



HE Academic Regulations

All taught provision leading to
Newcastle College Awards

2015-16

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A The Academic Regulations

A1 The scope of the Academic Regulations

A1.1.1 These Academic Regulations apply to NCG hereinafter referred to as 'the College'.

A1.1.2 The College HE Academic Regulations provide:

- the framework within which programmes are designed, validated and approved;
- the means whereby the standard of college awards is assured, through the maintenance and enhancement of the quality of teaching, learning and assessment.

A1.1.3 The College is empowered to approve study programmes leading to Foundation Degrees. It may grant such awards to persons who complete the appropriate programmes and satisfy the required assessment criteria.

A2 Principles

A2.1 General

A2.1.1 The College's Academic Regulations are determined by the HE Academic Board of the College. They indicate how the College fulfils its responsibilities under the Articles of Government in exercising its degree awarding powers as determined by the Further and Higher Education Act 1992 Section 76, The FE Bill 2007 and other relevant legislation, and can be amended only by a resolution of the HE Academic Board.

A2.1.2 These regulations are reviewed periodically at five yearly intervals with appropriate staff, student and External Examiner involvement or whenever anomalies arise from interpretation by Exam Boards or Committees, external examiners, staff or student. The regulations are also reviewed at any time when changes to legislation make any regulations obsolete or non-compliant. The assessment elements are reviewed annually for the purpose of editorial and minor change, informed by student feedback.

A2.1.3 Any approved changes to these regulations will not be applied retrospectively to students who have graduated. No change will be implemented to the disadvantage of students currently registered for awards.

A2.2 Power of HE Academic Board

A2.2.1 The HE Academic Board is responsible for approving the Academic Regulations, for the detailed operation, monitoring and review of these Regulations and the approval of related Procedures.

A2.2.2 The HE Academic Board will take any reasonable action it considers necessary to protect the quality of programmes and the standard of its awards.

A2.2.3 In fulfilling its responsibilities, the HE Academic Board authorises Committees, Boards and Panels to act on its behalf. These Committees, Boards and Panels are responsible to the HE Academic Board of the

College and are required to act in accordance with the Articles of the College and these Academic Regulations.

A2.3 Academic Standards

A2.3.1 The HE Academic Board, on behalf of the College, ensures that all standards, clarification and gradings are consistent and comparable with awards granted and conferred throughout higher education.

A2.3.2 All the College's awards are consistent with the Framework for Higher Education Qualifications (FHEQ) 2008 and have regard to the England, Wales and Northern Ireland (EWNI) 2008 Credit Guidelines.

A2.3.3 Awards are defined by a series of benchmarks relating to the general level of knowledge and skills required to register for the award, and the qualification, credit volume and study levels required to achieve the awards. Qualification level descriptors are aligned to the FHEQ.

A2.4 Quality of Learning Experience

A2.4.1 The quality of the learning experience must be maintained and where possible enhanced. The College will work towards enriching, informing and supporting the content, delivery, culture and criteria for the design, delivery and assessment of all its programmes in order to ensure equality of opportunity throughout students' academic careers.

A2.4.2 Teaching throughout learning and assessment strategies should be appropriate to the aims and objectives of the programme and to the nature of the student population.

A2.4.3 The design and implementation of learning and teaching strategies and activities must recognise the entitlement of students with disabilities to participate in all activities as provided by their study programme.

A2.4.4 The teaching staff must be suitably qualified and experienced, and their teaching must be invigorated and informed by their active participation in scholarly activity, including research and/or relevant professional development.

A2.4.5 The College delivering an approved award of the College must be able to provide the student with appropriate academic supervision and learning support.

A2.4.6 Students should be provided with opportunities to negotiate and take responsibility for their own learning and contribute in an informed way to programme development and quality assurance, in an atmosphere in which rational debate is encouraged.

A2.4.7 Students' feedback on the nature of their educational experience should be sought and acted upon.

