his/her programme;

6.5.   Individual faculty members can have an access to his/her feedback only.

7. Analysis

7.1.   The feedback system should automatically analysed and provide descriptive feedback, with graphs and a global average of all modules taught in a particular semester. The system should also automatically generate individual faculty member scores and graphs based on the module(s) they have taught in that semester.

7.2.   The programme leader is responsible to further analyse the feedback, if necessary, and share the findings with the programme committee.

7.3.   Once the line managers receive an analysis of each module evaluation, the follow-up actions should be taken as reflected in section 8.

8. Reporting and Follow up

8.1.   Once module evaluations have been analysed, the programme leaders should prepare a report for his/her programme. Under the guidance of the Dean of Academic Affairs and the Head of the Department, Programme Committee should establish a formal reporting and follow up plans for their modules based on the analysed report.

8.2.   The programme leader should review the report and consider any major or minor changes that the Programme Committee wishes to propose to the College Academic Committee.

8.3.   Outcomes from module evaluation must be fed back to students at different levels:

8.3.1. Programme Leader at programme level during the programme committee meeting where there are student representatives.
8.3.2. Semester guide of the particular semester after the analysed report is published.

8.4.   Line managers are required to remind their subordinates about the module feedback to take corrective measures.

8.5.   The module evaluation should be included in the Annual Programme Monitoring report as required by the Wheel of Academic Law of the University.

8.6.   Where analysis reveals issues relating to services provided outside of the relevant department or the programme (such as library or ICT services) such issues should be fed back to an appropriate office for necessary actions.

Annexure I

Module Evaluation Form

Royal University of Bhutan

Module Code & Title: …………………………………………………… **Date: ……………………**

Your responses will make a difference in enhancing the teaching skills of the tutor and the content of the module.

A. Module Tutor

Sl.No	Performance Indices 1= Strongly Disagree; 5 = Strongly Agree	*Check an appropriate box*				
		1	2	3	4	5
1	The module descriptor was made available to me in the first class of the module.	☐	☐	☐	☐	☐
2	The semester work plan was clear and was according to the module descriptor.	☐	☐	☐	☐	☐
3	The assignments due dates were clearly reflected in the work plan.	☐	☐	☐	☐	☐
4	The tutor clearly explained the objectives and learning outcomes of the module.	☐	☐	☐	☐	☐
5	The tutor was well prepared for the class.	☐	☐	☐	☐	☐
6	There was a close agreement between the stated module learning outcomes and what was actually taught.	☐	☐	☐	☐	☐
7	The criteria used in marking were made clear in advance while assigning any assessment component.	☐	☐	☐	☐	☐
8	The tutor reminded about academic dishonesty and its outcome while giving assignments.	☐	☐	☐	☐	☐
9	The tutor gave feedback on assignments as scheduled in work plan.	☐	☐	☐	☐	☐
10	The tutor gave useful feedback on students work.	☐	☐	☐	☐	☐
11	The tutor used varied teaching learning resources effectively.	☐	☐	☐	☐	☐
12	The tutor was accessible for consultation both outside and inside the classroom.	☐	☐	☐	☐	☐
13	The tutor actively engaged students in the process of learning.	☐	☐	☐	☐	☐
14	The teaching learning approaches adopted were appropriate and useful.	☐	☐	☐	☐	☐
15	The tutor was punctual	☐	☐	☐	☐	☐
16	The tutor was not biased in assessing students	☐	☐	☐	☐	☐
17	The tutor used educational technology in teaching	☐	☐	☐	☐	☐

B. On Module and Resources

Sl.No	Performance Indices 1= Strongly Disagree; 5 = Strongly Agree	*Check an appropriate box*

		1	2	3	4	5
1	All essential readings required for students were accessible.	□	□	□	□	□
2	The class size in this module was acceptable for maintaining a conducive learning environment.	□	□	□	□	□
3	The physical facilities provided for this module were appropriate (e.g. classroom/lab space, teaching-learning resources)	□	□	□	□	□
4	All mentioned essential readings were relevant to the module.	□	□	□	□	□
5	The overall time required for this module (class time, studying, assignments, projects, and laboratory) was reasonable.	□	□	□	□	□
6	The module was clearly relevant to my programme of study	□	□	□	□	□
7	The module content matched the module learning outcomes.	□	□	□	□	□
8	The module helped me in developing critical thinking.	□	□	□	□	□
9	The distribution of marks among different assessment components were adequate (e.g. Examinations & Continuous Assessment).	□	□	□	□	□
10	The module delivery was spread over all teaching weeks as per the work plan	□	□	□	□	□

C. Open-ended Questions:

1. What do you like the best about this module?

2. What would you like to change in this module?

3. What are the tutor's strengths?

4. What suggestions do you have to improve the tutor's teachings?

5. Approximately, how many times did you consult the tutor outside the classroom about this module?

6. Any other comments (if any: Please do not put any personal remarks. Comments should help to improve the performance of the tutor or the content of the module)

May we use your quotes/comments? YES/NO,   If Yes, Signature …………………………..

THANK YOU FOR YOUR TIME!

D4 Academic Dishonesty

Status :   *Approved by the 7th 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:

- verbatim copying of another's work without acknowledgement

- paraphrasing of another's work by simply changing a few words or altering the order of presentation, without acknowledgement

- ideas or intellectual data in any form presented as one's own without acknowledging the source(s)

- 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

- 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

- 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 form 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.

D7 Code of Practice for Learning and Teaching

Status: *Adopted by the 16th Academic Board Meeting in May 2009 for inclusion in the Student Handbook for all programmes of the University.*
The 29th Academic Board Meeting in December 2013 endorsed the Code for inclusion in the Wheel of Academic Law.

1 **Introduction**

1.1 Teaching and learning activities in all Colleges and Institutes of the University shall be governed by the codes of practice for students and staff set out below. The statement of the responsibilities at all levels of the University is to provide guidance on student and staff behavior, rights in teaching and learning activities, and to show how the responsibilities at different levels complement each other. The responsibilities of students, and the responsibilities of staff at different levels, are regarded as reciprocal, so the responsibilities of one group imply the rights of the other.

2 **Responsibilities of Students**

2.1 Students of the University have the following responsibilities to:

2.1.1 apply themselves to their studies to the best of their abilities;

2.1.2 become familiar with the rules and regulations governing the programme in which they are enrolled, and to ensure that the modules selected meet the degree requirements;

2.1.3 be aware of the policies and practices and expectations of the University set out in the University's Wheel of Academic Law and of any College/Institute and department in which they are enrolled and which are contained in the programme handbook, module materials and information made available to them;

2.1.4 be aware of, and act according to, the rules and regulations concerning the use of College/Institute computing, library and other facilities, and so to respect the rights of other users;

2.1.5 meet deadlines for module work to be submitted;

2.1.6 take the initiative to consult appropriately when problems arise in any module;

2.1.7 submit original work for assessment without plagiarizing or cheating;

2.1.8 attend all organized teaching/learning activities, including professional placements, for each module in which they are enrolled (on-campus students) and, for off-campus students, to consider thoroughly all programme materials and participate in all prescribed residential schools;

2.1.9 accept joint responsibility for their own learning along with the teaching staff;

2.1.10 provide feedback to staff about (a) teaching and learning practices and (b) the quality of modules as well as to contribute to the development of university programmes and policies as appropriate;

2.1.11 be aware of the University's commitment to equal opportunity and to demonstrate tolerance and respect for all members of the university community including respect of the right of staff members to express views and opinions; and

2.1.12 respect the working environment of others in all areas of the University.

Note: Infringement of responsibilities 2.1.4 and 2.1.7 may lead to disciplinary action.

3 **Responsibilities of the Staff**
3.1 Staff of the University have the following responsibilities to:

3.1.1 ensure the publication and distribution to students of clear, accurate and timely information concerning relevant regulations, policies, procedures and expectations of modules, and on other matters affecting students' studies;

3.1.2 develop students' knowledge, understandings, skills and attitudes as defined in the objectives of the University, programme and modules, by providing them with teaching programmes, course materials, activities and tasks appropriate to the development of these attributes;

3.1.3 provide students with opportunities to be involved in the structuring of their own learning experiences, and encourage them to take joint responsibility for their own learning;

3.1.4 take into account the prior knowledge, abilities and backgrounds of students in planning teaching activities;

3.1.5 assist students to learn from assessment tasks by providing them with timely and constructive feedback especially during the delivery of a module;

3.1.6 attend all classes as timetabled and where this is not possible to ensure that a colleague, competent in that area, will act as a substitute teacher;

3.1.7 be available to discuss learning, including assessment tasks, with students or to arrange for a fully briefed delegate to be available for that purpose, or academically engage the students, or make alternative appropriate arrangements in consultation with the Dean of Academic Affairs and Heads of Departments and/or Programme Leaders;

3.1.8 encourage and enable students to evaluate their own and each other's work critically;

3.1.9 make time available to advise and supervise individual students;

3.1.10 strive for excellence in teaching, and to seek and pay attention to feedback from students about the effectiveness and appropriateness of teaching and of the quality of the modules;

3.1.11 ensure that all students, regardless of their background or characteristics, have an equal opportunity to learn and to demonstrate that learning;

3.1.12 respect students' right to express views and opinions;

3.1.13 demonstrate concern for the welfare and progress of individual students; and

3.1.14 ensure that they do not give undue advantage when engaged in assessing or supervising the work of students with whom they have a relationship.

Note: Infringement of responsibilities 3.1.6, 3.1.11 and 3.1.14 are considered serious and may lead to disciplinary action.

4 Responsibilities of Departments

4.1 These responsibilities are exercised through the Head of Department and/or Programme Leader. They may be delegated to a module coordinator or be exercised through a departmental or programme committee. Such delegations should be clearly defined.

4.2 The Department has the responsibility to:

4.2.1 encourage staff to participate in professional development in teaching and learning (including those that relate to teaching cross culturally and acquiring skills in non-discriminatory teaching practice) organized by the College/Institute and/or University;

4.2.2 ensure workload amongst departmental staff are equitable, where that workload consists of teaching, research and service;

4.2.3 encourage academic staff to spend at least 20% of their time on research;

4.2.4 provide accurate, written information concerning the objectives of each module, attendance and assessment tasks, the methods of assessment to be used, and the weighting of that assessment during the first week of the commencement of a module;

4.2.5 ensure that all classes as timetabled have staff present for teaching and learning to take place;

4.2.6 provide access for students, by appointment, to academic staff outside timetabled class time;

4.2.7 ensure that student learning is informed by research, contemporary information and is properly referenced;

4.2.8 ensure that modules use relevant teaching and learning strategies, including, where appropriate, student-centred approaches and learning technology tools;

4.2.9 return assessed written work (excluding examination scripts) with constructive comments provided in a timely manner;

4.2.10 ensure that all assessment is appropriately related to the learning outcomes of the module;

4.2.11 make special arrangements where performance is adversely affected by documented illness, disability or other serious cause; and

4.2.12 follow up on anonymous student evaluations of teaching and module evaluations with the teaching staff concerned.

5 Responsibilities of Colleges/Institutes

5.1   Colleges/Institutes have the responsibility to:

5.1.1   ensure that applicants for admission to candidature are properly qualified with respect to the minimum requirements for entry to the programme concerned, and with respect to the particular programme of study proposed;

5.1.2   ensure the appropriate timing of compulsory modules and the availability of sufficient optional modules so that a student passing all modules at the first attempt may complete the programme of study within the specified minimum time;

5.1.3   provide the framework for module, programme and curriculum development through conducting regular evaluation processes, including anonymous student evaluations of teaching and learning and of modules;

5.1.4   ensure that workloads across departments are equitable;

5.1.5   provide the resource framework for optimal learning conditions across the College/Institute including adequate library facilities;

5.1.6   encourage all staff members to value the work of general staff as essential to the work of the University;

5.1.7   adhere to the procedures laid down by the Academic Board for developing new programmes, reviewing or making major changes to existing programmes.

5.1.8   encourage consultancy services in the colleges, subsequent upon University's approval;

5.1.9   ensure that the students and staff are aware of, and abide by national and University policies on occupational health and safety.

6 Responsibilities of the University

6.1   The University has the responsibility to:

6.1.1   ensure that appropriate University policies in respect of teaching, learning and assessment are developed, reviewed and are effectively disseminated;

6.1.2   abide by national and University policies on occupational health and safety so that students study and staff work in a safe and healthy environment;

6.1.3   ensure that resource provision across Colleges/Institutes is equitable and based on principles established for this purpose;

6.1.4   ensure that adequate development opportunities in teaching, learning and assessment practices are available to staff through the Centre for University Learning and Teaching, and/or through programmes developed by departments and Colleges/Institutes;

6.1.5   ensure that clear policies exist with respect to the intellectual property rights of students and that students are aware of those rights;

6.1.6   ensure that all students are free from discrimination or harassment on the basis of race, gender, age, political or sexual preference, marital status, religion, disability or personal beliefs in all matters related to enrolment, assessment and membership of the University community;

6.1.7   ensure quality learning environment, including appropriate and properly maintained facilities; and

6.1.8   uphold the University's Code of Learning and Teaching.