A2.5 Awards

A2.5.1 These regulations apply in their entirety to all taught HE awards of the College. Variations are only permitted where it is necessary to comply with the requirements of professional, statutory and regulatory bodies (PSRB) and these must be approved as part of programme validation. Details of all awards and their definitions can be found in Section A3

A2.6 Credit Accumulation and Transfer Framework

- A2.6.1 The College operates a Credit Accumulation and Transfer Framework that governs all taught awards offered by the College and is designed to facilitate transfer between full and part time modes of study, and particular combinations of programmes to include institutional transfer of credit. Details of all awards and their definitions can be found in Section A3.3.
- A2.7 **Opportunities for Study**
- A2.7.1 Programmes leading to awards of the College should be specified and structured in such a way as to enable all those with the potential to benefit from and succeed in higher education to seek to gain admission and to gain the highest award of which they are capable.
- A2.7.2 The College must provide programmes which are flexible in terms of entry and exit points and mode of study.
- A2.8 **Admission of Students**
- A2.8.1 The admission of students will be based on a reasonable expectation that they will be able to:
- benefit from their programme
 - fulfil its aims
 - achieve the standard required for the award for which they are registered.
- A2.9 **Assessment of Students**
- A2.9.1 The purpose of assessment is to enable students to learn, to demonstrate that they have fulfilled the aims of the programme and have achieved the standard required for the award.
- A2.9.2 Academic assessment and practices must ensure that students with disabilities are given a suitable opportunity to demonstrate the achievement of competence standards and learning outcomes.
- A2.9.3 Assessment is conducted under the general authority of Boards of Examiners to ensure impartiality.
- A2.9.4 The membership of a Board of Examiners must be competent to make judgements about the performance of individual students against specified criteria and in relation to comparable level/programmes.
- A2.9.5 The particular responsibilities of external examiners are to ensure that students are assessed fairly in relation to other students on the programme and to all students across the College and that the standard and quality of the College's awards is maintained.
- A2.10 **Equal Opportunities**
- A2.10.1 The College will offer equal opportunities for access to its programmes within its admissions policy and pursue positive recruitment policies to ensure maximum open access as detailed in Section C1.10.
- A2.10.2 Students with disabilities will be provided with access to the full range of student services and the College will ensure that there are sufficient staff with appropriate skills and experience to provide specialist advice and support to the students and staff who work with them.

- A2.10.3 Continuing professional development is provided by the College for all staff to enhance their knowledge, reflect upon and develop their practice and contribute towards a fully inclusive culture for all its members.
- A2.11 **Students with Disabilities**
- A2.11.1 The College requires all senior managers to lead staff in the development of good practice in relation to encouraging the recruitment, progression, retention and achievement of students with disabilities.
- A2.11.2 The College will act in accordance with the requirements of the Disability Discrimination Act prevailing at the time in all aspects of the student learning experience.
- A2.11.3 The College will, in particular, make reasonable adjustments to the support and assessment of the student whilst on any programme within the College. Where the College is unable to make reasonable adjustment, the student will receive support and advice in identifying alternative opportunities.
- A2.11.4 Staff and students will be fully briefed and supported in managing the learning experience of students with disabilities and outcomes of the processes will be fully monitored, reviewed and evaluated to improve practice and assure enhancement of the learning experience.
- A2.11.5 The College will ensure that, where appropriate, an investigation into the range of ways in which ICT can be used to further support students with disabilities will be conducted to provide staff and students with the information that will enable them to make the best use of assistive technologies.
- A2.12 **Career Education, Information and Guidance**
- A2.12.1 Career education, information and guidance will assist the College in preparing its graduates for their future careers as detailed in Section C1.7.
- A2.12.2 Students with disabilities will have access to careers education, information and guidance that supports their progression to employment or further study.
- A2.13 **Public Information**
- A2.13.1 Any services, information or guidance provided for the benefit of staff, students and stakeholders will be subject to the normal quality assurance processes of the College.
- A2.13.2 The College will ensure that the Institution's publicity, programme details and general information are accessible and include explanations of how the entitlements of students with disabilities are met.
- A2.14 **Academic Dress**
- A2.14.1 Styles and colours for academic dress will conform to the regulations approved by the College.