D8 Moderation of Assessments

Status: *Endorsed by the 38th Academic Board Meeting in March 2017.*

Note: This regulation should be read in conjunction with regulations D1 Assessment Regulation and F9 External Examiners of the Wheel of Academic Law

1. Introduction

Moderation is a quality assurance process to ensure assessment is accurate, consistent and fair. It also assures that the results are an accurate reflection of performance and can be relied upon by students and staff within the university, as well as by external stakeholders.

This regulation sets out the minimum level of acceptable practice for moderation which all colleges are required to meet for all taught fulltime and part time undergraduate and postgraduate programmes that lead to an award of the University.

2. Moderation

2.1 Moderation seeks to:

2.1.1 ensure that the learning experience and assessment approaches are clearly aligned with the stated learning outcomes

2.1.2 maximise consistency, fairness, accuracy and reliability in assessment

2.1.3 align assessment judgements and standards by ensuring that the same standards are applied to all assessment outcomes within the same programmes or modules, regardless of location and mode of delivery

2.1.4 ensure that the form and content of assessment tasks are appropriate and valid in terms of standards, assessment of learning outcomes, coverage of subject matter, level of demand, and fairness to students.

2.1.5 ensure the use of agreed marking criteria, comparability and equity of standards, consistency and fairness of marking of student work (components of continuous assessment and examination answer scripts)

2.1.6 contribute to the continuous improvement of assessment practices and to sharing good practices

2.2 All assessment tasks and assessed student work that constitute 20% or more of the total assessment weighting for a module shall be reviewed and moderated in order to provide consistency within modules, across programmes (especially for programmes being offered on multiple colleges of the University or through different modes of delivery), within a college and within the University.   Students should have the same opportunity for a fair and accurate assessment regardless of where the assessment takes place, or the marker.

2.3 Assessment tasks refer to all components of continuous assessment (specific, discrete learning activities or exercises), as well as the midterm (where applicable) and semester end examination papers designed to obtain evidence about the achievement of students in relation to the learning outcomes of a module (provided to students in the module descriptor) prior to the commencement of a module.

2.4 Assessed student work refers to all components of continuous assessment and semester end examination answer scripts that have been assessed or marked**.**

2.5 The moderation process should be collaborative and, transparent, and should provide constructive feedback and professional support. All moderation exercises should be recorded. The standard moderation form (Annexure A) should be used. Evidence that an internal moderation process has taken place must be available for scrutiny by external examiners and other interested parties.

2.6 The feedback received by the markers from the moderation process should be used to continuously improve upon assessment practices and should help tutors better align their marking standards to the assessment approaches and criteria.

2.7 Moderation should apply to all first attempts at assessment, reassessments and repeat assessments.

2.8 Moderation of students' assessed work (continuous assessment) should be completed within the three-week turnaround time (clause 10.2 of D1 Assessment Regulation) to allow timely return of agreed marks and feedback to students.

3 Internal Moderation

3.1 Internal moderation involves the review of:

3.1.1 assessment tasks including examination question papers to ensure that these relate to the learning outcomes and assessment criteria in the definitive programme document, that these are valid in terms of academic standards, and that the assessment approaches enable students to demonstrate achievement of the learning outcomes.

3.1.2 a sample of assessed student work which represents a range of marks and markers (where applicable), to

ensure that marking criteria have been fairly, accurately and consistently applied by the marker/tutor, and that constructive feedback has been provided.

3.2   All continuous assessment tasks and assessed student work that make up 20% or more of the total assessment weighting for a module shall be subject to internal moderation by a moderation committee, including all examination question papers and answer scripts (both midterm and semester end examinations).

3.3   Internal moderation shall be carried out by colleagues from the discipline (moderation committee). It is not necessary for the moderation committee members to be experts in the subject matter being assessed, but they should be familiar with the content. The moderation committee should comprise of a minimum of 2 faculty not involved in teaching the module being moderated.

3.4   The moderation committee may recommend second marking in relation to a whole cohort if it feels that the assessment criteria has not been fairly, accurately and consistently applied. Any concern identified by the committee should be raised with the module tutor/coordinator since s/he is in a position to review marks across the cohort.

3.5   Second marking is the process in which two internal markers use the same assessment criteria to mark a piece of assessed work. The process could be carried out either with or without access to the first marker's marks and comments. An agreed mark must be reached for each piece of assessment.

Where the first and second marker cannot agree and the difference is more than 4%, a third marker will be appointed by the relevant programme leader on the basis of their subject expertise. The third marker will receive both sets of marks and facilitate an agreement between the two markers. If the third marker is unable to facilitate such an agreement, he/she will be responsible for awarding a mark that is within the range of marks of the first and second marker.

3.6   If agreement cannot be reached through the normal moderation process, the matter should be resolved at the Programme Board of Examiners' meeting.

3.7   Internal moderation must be carried out before assessments are viewed by external examiners.

4.   External Moderation

4.1   External moderation is the review of examination questions and a representative sample of answer scripts, and assessed components of continuous assessment tasks that make up 20% or more of the total weighting for a module by the external examiner/s for a programme.

4.2   External examiners should not be involved in the determination of marks for individual students. The purpose of external moderation is to provide the programme committee with an external, independent overview of their marking processes and the fairness and effectiveness of these processes.

4.3   The programme leader should retain a representative sample of assessed tasks (student assignments that carry a weighting of 20% or more towards the total assessment weighting for a module) and answer scripts that represent a range of marks from a given cohort for the external examiner to moderate.

4.4   While it is preferable for external moderation to be done by making students assessed work available in advance to external examiners, moderation may also be carried out during the external examiner's visit to the campus prior to the Programme Board of Examiners meeting.

Note: The role of the external examiner in the external moderation process should be read in conjunction to section 4 of regulation F9 External Examiners (Wheel of Academic Law).

5.   Moderation Process

5.1   The module tutor is responsible for the form and content of continuous assessment tasks and examination papers as prescribed in the approved module descriptor.   The module coordinator shall take on this responsibility where a module is taught by more than one tutor. The form and content of assessment tasks should be discussed with all the tutors involved in the delivery of a module. Assessments should be prepared for a module taking into consideration the following:

5.1.1 relate to the learning outcomes for specific modules as set out in the definitive programme document

5.1.2   be supported by a breakdown of the marks attributed to each assessment criteria and an indication of the expected content.

5.1.3   seek to ensure accuracy and fairness and ensure that all students have an opportunity to demonstrate the achievement of the learning outcomes

5.1.4 be appropriate to the subject matter being taught

5.2 Continuous assessment tasks should be changed on an annual basis to reduce the risk of plagiarism. However in some instances, where the output is expected to be mostly individual, it is appropriate for the same task to be set each time a module is taught. For example, to produce a design or a report for work completed on an internship/work placement.

5.3 A record should be kept of the outcomes of the module assessment moderation. The moderation forms (Annexures A, B and C) should be used to facilitate this process.

5.4 Examination questions should be externally moderated by the external examiner in accordance to clause 4.1.2 under "powers and responsibilities" (Wheel of Academic Law, regulation F9 External Examiners). Standard examination questions with distribution of marks, test blue print, model answers and standard moderation form (Annexure B) are to be used to facilitate this moderation.

5.5 The moderation process (internal and external) shall include the following:

Prior to the examination/assessment opportunity:

5.5.1 Verify that the assessment tasks (i.e. the midterm/semester end examination questions and/or other continuous assessment assignments) are constructively aligned with the learning outcomes and assessment approaches presented in the module descriptors.

5.5.2 Verify that the assessment tasks conform to the required standard, including tasks set for reassessment and repeat of modules. This also requires ensuring that assessment tasks set for reassessment and repeat of modules are on the same level.

5.5.3 Communicate suggestions for improving the assessment tasks to the module tutor/coordinator in writing through the programme leader.

5.5.4 The comments of the internal moderator/s should be taken into account when setting the final versions of assessment tasks for students. Internal moderation of assessment tasks must take place prior to assigning these tasks to students.

5.5.5 A record should be kept of the responses to comments with a rationale for why action has or has not been taken in the light of these comments. The record of internal moderation for each module should be handed over to the Programme Leader by the Chair of the moderation committee. Where a module is shared across several programmes, the associated programme leaders should appoint one from among them as the designated lead for the module.

On completion of the examination/assessment opportunity:

5.5.6 Verify, by means of a sample of students' assessed work, that the evaluation of the assessment tasks was fair and reasonable by considering the appropriateness of the marking, the use of assessment criteria, and the quality and appropriateness of feedback on the assessments.

5.5.7 The sample should include all failed pieces of assessment, all borderline pieces, and a representative sample (some from the 90s, 80s, 70s, 60s and 50s). The size of the sample will depend on the size of the cohort and the number and nature of assessment tasks per module. For large cohorts being marked by a large team, it may be necessary to increase the sample in order to ensure consistency of marking across the team. Closely structured or factual material may require only a small sample, while essays and open-ended analytical work would require a larger sample to ensure the quality of the moderation on student assessed work.

5.5.8 The moderation of students' continuous assessment tasks and examination papers should take place as soon as the work is made available by the first marker (usually the module tutor or the module coordinator) and must take place in time for work to be made available to external examiners prior to the Programme Boards of Examiners. Assessment tasks such as practical demonstrations are likely to be internally moderated at the same time as the first marker, with concurrent or follow up discussions leading to an agreed, moderated mark. Alternatively, the internal moderator may view evidence captured on video, audio or screen-casting software, which may also be viewed by the external examiner.

5.5.9 Verify the reliability of the system in terms of which marks are calculated and recorded.

5.5.10 Verify the use of cover sheets which provide assessment criteria against which the tutor has commented and assigned marks for all assessment tasks.

5.5.11 Report on the moderation process and make written recommendations to the marker/tutor on the moderation form presented in Annexure A. The moderators should provide comments concerning the overall assessment of the module and achievement of students, and the process and outcomes of both internal and external moderation which should be included in the Annual Module Report (AMR) as information on assessments. A record of both internal and external moderation process should be maintained as part of the AMR.

5.6 Moderation may result in recommended mark adjustments or changes to feedback. No changes should be made

to internal marking without the first marker's knowledge. Where possible, any change should take place in discussion with the first marker. Should this not be possible, the marker should be informed of any change together with reasons for this.

5.7   An agreed sample of internally moderated work, the final assessment task, marking scheme and moderation report should be provided to the external examiner.

6.   Materials required for Moderation

6.1   The pack for moderation should include:

6.1.1   A list of learning outcomes of the module/s being moderated as set out in the approved module descriptor. In addition, external examiners should also be given a copy of the module descriptor/s.

6.1.2   A sample of work for each component of assessment contributing to 20% or more of the total assessment weighting for the module/s, along with feedback provided by the original marker to the student.   For example, if a module were assessed through a case study, a project and an examination, there should be a sample of case studies, a sample of essays and a sample of examination answer scripts. The same students need not be in each sample. Refer paragraph 5.5.7 for the size of the sample.

6.1.3   A complete list of marks, broken down by component. Each mark should be recorded as a percentage. For example, if a piece of work was marked as 30 out of 60 this should be recorded as 50%.

6.1.4   Percentage weighting of each component of assessment as set out in the approved module descriptor.

6.1.5   A copy of the guidelines for the assessment tasks given to students to inform the moderator of what exactly students were asked to do. For an examination include the examination paper.

6.1.6   A copy of the marking criteria used by the marker to inform the moderator how marks were allocated.

6.1.7   A copy of the test Blue Print for examination papers.

6.1.8   A moderation form to record observations. (Annexures A, B and C)

7.   Moderation Responsibilities

7.1   Programme Leader

7.1.1   The Programme Leader is responsible for the coordination of the moderation process. His/her responsibility is to:

· 　ensure that the moderation process is carried out effectively by the moderators in line with the general requirements of this regulation.

· 　to provide a coherent view of the assessment of the modules collectively and the programme as a whole

· 　ensure effective communication with the Programme Boards of Examiners and the external examiners.

· 　ensure the appointment of a moderation committee for the programme and to identify an internal moderator for each module that makes up the programme.

· 　coordinate the collation of internally moderated assessment tasks, internally moderated student work, marking schemes and moderation report for each module, together with the comments of the internal moderators for the external examiner.

· 　discuss any significant discrepancies which may be apparent in the outcomes of a module with the module tutor/coordinator prior to the presentation of marks to the Programme Boards of Examiners.

· 　ensure that moderation is completed within the three week turn-round for the return of assessed work to students and resolve any discrepancies with the programme committee.

· 　communicate the timings and sizes of the assessments that moderators are to review.

· 　Ensure that moderation has been carried out during the semester according to the programme schedule and that a report of the moderation process has been included as part of the AMR.

· 　Review assessment and moderation procedures at the end of the academic session, following the Programme Boards of Examiners meetings and make suggestions for improvement in the moderation process for the next semester.

7.2   Moderation Committee

7.2.1 A moderation committee is a working group formed for the purpose of internal moderation of assessments related to a programme. Moderation committees shall be appointed by the programme leader for each programme at the time of the moderation. The committee shall comprise of colleagues from the discipline who are not involved in the delivery of the modules being moderated. It is not necessary for the members to be experts in the subject matter being assessed, but they should be familiar with the content. Membership should not be less than 2, nor should it exceed 5 for a single committee.