A3 Awards

A3.1 General

- A3.1.1 The HE Academic Board is responsible for approving the title of any award of the College granted under these Regulations. The HE Academic Board must approve proposals for new awards before provision is developed. The College's awards are shown in section A3.2.1.
- A3.1.2 Programmes of study '(programmes') must be suitable for the fulfilment of the College's general educational aims, and the standard of achievement required for the award to be demonstrated by the fulfilment of the aims.
- A3.1.3 The College's awards are generally streamed so that Programmes incorporate intermediate awards with appropriate learning outcomes.
- A3.1.4 Qualifications can only be conferred or recommended where a student has registered for, and successfully completed a programme leading to an approved award as detailed in A3.2.1.
- A3.1.5 The College may approve individual programmes which do not themselves lead to a named award but lead to the award of academic credit and which may, under certain circumstances, count towards a specific award.
- A3.1.6 The College may, for good reason, deprive any person of any award granted by the College (or, in the case of a joint award, may do so jointly with the other institution[s]) or may recommend revocation to an appropriate awarding body. (Good reason includes academic fraud.)
- A3.1.7 Where an award is recognised by, and subject to, the regulations of a professional, statutory or regulatory body (PSRB) and there is a conflict between these regulations and those of the PSRB, then the regulations of the PSRB shall have precedence.
- A3.1.8 Where PSRB modules are offered, students must take those modules in the order and combination (or at the level) stipulated by the PSRB.
- A3.1.9 The College may agree to offer provision leading solely to awards and qualifications by external bodies. In such cases the Academic Regulations of the external body take precedence over College regulations in relation to the requirements for the conferment of the award.

A3.2 Awards of the College

A3.2.1 The awards

	FHEQ award level	College award level	Available as an intermediate award from
Foundation Degree (FdA; FdSc; FdTech; FdEng; FdEd, FdEd Lit; FdEd Num)	I	5	N/A
Certificate of Higher Education (CertHE)	C	4	FdA; FdSc; FdEng; FdTech; FdEd, FdEd Lit; FdEd Num
Other Awards	C	4	FdEd, FdEd Lit;

Certificate for Associate Teachers working in the Lifelong Learning Sector (CTLLS)			FdEd Num
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A3.2.2 **Ægrotat Awards** – a Board of Examiners may use discretion to confer or recommend conferment of an ægrotat award subject to the requirements of professional regulatory or statutory bodies where it is satisfied that, but for illness or other valid cause, a candidate would have qualified for the award. An ægrotat award is not classified.

A3.2.3 **Posthumous Awards** - the College may confer/recommend conferment of an award posthumously provided the normal conditions of the award are satisfied. The award may be accepted on the student’s behalf by a parent, spouse or other appropriate person.

A3.2.4 **Transcript/Diploma Supplement** - all registered students receive an official transcript detailing their achievement on an annual basis and at the end of the registered programme . Transcripts must comply with QAA guidelines on recording achievement and with the requirements for the Diploma Supplement.

A3.3 **Title of Awards**

A3.3.1 Foundation degree programmes will lead to the award of either FdA, FdSc, FdTech or FdEng. The award of FdA is generally used in art and design, the arts and humanities and areas of social science and business studies. The award of FdSc is generally used in areas of science, mathematics and their applications. The award of FdTech is generally used in the field of technology and its applications. The award of FdEng is generally used in the field of engineering and its applications.

A3.4 **Definition of Awards**

A3.4.1 **The Foundation Degree** is awarded for the attainment of a minimum of 120 credit points at HE Level 4 and 120 credit points at HE Level 5. Candidates must have demonstrated the achievement of learning in work based learning and core skills.

A3.4.2 The **Certificate of Higher Education** is awarded for the attainment of a minimum of 120 credit points at HE Level 4.