7.2.2 The Moderation Committee is responsible to:

- review and endorse the assessment approaches and criteria

- review and endorse each assessment task that contributes to 20% or more of the total assessment weighting for a module

- verify and endorse the final grades allocated to students for submission to the Programme leader

7.2.3 The marking and moderation procedures to be followed for a programme and individual modules should be agreed by the relevant Programme Committee within the minimum requirements set out in this regulation.

8. Security during moderation

8.1 During the internal moderation process, the programme leader, members of the moderation committee and internal moderators are responsible for the security and confidentiality of continuous assessment tasks, assessed student work, examination question papers and examination answer scripts.

Annexure A: Moderation Report Form

(Continuous assessment tasks and assessed student work)

Module title and code			
Programme			
Module Coordinator			
Module Tutor			
Academic Year		Semester and Year	
Credit		Total number of tasks	
Moderation Committee members		Total number of samples	
External moderator			

Criteria for moderation	Yes	Meet the requirement	No evidence	Comments, recommendations and/ or action required
Design of Assessment Approaches				
Are the instructions for the tasks set clear? Evidence required: · Scope and focus of the task has been clearly indicated by providing the broad parameters (length, size, formatting, citation, expectations and size (length, duration, etc) · Description of the task has				

been worded in precise and unambiguous language · The weighting of the task towards the module assessment has been indicated · Submission date has been provided along with consequences of missing it				
Do students know how they will be assessed? Evidence required: · Clear and explicit marking criteria has been provided to match the outcomes and skills				
Do the assessment approaches relate clearly to the specific learning outcomes? Evidence required: · Each question clearly relates to the outcomes being assessed				
Conducting Assessment				
Was the task evaluated based on the student work against the outcomes?				
Student work was marked and judged as: **Valid:** · Evidence in the form of student work appropriate for the specific outcomes and assessment criteria being assessed · The student had no difficulty in performing the tasks due to circumstances/reasons such as lack of resources, or time or timing for e.g. scheduling of other assignments. · The evidence enabled a clear decision to be reached by the marker				
Sufficient: · Evidence showed that all selected outcomes were covered				
Authentic: · There was proof that the evidence was the student's own work				

· Testimonials were available of observed work signed by the responsible individual · Student's signature and dates were provided · Student's plagiarism declaration form was provided				
Consistent: · All evidence was of a similar standard				
Will the assessment results be the same if another assessor judged the evidence? Evidence required: · Detailed marking criteria and model answers available to refer to, wherever applicable.				
Was there provision for feedback from the assessor? Evidence required: · Feedback forms which reflect the assessment criteria				
Feedback and Judgement				
Feedback was provided to the student after the assessment. Evidence required · Cover sheet used with assessment criteria · Feedback aligned with the assessment criteria to enable students to achieve learning outcomes · Feedback given for improvement and future development				

Module Coordinator/Tutor's response to the moderator's comments:

Action required:
Programme Leader to confirm that moderation process has been completed in accordance with the University's Regulation on Moderation of Assessments by completing the box below. This should form part of the Annual Module Report (AMR)

Name:	Click here to enter text.	(Programme Leader)
Date:	Click here to enter a date.	

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Annexure B: Moderation Report Form

(Examination Question Papers)

Module title and code			
Programme			
Module Coordinator			
Module Tutor			
Academic Year		Semester and Year	
Credit		Total number of papers	
Internal moderator		Total number of samples	
External moderator			

1. Is the time allocated adequate/appropriate for the paper set?
   _____
   _____

2. Has the module descriptor been made available to the moderating team?
   _____
   _____

3. Are the exam items aligned to the learning outcomes listed in the module descriptor?
   _____
   _____

4. Are the question statements clear? Do they provide adequate guidance to the examinee?
   _____
   _____

5. Does the examination cover the module content as set out in the descriptor?
   _____
   _____

6. Is the examination appropriate for the level it is set?
   _____
   _____

7. Do the exam items test the various levels of: remembering, understanding, applying, analyzing, evaluating and creating?
   _____
   _____

8. Has the test blue print been provided?
   _____
   _____

9. Has a marking scheme covering all the exam items beeen provided?

_____
_____

10. Does the marking scheme provide adequate detail and direction for another examiner to mark the exam?
_____
_____

11. Are the marks allocated commensurate with the expected responses?
_____
_____

12. Is the format/design/layout of the question paper/s uniformly maintained?
_____
_____

13. Are the instructions clearly provided?
_____
_____

14. Are the sections and sub-sections of the question paper/s clearly indicated?
_____
_____

15. Are the questions repeated from the past papers without any change in its form or structure?
_____
_____

16. List changes recommended in the examination question papers:

17. Recommendations for future action to improve examination question papers:

Moderation Committee members   **Signature**
1. …………………………………………..   ………………………………….
2. …………………………………………...   ………………………………….
3. …………………………………………..   ………………………………….
Module Coordinator/Tutor's response to the moderator's comments:

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Action required:
Programme Leader to confirm that moderation process has been completed in accordance with the University's Regulation on Moderation of Assessments by completing the box below. This should form part of the Annual Module Report (AMR)

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Name:	Click here to enter text.	(Programme Leader)
Date:	Click here to enter a date.	

Annexure C: Moderation Report Form

(Examination Answer Scripts)

Module title and code			
Programme			
Module Coordinator			
Module Tutor			
Academic Year		Semester and Year	
Credit		Total number of papers	
Internal moderator		Total number of samples	
External moderator			

1. Have all the responses to the questions attempted been marked?
   _____
   _____

2. Have the marks been aggregated correctly?
   _____
   _____

3. Have the marks been awarded fairly based on the model answer/marking scheme?
   _____
   _____

4. Are the sample answer scripts presented for moderation representative of the range of marks awarded to students in the cohort?
   _____
   _____

5. Does the sample include all borderline and failed cases?
   _____
   _____

6. If students have responded to more than the required number of questions, have they been graded on the required number of responses in order of their appearance in the answer scripts considered?
   _____
   _____

7. Recommendations for future action to improve the marking of examination answer scripts:

Moderation Committee members   **Signature**

1. …………………………………..   …………………………………

2. …………………………………...   …………………………………

3. …………………………………..   …………………………………

Module Coordinator/Tutor's response to the moderator's comments:

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Action required:
Programme Leader to confirm that moderation process has been completed in accordance with the University's Regulation on Moderation of Assessments by completing the box below. This should form part of the Annual Module Report (AMR)

Name:	Click here to enter text.	(Programme Leader)
Date:	Click here to enter a date.	

E1 Planning Approval for a New Programme

Status: *Approved by the 8th 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.

1.6　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

1.7 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

1.8 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

1.9 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

1.10 **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

1.11 A list of the **modules** that compose the programme

1.12 **The date** at which the documentation was written or last amended and the authority for the issuing of that version of the programme

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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

E2 Discontinuation of a Programme: A New Regulation

Introduction

1. Discontinuation of a programme in operation is a strategic decision that must form part of the University's planning process for its portfolio of taught programmes. Although proposal to change certain award titles associated to particular programme, modes of delivery and changes to programme may be considered as part of the review of the programme or changes to the programme, the discontinuation of a whole programme requires a separate procedure.

2. A decision to discontinue a programme normally means that there will be no further recruitment to that programme, but that students enrolled on it may progress to completion within the normal timescale.

3. The regulation ensures that:

    a. students on the programme proposed to be discontinued are given every opportunity to finish their studies without compromising the quality of their learning experience and the academic quality of their award.

    b. long term consequences of discontinuing a programme and its potential impact on other provisions(such as student numbers, revenue through tuition fees and staff redundancy) are fully considered.

    c. appropriate re-allocation of student numbers and strategic development of the college and the University is taken into account.

    d. information associated with the programme discontinuation and its potential impactsare updated accordingly across the University.

Scope of regulation

4. The regulation on discontinuation of a programme applies to all programmes, irrespective of level and mode of delivery, which leads to an award from the Royal University of Bhutan.

Rationale for Discontinuation

5. Discontinuation of a programme in operation may arise for reasons relating to one or more of the following:

    a. Low levels of applicants leading to making continued delivery of the programme financially non-viable.

    b. Changes in the College's or University's strategic direction resulting in adjustment of portfolio of educational provision.

    c. Long-term difficulties in maintaining a suitable staffing or resource base for the continued delivery of the programme.

    d. Loss of approval or accreditation or affiliation by a governmental agency or professional body.

    e. Decision of a review panel that programme's delivery should not be renewed.

    f. Persistent problems arising during the delivery of the programme resulting in quality of provision.

6. An existing programme that is dormant for three years will be discontinued. However, this shall not apply to a programme with optional a year in a programme leading to an Honours award.

Process

7. Following approval by the College Academic Committee, the College submits a proposal to Academic Planning and Resource Committee (APRC) for discontinuation of a programme. The proposal should be submitted in the prescribed format (Proposal Form for Discontinuation of a Programme given under *Annexure 1*).

8.   The proposal, amongst others, requires the rationale for discontinuation, and must outline how the interests of remaining students to complete their programme of study will be protected. More specifically, the consideration by the College Academic Committee must ensure the following:

   a.   there is clear understanding of the proposal by the programme team that will be affected by the discontinuation, and that the members of the programme team have been made aware of the proposal and given opportunities to comment on it;

   b.   any servicing delivered by other programme(s) for delivery of this programme. If so, is the host programme aware of the implications of the discontinuation of this programme?

   c.   any other programmes affected academically by the proposed discontinuation are fully informed of it and given opportunities to comment. For example, are module(s) of the programme proposed for deletion used by other programmes? If so, what arrangements are proposed for the continued use, delivery and management of such modules?

   d.   If the programme is adopted in another college, clear understanding should be established with that college on continued delivery or discontinuation of the programme in that collegeThe views of the college(s) adopting the programme must be sought and reflected in the proposal.

   e.   Students on approved leave of absence and those eligible for repeating semester should be taught through the programme and allowed to complete their study. The proposal should assure that the discontinuation of the programme should not affect the study and quality of delivery of the enrolled students until their completion.

   f.   the resource implications of the proposed discontinuation are fully understood and documented. For example, will the discontinuation lead to staff layoff? If so, how will the College deal with this? How will the College deal with the loss of revenue as a result of programme discontinuation? How would resources (staff, equipment and spaces) acquired and planned for the programme's delivery be used effectively after the programme's discontinuation?

   g.   the proposed discontinuation is in line with the overall mission of the University (and the College) and any associated policies and/or strategies;

   h.   the implications for student intakes, database entries and programme handbooks have been considered.

   i.   The programme's proposed discontinuation has considered its wider implications on the national agenda of skills shortage, cultural and social aspects.

9.   The proposal for discontinuation of a programme is considered by the Academic Planning and Resource Committee. The committee shall:

   a.   Recommend for the discontinuation to the Academic Board if the proposal and actions are aligned with the strategic direction of the college/University and commitment to enhancement of quality provision, or

   b.   Reject the proposal for discontinuation of the programme: Discontinuation can be rejected if the proposal is not clearly thought out and presented. In such a case, the Committee can ask for the resubmission of the proposal. A submission can be rejected if the proposal to discontinue a programme is not justified along the lines of strategic development of the College/University, disconnect with graduate destination market, or not meeting the quality standards of provision.

10.   The approval for discontinuation of a programme should be sought at least a semester in advance of the time when new cohort of students to the programme is selected for the programme. Once the approval is granted no new intake of students will be allowed for the programme.

Annexure 1

PROPOSAL FORM FOR DISCONTINUATION OF A PROGRAMME

Use this form to submit proposal to discontinue a programme. It must be submitted to the Academic Planning and Resource Committee by the Dean (Academic Affairs) of the college along with a copy of minute of College Academic Committee meeting which considered and recommended the proposal.

Information on the Programme to be Discontinued:

1. Name of College	
2. Title of the Programme	
3. Duration of Programme	

4. Mode of Delivery	
5. Date of the Programme's last review/validation	
6. Student numbers on the programme over the last 5 years (Use the standard table of student number)	

Information on Approval for Discontinuation:

1. What is the rationale for the proposed discontinuation of the programme?

2. What modules are adopted from other host programmes? Are the host programmes aware of the proposed discontinuation and do they expect any impacts?

3. What modules of the programmes are adopted and used by other programmes and/or colleges? Are these programmes and/or colleges aware of the proposed discontinuation? What arrangements are proposed for the continued use of or alternatives after discontinuation of the programme?

4. Is the programme proposed for discontinuation adopted in another college? If YES, is the adopting college aware of the proposed discontinuation and what is the reaction from the college? What does the adopting college propose?

5. When will be the last intake of students on the programme?

6. Describe the arrangements for students continuing on the programme to complete their study and gain their award(s)? More specifically, describe how students who are on approved leave of absence from their study and those students who are eligible to repeat modules/semesters can complete their study; and consultations with students for their assured completion of study.

7. Are there any implications for staffing, library, IT and space resources which are planned and used for the programme? For example, address issues related to loss of revenue as a result of reduction in student numbers, use of equipment and use of staff who are no longer required to teach the programme.

8. Would the discontinuation of the programme have any implications on the strategic plan of the College and/or the University as a whole? Consider the targets that have been set in terms of student numbers, skills development, research and publications amongst others and how the proposed discontinuation will affect such goals.

9. Does the programme prepare students for entry to any occupation that is experiencing a national skills shortage? Would its discontinuation be likely to create a national skills shortage because the University is a sole or dominant provider of the national skill base for that occupation?

10. Describe if the proposed discontinuation will impact on the College's/University's educational character.

11. Will the discontinuation of the programme affect the nation in terms of its cultural, historical, political, economic, or other social aspects?

F1 Validation of a New Programme and the Adoption of an Existing Programme

Status: *Endorsed by the 2nd Academic Board Meeting in October 2004.*

Amendments to Section 4 "Documentation required for validation of a programme" and "Template for Definitive Programme Document" endorsed by the 36th Academic Board in August 2016.

Minor amendments to the regulation endorsed by the 62nd PQC meeting in August 2021.

Introduction

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.

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. In addition to other basic elements of quality assurance, all programmes leading to an award of the University are subject to validation, periodic review and annual monitoring.

3. Validation is the term used to describe the process that leads to the final decision to approve (or not to approve) a new programme. The same process is used to adopt an existing programme for an award of the University.

4. This regulation focuses on the processes which deal with the quality of programmes. The University also 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.

Aims of Validation

5. The overall aim of the University's validation process 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 will expose and understand the academic rationale for new programmes, seek clarity on the requirements for students to achieve the learning outcomes and ensure adequacy of resources to deliver the programme to standards acceptable to the University.

6. The process is also intended to:

   6.1 challenge and stimulate staff by questioning aspects of the proposed programme; and

   6.2 encourage staff in the development of new areas of curriculum, new teaching methods, and in areas of scholarly staff activity.

7. The validation process will address:

   7.1 the rationale and coherence of the admission requirements; the aims and learning outcomes**;** the programme structure**;** the subject matter**;** the learning and teaching approaches; the assessment approaches and regulations;

   7.2 the extent to which the aims of the programme seek to address the demands from the employers and the students;

   7.3 the adequacy of resources (staff and materials), and any resource implications for the College and the University for the effective delivery of the programme;

   7.4 the quality and experience of staff who will teach the programme, together with plans for staff development and new recruitment; and

   7.5 the relationship of the programme with the University's policies and regulations, and with any published principles, regulations and guidelines of any professional or licensing body that the programme is associated with.

The Process

8.   After planning approval is granted the Programme Committee at the college should proceed to develop the programme as set out in section 4 of this regulation (Documentation required for Validation of a Programme).

9.   The complete proposal is then considered by the College Academic Committee before it is submitted to Programmes and Quality Committee (PQC) by the Dean of Academic Affairs. The PQC decides whether there is an acceptable basis for the validation of the proposed programme, based on the documentation and preparedness of the college. The Committee will consider and determine:

   9.1   hidden issues, especially resource issues which have not yet been fully addressed, or which need to be resolved before the validation proceeds;

   9.2   whether the staff has thought through all the issues raised by the introduction of the programme;

   9.3   the need for further input and thinking on the development of the documented proposal;

   9.4   whether the document will provide a sufficient basis on which to proceed with the validation. The PQC may in consequence ask for additional documented information, or it may ask for a complete re-submission;

   9.5   the primary issues that it would wish to have addressed during the validation; and

   9.6   the membership of the validation panel to examine the proposal in more detail. Normally panel members would have been proposed by the college.

10.   The college revises the document taking into consideration the recommendations of the PQC. The revised document is submitted to the Department of Academic Affairs, OVC to review whether the PQC's observations and recommendations are addressed prior to the validation exercise. The document is then sent to members of the panel to study in preparation for the validation.

11.   The panel will visit the college for the validation. The structure of the visit is at the panel's discretion but it will normally last three days, during which the panel will:

   11.1   meet privately to collate main issues related to the validation proposal;

   11.2   engage in detailed discussion with the staff;

   11.3   meet the management of the college to confirm adequacy and allocation of resources for the programme;

   11.4   visit the facilities that are proposed to support the delivery of the programme to determine their adequacy; and

   11.5   present a written report on the final day of the validation to the college.

12.   The possible outcomes of the validation are recommendations that the programme:

   12.1   be approved without conditions with a review planned to take place within the normal duration for the periodic review of a programme;

   12.2   be approved without conditions with a review planned to take place in a period less than the normal duration for the periodic review of a programme;

   12.3   be approved upon meeting specified conditions; and

   12.4   not be approved and the college be invited to reapply taking into account all the comments of the panel.

13.   The report shall include:

   13.1 an executive summary setting out:

   ·   the title of the award of the programme(s)

   ·   the start date and timing of the next review

   ·   conditions to be met

   ·   recommendations for enhancement of the programme

   13.2 a full report setting out the main issues arising from the discussion between the panel and staff which led to the panel's decision and conclusions.

14.   If the validation panel recommends the programme for approval, the programme team will work towards fulfilling the conditions and recommendations set out in the validation report.

15.   The PQC will receive the validation report and make a considered recommendation to the Academic Board. The Academic Board will consider the recommendations of the PQC and the validation report to approve the launch of the new programme.

16.   The start date of a new programme is governed by regulation F8 of the Wheel of Academic Law (Timeline between Validation and Commencement of a New Programme).

17.   The revised programme document as an outcome of the validation or review is called the definitive programme

document (DPD). This is submitted in electronic form to the Department of Academic Affairs at the Office of the Vice Chancellor.

18. The definitive programme document will be used for implementing the programme and will form the basis for future changes to the programme.

19. Any change effected on a programme whether minor or major should be endorsed by the relevant body (refer F7 Changes to Programmes) and amendments incorporated in the definitive programme document. The revised version should be sent to the Department of Academic Affairs at the Office of the Vice Chancellor and a copy retained with the respective Dean of Academic Affairs and the Programme Leader.

Documentation Required for Validation of a Programme

20. The documentation for validation should be set out in two parts, the Programme Specification and the Module Descriptors.

Programme Specification

21. A programme specification is a concise description of the aims and learning outcomes of a programme informed by the learning outcomes of the modules that form part of the programme, and the means by which these are achieved and demonstrated. It relates to the learning and attributes developed by a programme as a whole. A programme specification can show how modules can be combined to form a programme.

22. A programme specification provides an overview of the programme and will be underpinned by more detailed information found in the module descriptors, and programme handbooks. The programme specification is a source of information to many interest groups seeking an understanding of a programme, particularly for prospective and current learners.

23. It is mandatory for all taught programmes leading to an award of the RUB to produce a programme specification. The programme specification should reflect the following information in the order presented:

23.1 Basic Information on the Programme

- · Name of the home base college of the programme and name of the college adopting the programme
- · Title of the award or awards to which the programme leads
- · The duration and mode of study
- · Award granting body
- · Date of initial approval (mention whether validated or adopted. Reflect the number and date of the AB meeting that approved the programme)
- · Date of last review

23.2 Aims and Learning Outcomes of the Programme

This section should contain the following sub headings:

23.2.1 Aims of the Programme

This should be a general statement that sets out the broad purpose and intention of the proposed programme. It should briefly state who the programme is aimed at and why prospective learners would want to study it.

The aims should provide a brief, but clear, overall impression of the educational and vocational purposes of the programme. These should summarize what it is that the programme intends to achieve, identifying the core concepts and the rationale behind it. The aims should also bring out the distinctness of the programme from other programmes being offered by the University and other providers in Bhutan in terms of the nature, level of award, and any unique, distinctive and innovative features.

The aims for the programme should be more general than the learning outcomes of the programme.

23.2.2 Learning Outcomes of the Programme

The learning outcomes are more detailed statements of what the proposed programme seeks to achieve. These should specify the attributes which learners are expected to demonstrate or acquire at the end of the programme as a result of their learning in terms of knowledge, understanding, subject related and transferable skills, and values. Transferable skills are those skills which have applicability beyond the confines of a particular academic discipline. Examples include teamwork, leadership, problem-solving and communication skills.

The statement of outcomes should address the following:

· Cognitive outcomes: "What do you want your graduates to know?"

· Affective outcomes: "What do you want your graduates to think or care about?"

· Behavioral outcomes: "What do you want your graduates to be able to do?"

The learning outcomes must take into account the general intentions of the award to which the proposed programme leads (either diploma, undergraduate degree, undergraduate degree with Honours or

postgraduate certificate/diploma or Masters degree) reflected in the University's Academic Programme Structure (Wheel, B1) and Taught Postgraduate Programmes (Wheel, B8). Besides, the learning outcomes should link with the University's graduate attributes (Wheel, B6 Expectations of RUB Graduates).

The aims and learning outcomes of the programme should be achievable by the modules that make up the programme.

23.2.3 Nested Awards

For programmes with nested awards, the aims and learning outcomes specific to each award should be clearly identified and written separately for every award and in ascending order of the level of awards.

23.3 Career Related Opportunities

An outline of expected graduate employment opportunities should be provided.

23.4 Justification of the Level of Award and Title

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

23.5 Justification and Demand for the Programme

Information related to the justification for the proposed programme will have been considered 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 (submitted to the Academic Planning and Resources Committee) will therefore suffice, setting out the need for the programme and the demand for it. This should include evidence such as market analysis and learner demand.

23.6 Programme Structure

This should provide a description of the programme structure: the basic programme information that includes modules and credits to be completed in each semester and year of the programme; and intermediate awards (if any) available on completion of each stage of the programme. It should include the programme structure in tabular form showing the inter-relationship between modules, and the position of the modules by year and semester. The Year and Semester should use the standard nomenclature as Year 1 Semester I, Year 1 Semester II, Year 2 Semester I, Year 2 Semester II. 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 together with regulations for the choice of options.

Where placements/work based learning forms a part of a programme, components of academic studies, placements and vacation periods must be clearly reflected in the write-up.

A full description of the mode of study of the proposed programme should be indicated, including the structure in terms of the attendance pattern of students (particularly for part-time programmes).

23.7 Learning and Teaching Approach

This is a statement of the learning and teaching strategy for the proposed programme. It should provide details of how the programme will be delivered to ensure that its aims and learning outcomes can be achieved. The learning and teaching approaches should ensure a balance between lecturer-centred and learner-centred approaches. These should address the needs of both full-time and part-time learners, young and mature learners, and should also take into account the use of ICT such as video conference or the VLE.

Some examples of learning and teaching approaches include lectures and seminars used normally to develop knowledge and understanding; tutorials, laboratory exercises, assignments, projects, workshops, or field-based activities used normally to practice and demonstrate intellectual skills such as analysis, synthesis, evaluation, and problem solving; while practical skills could be developed by providing opportunities to practice in an appropriate setting i.e. laboratory, or work based placements.

The learning and teaching approaches should be consistent with the approaches specified in the module descriptors.

23.7.1 Placements/Work Based Learning

Placements/work based learning normally features in programmes within which experience of a relevant work setting is considered to be important to the development of the learner, or when the experience of, and support and resources in the workplace setting, enables the learner to develop in ways that are consistent with the programme aims and learning outcomes.

Information for placements/work based learning for a programme must be presented under a separate sub-heading under the programme's learning and teaching approach and should provide the following details:

·   Where the work based learning takes place within the programme.

- Types of placements envisaged.

- Evidence of the likely availability of placements of a suitable standard, and the organisations which will provide these placements.

- Evidence that the learning outcomes of the placement can be achieved.

- Where, within the programme, the assessment of work based learning takes place.

- How work based learning opportunities are managed, monitored, and reviewed, and arrangements made for learner support (e.g. identification and quality assurance of placement opportunities, management arrangements, learning engagement, mentoring/supervision arrangements, and support for employers).

- Procedures in place to assess and monitor the quality and standards of placements (including resources and staffing) and level of support received by students (prior, during and following the placement).

- Communication processes in place and information regarding the respective responsibilities of the College, placement provider and learner.

23.8 **Assessment Approach**

This should explain how the assessment contributes to the learning process and how it gives learners opportunities to demonstrate the achievement of the aims and learning outcomes of the programme. Some examples of assessment approaches include written examinations, assignments, projects, dissertation, laboratory practical works, viva voce, and presentations.

The programme's approach to assessment should be consistent with the assessment approaches specified in the module descriptors.

23.9 **Regulations**

A minimum of the following regulations related to the programme should be included:

23.9.1 **Entry Requirements**

This should specify the University's general minimum entry requirements (RUB Admission Policy) and programme specific minimum requirements in identified subjects. Details of ability ratings of subjects must be included. The procedures for selection and admission must be presented in detail for programmes where learners are not selected through the University's central online selection system.

The entry requirements should reflect the fit of the applicant's prior knowledge and experience to the programme applied for.

23.9.2 **Assessment and Progression Requirements**

All programmes are expected to use the standard University assessment and progression regulations. It is sufficient to state that the programme conforms to the most recent version of D1 Assessment Regulations where this is the case. However, details of the **assessment regulations** that go beyond the minimum requirements of D1 Assessment Regulations set out in the Wheel must be provided. In addition, it should include 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 the award or awards.

Reflect relevant information related to the role of the Programme Board of Examiners in the assessment and progression of learners.

23.10 **Planned Student Numbers**

Planned student numbers should be set out in a table with projections for five years starting from the proposed year of implementation. The numbers under every year should reflect a detailed breakdown by cohort numbers i.e. Year 1, Year 2, Year 3, etc.

23.11 **Programme Management, Quality Assurance and Enhancement**

This section should briefly outline the arrangements in place for the management, operation and monitoring of the programme, including student feedback arrangements, and evaluation mechanisms.