A3.5 **Award level Descriptors**

A3.5.1 **Descriptor for a higher education qualification at level 4 - Certificate of Higher Education.** The descriptor provided for this level of the FHEQ is for any Certificate of Higher Education which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 4 qualifications

A3.5.2 Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make

sound judgements in accordance with basic theories and concepts of their subject(s) of study.

- A3.5.3 Typically, holders of the qualification will be able to:
- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
 - communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
 - undertake further training and develop new skills within a structured and managed environment.
- A3.5.4 Holders of the Certificate of Higher Education will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility
- A3.5.5 **Descriptor for a higher education qualification at level 5 - Foundation Degree.** The descriptor provided for this level of the FHEQ is for any Foundation Degree which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 5 qualifications, including Diplomas of Higher Education, Higher National Diplomas, etc
- A3.5.6 Foundation Degrees are awarded to students who have demonstrated:
- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
 - ability to apply underlying concepts and principles outside the context in which they were first studied, including where appropriate, the application of those principles in an employment context
 - knowledge of the main methods of enquiry in their subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in their field of study
 - an understanding of the limits of their knowledge, and how this influences analyses and interpretations based in that knowledge
- A3.5.7 Typically, holders of the qualification will be able to:
- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their field of study and in a work context
 - effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively in their field of study and in a work context
 - undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

A3.5.8 Holders will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

A3.6 Approval, Validation and Review

A3.6.1 All Programmes offered by the College are subject to the Approval, Validation and Review Processes approved by HE Academic Board and are detailed in Section B. The procedures, which include those for implementing changes to Programmes in approval, are detailed in the College HE Quality Reference Manual and must be followed.

A3.6.2 Continued approval is determined through Periodic Review which takes place for all programmes every five years. This period may be extended by up to two years where HE Academic Board is convinced that this is necessary and that there are no issues relating to the on-going delivery of the programme affecting academic standards or the student experience.

A3.7 Withdrawal of Programme Approval

A3.7.1 The HE Academic Board may agree the withdrawal of programme approval if it has evidence that the programme is no longer meeting minimum acceptable academic standards or where recruitment levels are no longer viable.

A3.8 Flexible, work related and Distance Learning

A3.8.1 A programme leading to an award of the College delivered by flexible, work related or distance learning must meet required academic standards and comply with the prevailing Academic Regulations. English Law prevails for all such study even when students are studying outside England.

A4 Credit Accumulation and Transfer Framework

A4.1 General

A4.1.1 The College Credit Accumulation and Transfer Framework governs all taught awards offered by the College and is designed to facilitate transfer between full and part time modes of study, and particular combinations of programmes to include institutional transfer of credit.

A4.1.2 Awards are defined in terms of the number and learning level of credits that must be attained to achieve the award. Learning is arranged in defined blocks called modules which have credit values. Combinations of credit rated modules are approved by HE Academic Board to form programmes which lead to awards or certificated learning.

A4.1.3 Table of credit requirements for higher education awards

Award	Credit points	College award level	Available as an intermediate award from
Foundation Degree (FdA; FdSc; FdTech; FdEng)	120 120	5 4	
Certificate of Higher Education (CertHE)	120	4	FdA; FdSc; FDEng; FdTech
Foundation Certificate	1 year	HE 0	Must be incorporated into Fd

Other Awards			
College Certificate	60	4	
College Award	60	4	

A4.2 Mode of Study

A4.2.1 The College credit framework accommodates the movement of students between full-time and part-time modes of study where available subject to approval by the Chair of the School Board of Examiners.

A4.3 Learning Hours

A4.3.1 In determining the number of credits required to achieve an award, the College recognises one credit as equivalent to ten notional hours of academic learning time.

A4.4 Student Attendance

A4.4.1 Full engagement with designated learning activities of programmes and modules is required. Notification of illness and requests for leave of absence should be submitted to the Schools/Divisions Office.

A4.4.2 Students should be clearly informed of any attendance requirements in respect of the programme or individual modules on the programme within the module guides and module descriptors particularly if this is an essential requirement for progression or the award.

A4.4.3 Where the aims and learning outcomes of the programme require it, the regulations may specify compulsory attendance. Individual modules may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

A4.4.4 Programmes that confer a licence to practise may require a minimum attendance level to meet the award or qualification requirements.

A4.4.5 Where an attendance requirement is specified this must be approved within the approval and validation process.

A4.4.6 Following a four working week period of continuous lack of engagement with designated learning activities on programmes/modules, students who do not respond to communications from the College, regarding attendance, may be deemed to have withdrawn from their programme . The date of withdrawal will be recorded as the last day of attendance.

A4.5 Modules

A4.5.1 Each module is self-contained with defined learning outcomes and a specified volume of credit at one level/intellectual standard only. Modules can also stand alone as coherent credit bearing learning experiences in their own right.

A4.5.2 All modules are allocated to academic Schools/ Divisions. The development, delivery and assessment of modules is the responsibility of the Director of School/Division.

A4.5.3 Standard module sizes are as follows:

Standard module size	Other permitted module sizes
20 credit points	10 credit points 40 credit points

	Variation for educational reasons at approval and validation or PSRB
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- A4.5.4 Module outcomes will be benchmarked against level descriptors. The College has a full set of level descriptors aligned to the FHEQ.
- A4.5.5 The College recognises the principles and mechanisms of the European Community Course Credit Transfer and Accumulation System (ECTS).
- A4.5.6 Each credit achievement will be recorded on the individual student's Transcript of Credit, along with the actual mark achieved.
- A4.5.7 Module sizes other than those permitted in A4.5.3 may be approved exceptionally at approval and validation where it is demonstrated to the Panel that it is necessary for the proper delivery of the curriculum.
- A4.5.8 Modules may have specified pre-requisites/precursors. Where these are attached, they may determine the order in which a particular module or combination of modules is undertaken.
- A4.5.9 Essential elements of learning within a named programme may be indicated through the specification of core modules at validation. Core modules must be passed for the named award to be conferred.
- A4.5.10 Modules contributing to awards leading to a professional qualification may integrate academic and professional components.
- A4.5.11 Module success and its associated credit must be ratified formally by a Board of Examiners or an Examination Committee.
- A4.5.12 Once ratified credit has been accepted towards the conferment of an award, such credit cannot be accepted as contributing towards the requirements for the conferment of another award at the same or lower level.
- A4.5.13 The College may change module provision without notice but will ensure that students who have legitimately registered for a named award will be able to follow an appropriate series of modules to qualify for the named award within the standard registration period.
- A4.6 **Programmes**
- A4.6.1 Programmes lead to named awards (eg FdA Leadership and Management). They consist of specified combinations of modules validated for the named award that allow students to meet the overall award requirements in terms of credits, level, and learning outcomes.
- A4.6.2 Programmes which lead to a professional qualification are required to comply with the standards of the relevant professional statutory or regulatory body. Where approved at validation, programmes may include professional qualification components in addition to the module/credit requirements for the award.
- A4.6.3 All Foundation Degree programmes are developed with at least one specified route for progression directly to an honours degree incorporating a bridging programme where necessary. The operation and assessment of Bridging Programmes are subject to details set out in the validated programme specification.

A4.7 **Core Elements of Learning**

A4.7.1 Within programmes/modules certain elements of learning may be described as 'core' in terms of providing fundamental knowledge, skills or understanding that students must acquire to achieve successfully the required learning outcomes of the programme, subject or module.

A4.7.2 Programmes leading to a professional qualification may include professional qualification components which are not credit rated. Such components will not contribute to any award classification but must be completed satisfactorily and assessed in order for the professional element to be awarded.

A4.8 **Levels**

A4.8.1 Foundation Degrees are staged into "Levels" as follows:

A4.8.2 Level 4 is equivalent to a first year of a full time foundation degree programme.