Provide brief information on the role of the Programme Leader, the Programme Committee, the Head of Subject/Department, Module Coordinator, Module Tutor, the College Academic Committee, Moderation of Assessments, Student Consultative Meetings and the relationship between these persons and bodies. The arrangements in place for programme management should be consistent with the RUB regulations. Reference may be made to relevant sections of the Wheel, in particular, regulation F6 Programme Management.

Information should also be provided on how learners are engaged in the quality assurance and enhancement of the programme, including learner representation in committees such as the Programme Committee, and their role in the feedback and evaluation of modules/programmes in accordance with the regulation D3 Student Module Evaluation.

Besides the University's requirements for quality assurance and enhancement, this section should also be used to highlight any innovative approaches to quality assurance and enhancement that individual Colleges have

instituted for evaluating and improving the quality and standards of educational provision.

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

23.12 Academic Staff

This should provide details of staff qualifications and experience that is appropriate for effective delivery of the programme. Plans for recruitment of additional staff where required, with timelines and areas of specialization should also be included. Staff development needs associated with the programme should be included with plans for realization with timelines and sources of funding.

23.13 Resource Needs

This should state the learning resources that have direct relevance and will be used to support the delivery of the programme. Learning resources that are in place (existing resources) and those essential resources that need to be acquired for the proposed programme must be specified according to the headings below:

- Overall staff support
- Teaching learning spaces such as classrooms and laboratories
- Equipment such as laboratory resources
- Library support
- Computing support including software
- Other support facilities such as accommodation, general expenses

The need for resources (where these are essential), should address the requirement for the programme backed up by concrete plans for acquisition that include cost estimates, timelines for procurement and committed sources of funding.

Resources that cannot be met through the proposing College's annual operating expenses since they require substantial funding should be sourced and committed through the Five Year Plan capital budget or financial support from relevant donor agencies.

The Module Descriptors

24.   This section should include complete module descriptors for each module which form part of the programme. Refer Wheel, B4 Module Descriptor.-

Use of Existing Modules in New Programmes

25.   Whenever a new programme makes use of an existing module, the module should form part of the documentation that is presented for validation. As part of the validation process, it is important to ensure that the existing module is appropriate for inclusion in the new programme. In its scrutiny of the proposal for the new programme, the validation panel will be empowered to recommend changes to new and existing modules, to ensure their suitability as part of the new programme. It is therefore vitally important that the module coordinator together with the programme leaders of other programmes that use the same module are consulted regarding the possible inclusion of an existing module in a new programme, and that such staff are also aware that this might result in some changes to the module.

26.   Module coordinators of existing modules included in a validation proposal for a new programme should be present during the validation event whenever possible.

27.   In the event that the validation panel recommends changes to an existing module, the module coordinator will be informed of the recommended changes, and will be required to respond to the recommendations, either by implementing the recommended changes or by providing valid reasons for not doing so.

Written Style

28.   The written style for the validation document should be concise and focused with judicious use of short paragraphs, bulleted lists, tables and, where essential, appendices.

29.   For uniformity and ease of use, the document should be prepared using the following basic style in MS Word:
- Font Arial, size 11 with single line spacing for English and font DDC Uchen, size 11 for Dzongkha
- One-inch margin on all sides of the page
- Footer page numbers on bottom right

Appendix I

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 establish a panel large enough to carry out competently the functions of validation, but small enough to carry out that function expeditiously

2.3   generally not to have more than one person from a given institution on a panel

2.4   to give some overlap in membership between panels looking at related programmes

2.5   to give continuity in membership with earlier validation events so that members' earlier experience of the programme can be put to good use

2.6   to provide an appropriate gender balance within the panel

Appendix II

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 coordinator. 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 Dean of Academic Affairs.

4   Send a copy of the programme to the panel members in advance.

5   Plan the validation exercise including the need to visit the facilities, to meet staff and students and other logistics.

6   Upon confirmation of visit date, issue a formal invitation at least 14 days in advance enclosing the following:
·   programme of the meeting
·   membership of the Panel
·   background paper
·   functions of the validation panel
·   relevant University policy/guideline paper(s)
·   programme validation document(s)
·   other supporting documents (including resources analysis and staff CV's), if any

7   Attend the panel meetings as the rapporteur.

Template for Definitive Programme Document

Introduction

This template is to be used to prepare a Definitive Programme Document (DPD) for taught programmes leading to an award of the University.   This applies to all validated, adopted and reviewed programmes. This should be read in conjunction with F1 Validation of a New Programme and Adoption of an Existing Programme and F5 Periodic Review of a Programme of the Wheel.

The Definitive Programme Document

The Definitive Programme Document (DPD) should be set out in two parts, the Programme Specification and the Module Descriptors.

1.   Programme Specification

A programme specification is a concise description of the aims and learning outcomes of a programme informed by the learning outcomes of the modules that form part of the programme, and the means by which these are achieved and demonstrated.   It relates to the learning and attributes developed by a programme as a whole.   A programme specification can show how modules can be combined to form a programme.

A programme specification provides an overview of the programme and will be underpinned by more detailed information found in the module descriptors, and programme handbooks. The programme specification is a source of information to many interest groups seeking an understanding of a programme, particularly for prospective and current learners.

It is mandatory for all taught programmes leading to an award of the RUB to produce a programme specification. The programme specification should reflect the following information in the order presented:

1.1   Basic Information on the Programme
- ·   Name of the home base college of the programme and name of the college adopting the programme
- ·   Title of the award or awards to which the programme leads
- ·   The duration and mode of study
- ·   Award granting Body
- ·   Date of initial approval (mention whether validated or adopted. Reflect the number and date of the AB meeting that approved the programme)
- ·   Date of last review

1.2   Aims and Learning Outcomes of the Programme

1.2.1 Aims of the Programme

This should be a general statement that sets out the broad purpose and intention of the programme. It should briefly state who the programme is aimed at and why prospective learners would want to study it.

The aims should provide a brief, but clear, overall impression of the educational and vocational purposes of the programme. These should summarize what it is that the programme intends to achieve, identifying the core concepts and the rationale behind it.   The aims should also bring out the distinctness of the programme from other programmes being offered by the University and other providers in Bhutan in terms of the nature, level of award, and any unique, distinctive and innovative features.

The aims for the programme should be more general than the learning outcomes of the programme.

1.2.2 Learning Outcomes of the Programme

The learning outcomes are more detailed statements of what the programme seeks to achieve. These should specify the attributes which learners are expected to demonstrate or acquire at the end of the programme as a result of their learning in terms of knowledge, understanding, subject related and transferable skills, and values. Transferable skills are those skills which have applicability beyond the confines of a particular academic discipline. Examples include teamwork, leadership, problem-solving and communication skills.

The statement of outcomes should address the following:
- · Cognitive outcomes: "What do you want your graduates to know?"
- · Affective outcomes: "What do you want your graduates to think or care about?"
- · Behavioral outcomes: "What do you want your graduates to be able to do?"

The learning outcomes must take into account the general intentions of the award to which the programme leads (either diploma, undergraduate degree, undergraduate degree with Honours or Postgraduate certificate/diploma or Masters degree) reflected in the University's Academic Programme Structure (Wheel, B1)

and Taught Postgraduate Programmes (Wheel, B8). Besides, the learning outcomes should link with the University's graduate attributes (Wheel, B6 Expectations of RUB Graduates).

The aims and learning outcomes of the programme should be achievable by the modules that make up the programme.

1.2.3 Nested Awards

For programmes with nested awards, the aims and learning outcomes specific to each award should be clearly identified and written separately for every award and in ascending order of the level of awards.

1.3 Career Related Opportunities

An outline of expected graduate employment opportunities should be provided.

1.4 Programme Structure

This should provide a description of the programme structure: the basic programme information that includes modules and credits to be completed in each semester and year of the programme; and intermediate awards (if any) available on completion of each stage of the programme. It should include the programme structure in tabular form showing the inter-relationship between modules, and the position of the modules by year and semester. The Year and Semester should use the standard nomenclature as Year 1 Semester I, Year 1 Semester II, Year 2 Semester II, Year 2 Semester II. 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 together with regulations for the choice of options.

Where placements/work based learning forms a part of a programme, components of academic studies, placements and vacation periods must be clearly reflected in the write-up.

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).

1.5 Learning and Teaching Approach

This is a statement of the learning and teaching strategy for the programme. It should provide details of how the programme will be delivered to ensure that its aims and learning outcomes can be achieved. The learning and teaching approaches should ensure a balance between lecturer-centred and learner-centred approaches. These should address the needs of both full-time and part-time learners, young and mature learners, and should also take into account the use of ICT such as video conference or the VLE.

Some examples of learning and teaching approaches include lectures and seminars used normally to develop knowledge and understanding; tutorials, laboratory exercises, assignments, projects, workshops, or field-based activities used normally to practice and demonstrate intellectual skills such as analysis, synthesis, evaluation, and problem solving; while practical skills could be developed by providing opportunities to practice in an appropriate setting i.e. laboratory, or work based placements.

The learning and teaching approaches should be consistent with the approaches specified in the module descriptors.

1.5.1 Placements/Work Based Learning

Placements/work based learning normally features in programmes within which experience of a relevant work setting is considered to be important to the development of the learner, or when the experience of, and support and resources in the workplace setting, enables the learner to develop in ways that are consistent with the programme aims and learning outcomes.

Information for placements/work based learning for a programme must be presented under a separate sub-heading under the programme's learning and teaching approach and should provide the following details:

· Where the work based learning takes place within the programme.

· Types of placements envisaged.

· Evidence of the likely availability of placements of a suitable standard, and the organizations which will provide these placements.

· Evidence that the learning outcomes of the placement can be achieved.

· Where, within the programme, the assessment of work based learning takes place.

· How work based learning opportunities are managed, monitored, and reviewed, and arrangements made for learner support (e.g. identification and quality assurance of placement opportunities, management arrangements, learning engagement, mentoring/supervision arrangements, and support for employers).

· Procedures in place to assess and monitor the quality and standards of placements and level of support received by students (prior, during and following the placement).

· Communication processes in place and information regarding the respective responsibilities of the College,

placement provider and learner.

1.6 Assessment Approach

This should explain how the assessment contributes to the learning process and how it gives learners opportunities to demonstrate the achievement of the aims and learning outcomes of the programme. Some examples of assessment approaches include written examinations, assignments, projects, dissertation, laboratory practical works, viva voce, and presentations.

The programme's approach to assessment should be consistent with the assessment approaches specified in the module descriptors.

1.7 Regulations

A minimum of the following regulations related to the programme should be included.

1.7.1 Entry Requirements

This should specify the University's general minimum entry requirements (RUB Admission Policy) and programme specific minimum requirements in identified subjects. Details of ability ratings of subjects must be included. The procedures for selection and admission must be presented in detail for programmes where learners are not selected through the University's central online selection system.

The entry requirements should reflect the fit of the applicant's prior knowledge and experience to the programme applied for.

1.7.2 Assessment and Progression Requirements

All programmes are expected to use the standard University assessment and progression regulations. It is sufficient to state that the programme conforms to the most recent version of D1 Assessment Regulations where this is the case. However, details of the **assessment regulations** that go beyond the minimum requirements of D1 Assessment Regulations set out in the Wheel must be provided. In addition, it should include 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 the award or awards.

Reflect relevant information related to the role of the Programme Board of Examiners in the assessment and progression of learners.

1.8 Planned Student Numbers

Planned student numbers should be set out in a table with projections for five years starting from the proposed year of implementation. The numbers under every year should reflect a detailed breakdown by cohort numbers i.e. Year 1, Year 2, Year 3, etc.

1.9 Programme Management, Quality Assurance and Enhancement

This section should briefly outline the arrangements in place for the management, operation and monitoring of the programme, including student feedback arrangements, and evaluation mechanisms.

Provide brief information on the role of the Programme Leader, the Programme Committee, the Head of Subject/Department, Module Coordinator, Module Tutor, the College Academic Committee, Moderation of Assessments, Student Consultative Meetings and the relationship between these persons and bodies. The arrangements in place for programme management should be consistent with the RUB regulations. Reference may be made to relevant sections of the Wheel, in particular, regulation F6 Programme Management.

Information should also be provided on how learners are engaged in the quality assurance and enhancement of the programme, including learner representation in committees such as the Programme Committee, and their role in the feedback and evaluation of modules/programmes in accordance with the regulation D3 Student Module Evaluation.

Besides the University's requirements for quality assurance and enhancement, this section should also be used to highlight any innovative approaches to quality assurance and enhancement that individual Colleges have instituted for evaluating and improving the quality and standards of educational provision.

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

1.10 Academic Staff

This should provide details of staff qualifications and experience that is appropriate for effective delivery of the programme. Plans for recruitment of additional staff with timelines and areas of specialization should also be included. Staff development needs associated with the programme should be included with plans for realization with timelines and sources of funding.

1.11 Resource Needs

This should state the learning resources that have direct relevance and will be used to support the delivery of the programme. Learning resources that are in place (existing resources) and those essential resources that need to be acquired for the proposed programme must be specified according to the headings below:

- Overall staff support
- Teaching learning spaces such as classrooms and laboratories
- Equipment such as laboratory resources
- Library support
- Computing support including software
- Other support facilities such as accommodation, general expenses

The need for resources (where these are essential), should address the requirement for the programme backed up by concrete plans for acquisition that include cost estimates, timelines for procurement and committed sources of funding.