A4.8.3 Level 5 to correspond to the Level 5 intermediate qualification on the FHEQ.

A4.9 **Language of Study**

A4.9.1 English is the primary language of learning and assessment for all awards except where the study area involves foreign languages.

A5 Academic Audit

A5.1.1 Academic Audit is undertaken to provide HE Academic Board with the assurance that the delegated responsibilities for quality and standards of academic provision are being properly discharged and promote quality enhancement by the identification and dissemination of good practice.

A5.1.2 The focus for Academic Audit is on the College's academic and other related processes and their outcomes. The specific focus for audit will be agreed through the deliberative structures of the College and may consider any areas affecting the quality of the student learning experience and/or the quality and standards of academic provision.

A5.1.3 The form of Academic Audit comprises two elements:

-
- Continuous Audit Programme - this is an on-going activity which involves the collection, monitoring and evaluation of routinely produced evidence and observation of a range of activities.
- Annual Audit Programme - this will include audit of specific issues or themes which arise from consideration of the outcomes of continuous audit and/or any other form of internal or external monitoring and review at School, College or Group level. Issues or themes to be audited may be at all levels of College academic and related activities.

A5.1.4 The HE Quality and Standards Committee maintains oversight and has overall responsibility for Academic Audit, which may be delegated within the devolved structure.

- A5.1.5 The HE Directorate is responsible for the conduct of Academic Audit and will produce an annual Academic Audit Report.
- A5.1.6 The Academic Audit Report will comprise an analysis and evaluation of the outcomes of Academic Audit.
- A5.1.7 The purpose of Academic Audit Report is:
- to assure the College of the quality and standards of its academic provision
 - to promote quality enhancement by the identification and dissemination of good practice
 - to provide a means whereby opportunities for improvement can be identified.
- A5.1.8 The Academic Audit Report will be presented to the College through its deliberative and managerial structures in accordance with the timescales set out in the College Procedures.

B Assurance of Academic Standards Approval, Monitoring and Review

B1 Approval of awards

B1.1 General

- B1.1.1 A formal process for approval is required for all programmes leading to an award of the College. All programmes offered at the College are approved through the Approval and Validation Process approved by HE Academic Board. The principles and procedures, for the design and development of programmes, which include those for implementing changes to programmes in approval, are detailed in the College HE Quality Reference Manual and must be followed.
- B1.1.2 The design and approval of new programmes and the review/revalidation of existing programmes will include assessment of the extent to which the programme is inclusive of students with disabilities and other protected characterisation.
- B1.1.3 A programme approved in one Division must be validated for delivery in another Division.
- B1.1.4 To assure quality and standards, Academic Approval of all programmes leading to an award of the College is taken through a system of peer review.
- B1.1.5 Continued approval is determined through Periodic Review which takes place for all programmes every five years. This period may be extended by up to two years where the HE Academic Board is convinced that this is necessary and that there are no issues relating to the on-going delivery of the programme affecting academic standards or the student experience.

B1.2 Programmes

- B1.2.1 The aims of programmes must include the development, to the level required for the award, of a coherent body of knowledge, skills and understanding appropriate to the field of study and reflecting academic developments in that field.
- B1.2.2 The aims of programmes will specify in more detail the knowledge, skills and competencies to be developed in the programme and evaluated in the assessments.
- B1.2.3 A recommendation to HE Academic Board on whether or not a programme meets the requirements of the College must be made by a group of responsible and experienced people.

B2 Strategic Planning Approval

- B2.1.1 The College requires that all proposed academic provision is subject to Strategic Planning Approval by HE Academic Board before it can be included within the College's portfolio. This includes:
- New awards
 - New forms of delivery

B2.1.2 All Strategic Planning Approval will be conducted according to the agreed procedures, which are reviewed annually, published in the HE Quality Reference Manual and approved by HE Academic Board.