Resources that cannot be met through the proposing College annual operating expenses since they require substantial funding should be sourced and committed through the Five Year Plan capital budget or financial support from relevant donor agencies.

The nature of funding for the programme (tuition fees through government funding, fees from self-funded students both domestic and foreign) should be specified. This should be accompanied by an overview of expected revenue against estimated expenditure for the programme.

2. The Module Descriptors

This section should include complete module descriptors for each module which form part of the programme. Refer Wheel, B4 Module Descriptor.

3. Written Style

The written style of the definitive document should be concise and focused with judicious use of short paragraphs, bulleted lists, tables and, where essential, appendices.

For uniformity and ease of use, the document should be prepared using the following basic style in MS Word:
- Font Arial, size 11 with single line spacing for English and font DDC Uchen, size 11 for Dzongkha
- One-inch margin on all sides of the page
- Footer page numbers on bottom right

F2 Annual Monitoring of Programmes

Status: *Endorsed by the 2nd Academic Board Meeting in October 2004. Further revised and endorsed by 11th 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.

June   A report on each programme is submitted to the Chair of the Institute Academic Committee for review and consideration.

July   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 2nd Academic Board Meeting in October 2004.*

Minor amendments to the regulation endorsed by the 62nd PQC meeting in August 2021.

Introduction

1. The purpose of the quality criteria is to:

    a. Enable effective and efficient monitoring of academic standards and the quality of the student experience in relation to internal imperatives and external requirements (such as those required by accrediting professional, statutory and regulatory bodies);

    b. Ensure consistency whilst enabling and acknowledging diverse programme/college practices;

    c.   Provide a mechanism for critical review and, in doing so, highlight and promote good practice across the institution.

2.   The primary themes to be addressed in any consideration of a programme whether for validation or adoption, periodic review and annual reporting are the following:

A   Aims and Curricula

A1   Curriculum, aims and learning outcomes are explicit and known to staff and students.

A2   Aims and learning outcomes correspond to the nature and level of the programme, [B1 Academic Programme Structure (Taught Programmes)] 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 learning outcomes are consistent with institutional vision and mission.

A4   Curricula accurately reflect declared aims and learning outcomes 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 study, 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 and technology)
- · 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 college.

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 their assigned programme.

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. The qualification of the staff will be one higher than programme(s) he/she teaches.

C6   A well planned HRD plan is in place to develop staff qualifications, experience and skills in line with their expected academic duties.

C7   Staff teaching the module(s) that includes component of professional practice should have employment experience in the profession or subject that they practice.

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.

C10   The staff team have undertaken staff development in learning and teaching methods.

C11   The level of research and other scholarly activities amongst the staff team is appropriate to the level of their teaching.

C12   There is adequate staff support in library, technical, administrative, and student support.

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   Learning, Teaching and Assessment

D1   Learning, teaching and assessment reflects the aims of the curriculum.

D2   Teaching approaches are varied, are appropriate to the stated learning outcomes, 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 approaches and in the assessment approaches 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 approaches 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   Continuous assessment is regularly set and assessed and is at the appropriate level.

E2   Continuous assessment 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 programme. For degree programmes this includes access to current relevant journals.

F5   Teaching accommodation is appropriate for the programme 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 College for effective remedial measures to be taken when improvements in the programme are found necessary.

G5   All assessments are systematically scheduled and co-ordinated to ensure that students' workloads are evenly balanced throughout the semester.

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   There are clearly defined provisions for students who seek remedial academic support, especially for students who are repeating modules.

H3   Counselling Services are in place for students to seek advice on career choices, and consult trained persons for matters that affect them psychologically.

H4   Among individual staff there is a general attitude of concern for the wellbeing 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 validation and/or review for some comparison with programmes outside Bhutan.

F4 Critical Self-appraisal of a Programme

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

Minor amendments to the regulation endorsed by the 62nd PQC meeting in August 2021.

Introduction

1.   Critical self-appraisal of a programme allows the programme team to reflect upon and describe the performance and provisions of their programme in a critical and reflective manner. This is prepared for the periodic review of a programme in operation (but clearly not the validation of a new programme).

2.   This will be prepared by the programme team who are responsible for the programme's operation and health. It takes into account the programme's effectiveness for assuring, developing and monitoring the quality of teaching and learning, and associated provisions for student achievement.

Report

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

3.1   the extent to which the programme has achieved its aims and learning outcomes - 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.

3.2   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.

3.3   the quality and effectiveness of learning, teaching and assessment approaches.

3.4   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 approaches.

3.5   the currency and validity of the programme informed by developing knowledge in the discipline and

developments in teaching, learning and research.

3.6   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.

3.7   the appraisal should conclude with a list of actions which are required to be undertaken in the light of this assessment. Amongst others, changes proposed to the programme should form part of the actions.

Supporting Data

4.   The critical self-appraisal should be supported by data. The data will clearly depend on the nature of the programme but among others should include:

4.1   data on admissions, enrolments and examination results; an analysis of cohort progression for a cycle of the programme's implementation between the validation and review of the programme or between the current and last review;

4.2   data on initial graduate destination for the programmes;

4.3   reports from any external source on the quality and standard of the programme, e.g. external examiners' reports, professional body reports, consultant reports; and the most recent annual programme monitoring report.

F5 Periodic Review of a Programme

Status: *Endorsed by the 2nd Academic Board Meeting in October 2004.*

Amendments to the title of the regulation from "Review of Programmes in Operation to Periodic Review of a Programme," and the inclusion of a new section "Timing of the Review" outlining the frequency of periodic reviews of programmes (Section 4) have been endorsed by the 36th Academic Board in August 2016 with immediate effect.

Minor amendments to the regulation endorsed by the 62nd PQC meeting in August 2021.

Introduction

1.   Towards maintaining academic standards and assuring and enhancing the quality of learning opportunities, the University operates effective, regular and systematic processes for monitoring and for review of programmes. The periodic review of a programme is one of the key QA & E activities of the University.

2.   The Periodic review of a programme is a peer review process which provides an opportunity for in depth scrutiny and quality enhancement of all aspects of a programme at the Royal University of Bhutan. The process takes into account the voices of students, external examiners, employers, collaborative partners (where a programme is adopted) and the programme team.

Aims of Periodic Review of a Programme

3.   The periodic review should focus upon a living programme, its academic health and its relationship with the community. The review will 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 to more fully meet its aims, the demands of the community and to ensure the ongoing maintenance of its standards.

4.   The purpose of the periodic review is different to that of the initial validation of a programme. It is not only to ascertain the likelihood of the programme achieving intended aims and standards, but it is also to:

4.1   evaluate the continuing effectiveness of the curriculum and of assessment in relation to the achievement of learning outcomes

4.2   consider the continuing relevance of a programme for prospective students, including student numbers as well as the likely future demand for the programme

4.3   ensure that a programme remains current and valid in the light of:

4.3.1   developing knowledge in the discipline, and practice in its application

4.3.2   changes in student demand, employer expectations and employer opportunities (as appropriate).

4.4   review feedback from students, staff, external examiners, professional bodies and other external stakeholders

4.5   improve the programme structure and curriculum

4.6   consider how a college is implementing its learning and teaching approaches to ensure the currency, coherence and fit with the University's strategy

4.7   ascertain the extent to which the college has been able to provide an environment in which the programme can flourish, including the effectiveness and efficiency in staff and resource use

4.8   ascertain how the programme has been operated and managed

4.9   identify areas for improvement/enhancement and to ensure that appropriate actions are taken in response to perceived weaknesses

4.10   ascertain progress and changes in the programme since its validation or last review

4.11   review the academic validity of proposed changes to the programme, and make an assessment of the associated resource requirements

4.12   identify any aspects of the provision that are particularly innovative or represent good practice

4.13   ensure that recommendations for appropriate actions are followed up to remedy any identified shortcomings

4.14   recommend, for approval, any modifications and an updated programme specification.

The Process

5.   Once a programme is due for review based on the period of approval stated in the validation/review report, the programme team should proceed to develop the review proposal as set out in section 5 of this regulation (Documentation required for the Periodic Review of a Programme). Changes proposed to the programme should be informed by a tracer study of graduates, performance of students, feedback from external examiners and stakeholders, feedback from students, experiences of the tutors delivering the programme and current developments in the field of study.

6.   The complete proposal is then considered by the College Academic Committee before it is submitted to the Programmes and Quality Committee (PQC) by the Dean of Academic Affairs. The PQC decides whether there is an acceptable basis for the review of the proposed programme, based on the documentation and preparedness of the college. The Committee will consider and determine:

6.1   whether the programme team has thought through all the issues arising from the implementation of the programme which have affected the quality of provision such as inadequacy of resources

6.2   the need for further input and thinking on the development of the documented proposal

6.3   whether the document will provide a sufficient basis on which to proceed with the review. The PQC may in consequence ask for additional documented information, or it may ask for a complete re-submission

6.4   the primary issues that it would wish to have addressed during the review

6.5   the membership of the review panel to examine the proposal in more detail. Normally panel members would have been proposed by the college.

7.   The college revises the document taking into consideration the recommendations of the PQC. The revised document is submitted to the Department of Academic Affairs, OVC to review whether the PQC's observations and recommendations are addressed prior to the review. The document is then sent to members of the panel to study in preparation for the review".

8.   The panel will visit the college for the review. During the review the panel will:

8.1   meet privately to collate main issues related to the review proposal

8.2   engage in detailed discussion with the staff

8.3   meet the management of the college to confirm adequacy and allocation of resources for the programme

8.4   meet students to establish their learning and teaching experience at the college

8.5   visit the facilities that support the delivery of the programme to determine their adequacy

8.6   present a written report on the final day of the review to the college

9.   The possible outcomes of the review are recommendations that the programme:

9.1   be approved without conditions with a review planned to take place within the normal duration for the periodic review of a programme

9.2   be approved without conditions with a review planned to take place in a period less than the normal duration for the periodic review of a programme

9.3   be approved upon meeting specified conditions

9.4   not be approved and the college be invited to reapply taking into account all the comments of the panel

10.   The report shall include:

10.1 an executive summary setting out:

·   the title of the award of the programme(s)

·   the start date and timing of the next review

·   conditions to be met

·   recommendations for enhancement of the programme

10.2 a full report setting out the main issues arising from the discussion between the panel and staff which led to the panel's decision and conclusions.

11.   If the review panel recommends the programme for approval, the programme team will work towards fulfilling the conditions and recommendations set out in the review report.

12.   The PQC will receive the review report and make a considered recommendation to the Academic Board. The Academic Board will consider the recommendations of the PQC and the review report to approve the implementation of the reviewed programme.

13.   The revised programme document as an outcome of the review is called the definitive programme document (DPD). This is submitted in electronic form to the Department of Academic Affairs at the Office of the Vice Chancellor.

14.   The definitive programme document will be used for implementing the programme and will form the basis for future changes to the programme.

15.   Any change made to the programme until the next periodic review should be affected through regulation F7 Changes to Programmes and recorded in the definitive programme document. The revised version should be sent to the Department of Academic Affairs at the Office of the Vice Chancellor and a copy retained with the respective Dean of Academic Affairs and Programme Leader.

Timing of the Review

16.   The periodic 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/last review), when there has been one or more outputs from the programme, and when the staff and the College have had actual experience in the operation of the programme.

17.   Timing of the periodic review of programmes will be conducted as follows:

17.1   1 year programmes will be reviewed after 3 years

17.2   2 and 3 year programmes will be reviewed after 4 years

17.3   Programmes of more than 3 year duration will be reviewed a year after a cycle of implementation

Documentation for the Periodic Review of a Programme

18.   The documentation for the periodic review of a programme is applicable to all taught programmes leading to an award of the University. It should be read in conjunction with F4 Critical Self Appraisal of a Programme and F5 Periodic Review of a Programme and F1 Validation of a New Programme and Adoption of an Existing Programme of the Wheel of Academic Law.

Critical Self-Appraisal of the Programme

19.   The main component of the documentation for the periodic review of a programme will be a critical self-appraisal on the operation of the programme since the programme was last approved either through the validation or review process. (Refer F4 Critical Self Appraisal of a Programme in the Wheel). This appraisal should be prepared by the programme team comprising of staff who teach on the programme and who are responsible for its operation and health. The critical self-appraisal should cover the following elements:

19.1   the extent to which the programme has achieved its aims and learning outcomes, informed by:

19.1.1 an analysis of employer reaction and graduate reaction to the programme

19.1.2 the views of the relevant Advisory Committee (where such a body exists)

19.1.3 a collective reflection by the staff responsible for the delivery of the programme expressing a considered view on how, and to what extent the explicit and implicit aims have been achieved. This should be informed by the graduate destination data for all cohorts between the validation and review of the programme or between the current and last review

19.2 the quality and effectiveness of the learning, teaching and assessment approaches

19.3 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

19.4 the currency and validity of the programme informed by developing knowledge in the discipline and developments in teaching, learning and research.

19.5 an analysis of how the programme overall has operated, the problems encountered, the changes that have been introduced to improve it, to remedy weaknesses and to capitalise on strengths

19.6 the appraisal should conclude with a list of actions which are required to be undertaken in the light of this assessment. Amongst others, changes proposed to the programme should form part of the actions

Note: *The critical self-appraisal should be supported by data which includes among others, data on admissions, enrolments and examination results; an analysis of cohort progression for a cycle of the programme's implementation between the validation and review of the programme or between the current and last review; initial graduate destination; reports from any external source on the quality and standard of the programme, e.g. external examiners' reports, professional body reports, consultant reports; and the most recent annual programme monitoring report. These could be attached as appendices to the review document.*

Changes to the Programme

20. **Changes made to the Programme**:

20.1 Any change made to the programme between the validation and review of the programme or between the current and last review approved by the Programmes and Quality Committee (PQC) or the College Academic Committee (CAC) should be listed along with the date of approval and the name of the body that has granted the approval. It is not necessary to mention details of changes made if those changes were endorsed either by the PQC or the CAC.

21. **Proposed Changes to the Programme:**

21.1 This section should reflect a statement of the changes proposed in the revised programme segregated under subheadings "Major Changes" and "Minor Changes."

22. Any change proposed should be justified with academically valid reasons. It would be useful to set these out in tabular form comparing the existing and proposed module descriptors. Changes could be proposed:

22.1 As a result of feedback from students, tutors, external examiners, and other stakeholders

22.2 As a result of issues highlighted in the annual programme monitoring reports for the programme

22.3 In an effort to keep the programme current and to align with recent changes in the discipline

The Programme Structure

23. This section should include the existing programme structure and the proposed programme structure.

Resource Implications

24. This section should include a statement of resource implications (both material and human) as a result of the changes proposed and continuity of the programme. Where resources are required as a result of the changes and or continuity, details of what these are, and how they will be acquired with timelines and committed sources of funding should be reflected.

25. A list of academic staff with responsibility for delivering the programme along with their CV's should also be included. The CV's should be attached as an appendix to the review document.

Programme Specification

26. This section should include the following elements:

26.1 Basic Information on the Programme

- Name of the home base college of the programme and name of the college adopting the programme
- Title of the award or awards to which the programme leads
- The duration and mode of study
- Award granting body
- Date of initial approval (mention whether validated or adopted)
- Date of last review (and reflect the number and date of the AB meeting that approved the reviewed programme)

26.2 Aims and Learning Outcomes of the Programme

- Aims of the programme
- Learning Outcomes of the programme
- Learning Outcomes for Nested awards (where applicable)

26.3 Career Related Opportunities

An outline of expected graduate employment opportunities should be provided.

26.4 Continued Demand for the Programme

This should reflect justifications for the continued need and demand for the programme substantiated by a market analysis and learner demand.

26.5 Programme Structure

The proposed programme structure.

26.6 Learning and Teaching Approach

- Placements/Work based Learning (Where this forms a feature of a programme) must also be included

26.7 Assessment Approach

26.8 Regulations

- Entry requirements
- Assessment and progression requirements

26.9 Planned Student Numbers

Planned student numbers should be set out in a table with projections for five years starting from the proposed year of implementation. The numbers under every year should reflect a detailed breakdown by cohort numbers i.e. Year 1, Year 2, Year 3, etc.

26.10 Programme Management, Quality Assurance and Enhancement

This section should briefly outline the arrangements in place for the management, operation and monitoring of the programme, including student feedback arrangements, and evaluation mechanisms.

Provide brief information on the role of the Programme Leader, the Programme Committee, the Head of Subject/Department, the Head of the College, Module Coordinator, Module Tutor, the College Academic Committee, Moderation of Assessments, Student Consultative Meetings and the relationship between these persons and bodies. The arrangements in place for programme management should be consistent with the RUB regulations. Reference may be made to relevant sections of the Wheel, in particular, regulation F6 Programme Management.

Information should also be provided on how learners are engaged in the quality assurance and enhancement of the programme, including learner representation in committees such as the Programme Committee, and their role in feedback and evaluation of modules/programmes in accordance with the regulation D3 Student Module Evaluation.

Besides the University's requirements for quality assurance and enhancement, this section should also be used to highlight any innovative approaches to quality assurance and enhancement that individual Colleges have instituted for evaluating and improving the quality and standards of learning.

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

The Module Descriptors

27. This section should include a full set of module descriptors for the reviewed programme. (Copies of the module descriptors of the existing programme should be made available during the time of the review and therefore are not required to be included here).

28. All module descriptors should be written and presented in the most current version of the Module Descriptor format.

<div align="right">**Appendix I**</div>

Guidance for Colleges for Repeat of Modules Subsequent to Review of a Programme

Background

1. In order to keep programmes relevant, fit for purpose and interesting for both students and tutors, RUB's quality assurance and enhancement processes require all programmes to be periodically reviewed and annually monitored.

2. A reviewed programme is offered to new cohorts of learners and students enrolled on the old programme, usually, complete their study and gain their award on the old programme. The roll out of a reviewed programme and phasing out of its older version is managed to ensure continued and regular intake of students on the programme.

3. Periodic review of programmes often results in significant changes between the reviewed programme and the old programme. This hinders smooth progression of students on a programme where, e.g. students, enrolled on the old programme, have to repeat modules which are not part of the reviewed programme.

4. Since the College and RUB are obliged to provide for the student's completion of the programme within the established norms and regulations of the programme, it is an additional burden to deliver few modules to a small number of repeating students.

5. Colleges of RUB have differing means of allowing their students to repeat modules where a programme has been reviewed.

6. The 61st PQC meeting endorsed the following guidance for Colleges to deal with when students repeat modules on a recently reviewed programme.

Guidance

7. To address the difficulties, to both students and college, captured above, the individual college, under the direction of the CAC, will consider the following points to make the implementation uniform across all the colleges:

7.1 Consult students who are affected for the module(s) they have to repeat.

7.2 Allow students to enrol for the reviewed programme or change the programme, provided the entry requirements are met in both the cases. In such cases, students shall not repeat the module studied and passed if the module is exactly the same or substantially similar. The academic transcript will be issued based on the new programme.

7.3 If the student is not eligible for any of the reviewed/new programmes or the programme is discontinued, he/she should be allowed to continue on the old programme even with one student. However, an arrangement can be made to enrol for the modules from the reviewed/new/other programme(s) if they are of substantially similar in nature. The academic transcript will be issued based on the old programme.

7.4 The period of registration (timespan) should be counted from the day on which he/she was admitted to the old programme.

8. The college may refer to F7 Changes to Programmes to judge the similarity among modules of the old programme and the reviewed/new/other programmes.

F6 Programme Management

Status: *Endorsed by the 6th 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.*

Amendments to the regulation approved by the 42nd Academic Board Meeting in July 2018.

1   Introduction

1.1   This regulation sets out the functions and responsibilities of the committees and staff in relation to the operation of programmes that lead to an award of the University.

1.2   While there may be some differences with respect to the structures and practices operated by the constituent and affiliate colleges of the University, all colleges must follow the principles set out in this regulation.   All colleges must ensure effective and equivalent mechanisms for the management of programmes.

2   The Module

2.1   A module is a coherent and self-contained unit of learning, teaching and assessment, which comprises a defined volume of learning activity, expressed in terms of learning outcomes, which are in turn linked to assessment tasks. The volume of educational activity is expressed in hours of student effort which is directly linked to the credit value of the module.

2.2   The responsibility for a module will remain with a department. This responsibility will be assigned by the head of department. Module tutors/coordinators will be appointed by the head of department.

2.3   The identified host college will be responsible for changes to, and the enhancement of University-wide modules such as the modules on Academic Skills and Dzongkha for Communication, coordinated by the department of Academic Affairs at the Office of the Vice Chancellor.

2.4   The module tutor or module coordinator (for modules that are taught by more than one tutor) will be responsible for the overall design, delivery, assessment, quality assurance and enhancement of individual modules in consultation with the programme leader of the programme of which the module forms a part.

2.5   A module may contribute to more than one programme. E.g. A first year module could be part of five or ten different programmes. In this case the department to which the module belongs is responsible for providing the staff and the resources to teach that module.

2.6   The head of department will appoint a module tutor or a module coordinator where a module is taught by more than one tutor from within the department. Module tutors/coordinators will report to the programme leader of the host programme.

2.7   Modules that are delivered by adjunct staff from outside a college will have a module coordinator appointed by the Programme Committee. The module coordinator will liaise with the adjunct staff for the module's delivery and be responsible to assure the quality of teaching, learning and assessment of the module.

2.8   The effective operation of a module rests with the module tutor/coordinator whose responsibilities are as follows:

2.8.1   advise the programme leader on staffing and other resources needed for the module;

2.8.2   ensure the teaching and assessment of the module complies with the approved module descriptor;

2.8.3   maintain the currency of subject matter of the module;

2.8.4   provide students with the module descriptor, reading lists and assessment schedules in the first week of the semester;

2.8.5   be responsible for the assessment of the module including the coordination of marking assessments and the preparation of examination papers;

2.8.6   provide the programme leader with the marks of students on the module well in advance of the Programme Board of Examiners; and

2.8.7   evaluate the delivery of the module and contribute to the monitoring of the programme/s of which the module forms a part.

3   The Programme

3.1   A Programme is usually based in an academic department 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 the 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.

3.2   A programme leader will normally be nominated by the Programme Committee. The programme leader is

accountable in day-to-day operational terms to the head of department and will hold office for a full cycle of a programme or longer.

3.3   The programme leader will provide the academic and organisational leadership for the programme.

3.4   A programme leader's responsibilities are to:

3.4.1   chair the Programme Committee and ensure the effective organisation and conduct of the programme within agreed regulations;

3.4.2   monitor the programme's operation on an ongoing basis, and coordinate its annual monitoring and reporting;

3.4.3   lead quality assurances processes such as validations and periodic reviews of the programme;

3.4.4   negotiate with the HoD/s the recruitment and allocation of appropriate staff and resources including other duties required for the delivery of the programme;

3.4.5   determine the staff development needs of the programme, execute, and monitor the implementation of staff development plans;

3.4.6   coordinate interaction with professional and external bodies related to the programme;

3.4.7   ensure the academic welfare and progress of students on the programme, and to be aware of students' views about the programme;

3.4.8   coordinate all assessments, and agree on an assessment schedule in consultation with the module tutors/coordinators;

3.4.9   present student marks to the Programme Board of Examiners; and

3.4.10 update the definitive programme document for the programme after its periodic review or when changes are made, and submit a copy to the Dean of Academic Affairs.

4   Programme Committee

4.1   The Programme Committee shall be appointed by the College Academic Committee and shall consist of:

4.1.1   the programme leader (Chair);

4.1.2   the head of concerned department/s;

4.1.3   all module tutors/coordinators responsible for the delivery of modules of the programme in the semester; and

4.1.4   at least three students for on the programme representing different cohorts.

4.2   The Committee will be responsible for the effective conduct, organisation and development of the programme, including its overall academic health and regular monitoring. More specifically, the Committee will:

4.2.1   Submit the necessary documentation for the validation, periodic review or assessment of the programme through the College Academic Committee;

4.2.2   Prepare the definitive programme document for the programme after its approval;

4.2.3   Recommend the appointment of tutors and resources as required to the appropriate HoD/s;

4.2.4   Ensure the mechanisms of operation, including programme/year/module time tabling, classrooms, access to specialist facilities, etc., are organised and effective;

4.2.5   Co-ordinate teaching, learning and assessments including the approval of assessment schedules;

4.2.6   Nominate external examiner(s) for the approval of the College Academic Committee before submission to the Programmes and Quality Committee;

4.2.7   Implement regulations for student progress, academic support, work placements, and other programme related regulations;

4.2.8   Monitor the programme according to the annual monitoring schedule of activities;

4.2.9   Prepare the annual programme monitoring reports for the programme, ensure the external examination of the programme and act on the recommendations of the external examiner/s;

4.2.10 Ensure the maintenance and enhancement of the programme through annual programme monitoring and periodic reviews; reviews of teaching, learning and assessment approaches; assessment of adequacy of resources; and involvement of students in the monitoring of the programme (in the Committee, through student evaluations and feedback) to take their views into consideration;

4.2.11 Monitor the progress and conduct of students on the programme; and

4.2.12   Consider evidence of extenuating circumstances presented by students in relation to performance in assessments for consideration of the Programme Board of Examiners.

5   Student Consultative Meetings

5.1   The University seeks to involve students in the operation of programmes and in improving the effectiveness of their own education.

5.2   Student Consultative Meetings will be convened for each programme to facilitate effective dialogue between students and the respective academic leaders regarding their educational experience in a context that permits wide student participation. These meetings will ensure opportunity for students to provide feedback on all elements of their programme such as the delivery of the modules; the subject matter of the modules; the effectiveness of the teaching, learning and assessment approaches; the adequacy of teaching learning resources; progression and achievement; guidance and support as well as examples of good practice.

5.3   The membership of the Student Consultative Meetings will include:

5.3.1   The Dean of Academic Affairs as Chair;

5.3.2   The programme leader of the programme; and

5.3.3   At least two student representatives from each year of the programmes.

5.3.4   Colleges that have substantial number of programmes may organise such meetings at the department level for all programmes of the department. In such a case, all the programme leaders of the respective programmes should attend.

5.4   Minutes must be maintained for all Student Consultative Meetings and a copy forwarded to the President of the College.   Approved minutes of each meeting should be made available to students through the VLE.

5.5   The Dean of Academic Affairs will ensure that all programmes convene at least one Student Consultative Meeting in a semester. The Dean will also ensure that all programmes follow up on actions to be taken in the Programme Committee meetings.   The follow up should be considered as part of the Annual Programme Monitoring.

F7 Changes to Programmes

Status: *Endorsed by the 6th Academic Board Meeting in November 2005.*

Revisions to the regulation to replace "Approval of Individual Programmes of Study" with "Documentation of Changes" and to include details of the magnitude of changes, endorsed by the 43rd Academic Board Meeting in November 2018.

Minor amendments to the regulation endorsed by the 62nd PQC meeting in August 2021.

Introduction

1.   This regulation permits and encourages changes to programmes for their enhancement. Changes could arise out of a response to developments in the subject or in acknowledged practice; to the experience of the programme team in implementing the programme; and to the views of students and employers as to its effectiveness.

General Principles

2.   The principles governing change are:

2.1   All changes must be justified and academically valid.

2.2   Consequential resource changes should be addressed.

2.3   The views of relevant stakeholders (e.g. where programmes and/or modules are adopted by another college/programme) affected by the change should be sought.

2.4   The University must hold an accurate record of the changes in the form of a revised definitive programme document.

3.   All minor changes shall be considered and approved by the respective College Academic Committee, however, major changes should be submitted to the Programmes and Quality Committee for consideration and endorsement.

4.   Changes to a programme are divided into five broad headings:

4.1   Changes to a programme

4.2   Changes to mode of learning, teaching & assessment

4.3   Changes to programme structure

4.4   Changes to entry requirements and procedures

4.5   Changes to subject matter

Minor Changes

5.   Minor changes to programmes such as modifications to modules (as set out in the module descriptor see regulation B4) such as changes to the module title, subject matter, learning and teaching approaches, and assessment approaches, can be approved within the College provided an up to date record of the changes and the cohorts of students affected by those changes are recorded.

6.   The following changes under each category are considered as minor revision:

Changes to a programme	Restructuring the programme without changes in total credit or adding/deleting any modules (change of module sequence).
Changes to mode of learning, teaching and assessment	Changing mode of assessment without affecting contact hours.
Changes to the structure	Adding new electives or discontinuing current electives, changing pre-requisites.
Changes to entry requirements and procedures	Changing overall aggregate marks and ability rating of subjects.
Changes to subject matter	· Changing title of the module without affecting subject matter, mode of assessment, mode of delivery, contact hours, and resource requirements. · Adding, deleting or modifying subject matter to an extent which does not change the nature of the programme. · Increasing or decreasing subject matter by less than 25%.

7.   Minor changes should be reported in the annual monitoring report for the programme.

8.   Minor changes will be monitored by the Programmes and Quality Committee (PQC) and may be referred back if the sum of repeated changes are seen to involve a major change, or if the relevant stakeholder have not been consulted, or if there are significant resource implications.

Major Changes

9.   Major changes are those, which affect the title of the programme, its awards, its philosophy, its aims and learning outcomes, its structure (including the proposed addition of new modules), its management and its regulations.

10.   The following changes under each category are considered as major revision.

Changes to a programme	Changing programme duration, title of award, level of award, mode of delivery (full-time/part-time), total credits, internship or research experience requirement.
Changes to mode of learning, teaching & assessment	Changing approaches to learning and teaching from regular over 15 weeks to one week intensive or vice-versa and associated assessment approaches.
Changes to the structure	Increasing or decreasing total credits, adding or deleting core module/s, adding or removing specialization/s, and adding non-credited components.
Changes to entry	Changing entry requirements such as including/removing

requirements and procedures	language competency, prior experiences, and pre-university education.
Changes to subject matter	Merger of one or two modules or division of a module into two modules, and increasing or decreasing subject matter by more than 25%.

11.   Major changes to programmes that affect students already enrolled should be discussed with students and their views and consensus sought before changes are proposed and introduced.

Documentation of Changes

12.   Documentation to be submitted to seek approval for changes to programmes should include the old version of the relevant section of the programme document together with the revised version, indicating the changes and the justifications for the proposed change. The complete programme document may be required if the changes affect other parts of the programme.

13.   Any change effected on a programme should be endorsed by the relevant body set out in above sections of this regulation and amendments incorporated in the definitive programme document (DPD). The revised DPD should be sent to the Department of Academic Affairs at the Office of the Vice Chancellor and a copy retained with the respective Dean of Academic Affairs and Programme Leader.

F8 Timeline to Validation

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

Amendment to clause 1.4.1 to include the phrase "up to" was made by the 38th Academic Board Meeting in March 2017.

1   Introduction

1.1   This regulation sets out the timeline between validation of a programme and its commencement. This will ensure that a programme is launched with adequate preparation in terms of resources and logistics.

1.2   All Colleges proposing new programmes for the University's award shall comply with the timeline set in regulation E1 "Planning Approval for a New Programme" (Wheel of Academic Law) which states, *"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".*

1.3   The Programmes and Quality Committee's approval of a programme for validation shall ensure that this planning timeline is adhered to, to ensure that proposing colleges have ample time to prepare the documentation and acquisition of resources required to start a programme.

1.4   The University's programme validation is a peer reviewed process that seeks quality of provision, relevance and standards. Inadequacies in any of these areas are reported by the validation panel either as conditions to be met before the start of the programme or as recommendations. These, therefore, require the proposing college to work on the programme in preparedness for commencement. This demands time and resources. In order to meet such requirements:

1.4.1   A gap of up to a full semester should be kept between the time of validation of a programme and its commencement. This will apply to programmes where resources (both material and teaching staff) for the programme's implementation are in place.

1.4.2   A gap of two full semesters (a year) should be kept between the time of validation of a programme and its commencement. This will apply to programmes where resources (both material and teaching staff) for the programme's implementation are not in place.

1.5   This regulation becomes effective from January 2010 whereby all programmes for validation will be considered based on these timelines by the Programmes and Quality Committee.

F9 External Examiners

Status: *Approved by the 8th Academic Board Meeting in August 2006*

Amendments to the regulation approved by the 42nd Academic Board Meeting in July 2018

Amendment to retitle this regulation as "F9 External Examiners" was endorsed by the 62nd PQC meeting in August 2021.

1   Introduction

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

1.2   External examiners assist the University in the discharge of its duties to ensure the quality and standard of its programmes. 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 of the University has the following purposes:

1.2.1   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

1.2.2   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

1.2.3   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 and design of the programme.

2.3.2   an external examiner who has been a student or a member of teaching or research staff of that college until a

period of not less than three years has elapsed since the termination of the appointment or the studentship.

2.3.3 an external examiner who holds simultaneously more than two external examiner appointments.

2.3.4 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 constituent/affiliate college is eligible for appointment as external examiner to another constituent/affiliate college of the University.

2.6 No external examiner shall assume that role for a period longer than three consecutive years for a programme in the same college. However, an external examiner can be re-appointed for a different programme in the same college.

2.7 No external examiner is eligible to be re-appointed for the same programme in the same college until 2 years have lapsed since the last term. (In exceptional circumstances, this rule may be waived by the Academic Board).

2.8 An external examiner can be appointed for the same programme on more than one college.

3 Appointment/re-appointment of External Examiners

3.1.1 The Department of Academic Affairs of the Office of the Vice Chancellor calls for recommendations from the colleges for the appointment of external examiners for programmes where the terms of external examiners have expired and for new programmes.

3.1.2 The Programme Committee submits the nomination of external examiner/s to the College Academic Committee.

3.1.3 The College 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.

3.1.4 The College will confirm in advance that the person recommended for appointment as an external examiner is willing to accept the offer.

3.2 **Step 2 – Recommendation**

3.2.1 The College Academic Committee recommends the appointment of external examiners to the Programmes and Quality Committee.

3.2.2 The Programmes and Quality Committee recommends the appointment of external examiners to the Academic Board.

3.3 **Step 3 – Appointment**

3.3.1 The Academic Board formally approves the appointment of external examiners.

3.3.2 Appointments will be made for a period of three years.

3.3.3 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 Department of Academic Affairs, together with the necessary paperwork and information on their roles and responsibilities. The external examiner is expected to respond, through a letter of acceptance and undertaking to the Department.

3.3.4 Appointments take effect from the first week of the beginning of the academic year of the Colleges.

3.3.5 An external examiner may choose to resign prior to the completion of his/her contract. A minimum of six months notice is required. The examiner must complete the academic year in order to maintain continuity of assessment. Letters of resignation, with reasons shall be addressed to the Department of Academic Affairs, Office of the Vice Chancellor.

3.3.6 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 inadequate.

4 Powers and responsibilities

4.1 External examiners, will:

4.1.1   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.

4.1.2   Moderate selected semester end draft examination question papers sent by the college. Draft examination question papers and comments shall be emailed using password protection feature, personally delivered or courier delivered.

4.1.3   monitor the standard of student work by means of examples (assessed continuous assessment tasks 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 continuous assessment tasks will be examined, the criteria for determining the selection must be agreed in advance by the two.

4.1.4   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.

4.1.5   monitor the achievement of module learning outcomes, achievement of programme learning outcomes and ensure that the subject matter is being examined equitably.

4.1.6   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.

4.1.7   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.

4.1.8   from time to time, talk with the students and staff of the College with a view to obtaining data on various aspects of the programme that influence the standard and quality of the College assessment practices.

4.1.9   try to gain insight into the resources framework, such as the library, laboratories, etc. that supports the College assessment practices.

4.1.10   visit the College annually (alternate semesters) or once an academic year.

4.1.11   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.

4.1.12   submit a signed print copy of and an electronic copy of a report to the college based on the report template (Appendix 1) for external examiners with a copy to the Department of Academic Affairs, Office of the Vice Chancellor before the examiner leaves the College.

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'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 college's academic programme, particularly the assessment procedures and marking scheme.

5.3   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 continuous assessment tasks, 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, college and University level. The External Examiner Report Template forms part of this regulation as Appendix 1.

6.2   External examiners are required to submit a report to the Head of College 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 before the external examiner leaves the campus. The report should be discussed with the college before finalizing it.

6.3   Colleges 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 paragraph to be read in conjunction with the regulation on Annual Monitoring of Programmes, F2 of the Wheel of Academic Law*).

6.5   At the college level, external examiner's reports are considered by Programme Committees as part of planning, review and regular meetings. Programme Leaders are required to report on action taken in their Annual Programme Reports.

6.6   Full and serious consideration shall be given by the college 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 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 the 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 other additional matters related to the quality and standard of the programme.

6.8   The University shall ensure that, once appointed, external examiners are provided sufficient information and support to enable them to carry out their responsibilities effectively. Specifically, external examiners must be properly prepared by the colleges to ensure they understand and can fulfill their responsibilities.

6.9   At the time of the first visit of the external examiner, the college should induct them to their roles and responsibilities for external examining. 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, and marking criteria.

Appendix I

External Examiner Report Template

NAME OF EXTERNAL EXAMINER   ……………………………………………..……

ACADEMIC YEAR   …………………………………………..…

PROGRAMME TITLE   …………………………………………..…

AREAS OF RESPONSIBILITY   …………………………………………..…

Notes on completing the form

External Examiners are required under the terms of their appointment to submit an Annual Report. This template is designed to assist the process. Please do not amend this form. If

there are areas in which you do not wish to make any comment please leave them 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 colleges 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.

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

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

1.1   Have you had adequate opportunity to see assessed student work? Y/N/NA

1.2   Were you given a suitable variety of assessed student work? For example, examination scripts, essays, project work etc?   Y/N/NA

1.3   Were you given adequate opportunities to speak with internal examiners?
                                        Y / N / NA

1.4   Did you speak to students on the programme?   Y / N / NA

1.5   Was assessment properly conducted in your view?   Y / N / NA

1.6   Did you receive assessed work in sufficient time?   Y / N / NA

1.7   Were you given the opportunity to comment on the assessment and the examination questions?
                        Y / N / NA

1.8   Did you find it necessary to recommend significant alterations?   Y / N / NA

1.9   Were these recommendations acted upon?   Y / N / NA

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

1.10   Comments on the operation and conduct of the Programme Board of Examiners. (Use evidence from minutes of the Programme Board of Examiners and discussions with staff).

1.11   Comments on the overall performance of the students in relation to that of comparable levels of work in other institutions.

1.12   Comments on the strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp and application of skills.

1.13   Comments on the structure, design, organisation and marking of assessments, including your views on the quality of feedback to students.

1.14   Comments on the **student** assessment load.

1.15   Does student work demonstrate that the programme is supporting the development of the students' subject skills and their personal and professional capabilities?

1.16   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: ……………………………

Name of EE: ………………………………….

Signed: …………………………………………   Date: ……………………………

Name of Programme Leader: …………………………………..

G1 Graduation Convocation Ceremony

Status: *Endorsed by the 9th 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 B2 "Awards" in the Wheel of Academic Law).

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 or kira* 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 "Academic Dress" 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 Director of Academic Affairs / 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 5th 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 (G1 of the Wheel of Academic Law).

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 or kira* 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 may 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.