B2.1.3 Documentation for Strategic Planning Approval must, as a minimum, include the following information:

- the proposed title of the target award
- the proposed structure of the award (eg. School, Programme, modules)
- the proposed mode(s) of delivery e.g. full time, part time, sandwich, distance etc
- the proposed start date for the first cohort
- the location of the proposed award within the existing portfolio of provision
- its congruence with the strategic direction of academic provision within the College
- the marketing rationale and market demand
- employer contribution and involvement
- the minimum number of anticipated students
- broad feasibility and costing projections, including requirements for academic and support staffing
- a progression route to an honours degree (if the proposed award is a foundation degree), agreed in principle, with supporting documentary evidence of curriculum-mapping having taken place.

B2.1.4 Outcome of Strategic Planning Approval
Strategic Planning Approval is the formal agreement by the College of the following in respect of the proposed provision:

- the proposed title of the award
- the proposed structure of the award
- the planned start date of the first cohort
- the proposed provision may proceed to Academic Approval.

B3 Programme development

B3.1.1 The development of new academic provision is undertaken by a Programme Development Team and is supported, where appropriate, by an Advisory Group drawn from outside the development team. Detailed work leading to Academic Approval or establishment of the Advisory Group should not normally take place until Strategic Planning Approval has been obtained.

B3.1.2 The Programme Development Team is responsible for:

- the development of the proposal
- the preparation of the documentation for Academic Approval
- liaison with HE Directorate for guidance on regulations

- working to guidance produced by HE Directorate in relation to Academic Approval.

B3.1.3 Programmes with registered students must be approved and validated.

B3.1.4

B3.1.5 New Programmes that have received Strategic Planning Approval but have not yet been approved and validated may be marketed and promoted provided such activity clearly specifies that the Programmes are 'subject to validation'.

B4 Programme Academic Approval

B4.1 General

B4.1.1 Approval of a Programme leading to an award of the College is subject to Strategic Planning Approval and Academic Approval.

B4.1.2 The primary objective of Academic Approval is to establish that the proposed Programme is of a standard appropriate to the award(s) offered, will be delivered to a standard appropriate to the award(s) offered and that the students will receive a worthwhile and relevant education.

B4.1.3 Programme approval may be given:

- without time limit up to the next Periodic Review date;
- for a specified period;
- with academic or administrative conditions;
- with recommendations.

B4.1.4 A Programme will be subject to Periodic Review within a five year period from the date of approval.

B4.1.5 All approved Programmes leading to a target award will contain a series of contained awards at different levels, unless specific provision is made to exclude these awards in the Programme document and approved by the College.

B4.2 Requirements for Academic Approval

B4.2.1 Academic Approval must ensure that:

- Programmes are designed and operated in accordance with the College's Regulations
- the standards of the College's awards are maintained
- the human and physical resources are available and the environment within which the Programme is offered is satisfactory
- the standards and quality of teaching are maintained, and, where possible, enhanced.
- Attention is given to relevant external reference points e.g. subject and qualification benchmark statements
- there is an agreed route for progression to an honours degree (for foundation degrees only)

B4.3 Requirements for Assessment for Approval of an Award

B4.3.1 The assessment for a Programme must state the basis on which the students will be assessed for an award. The assessment will be related to:

- the general educational aims of the Programme
- the Programme specific aims
- the level of the award.

B4.3.2 Assessment regulations for an award must:

- identify all the modules that will be assessed, including any assessed supervised work experience
- specify how each of these modules shall be assessed
- specify the arrangements for progression
- specify the threshold pass for a module
- specify the modules which have to be passed in order to obtain an award
- specify the credit weighting and standard (level) carried by each module
- specify the penalties for late submission of assessed programme work
- state the criteria for the recommendation of each award or level of award, including honours classification, and criteria for distinction or merit (where applicable)
- set out the composition and terms of reference of the Board of Examiners and Examination Committees.

B4.3.3 Award regulations may be permitted to vary from the College's Assessment Regulations only if that variation is formally approved and minuted through the agreed College process.

B4.3.4 For awards accredited by professional, statutory or regulatory bodies, students must fulfil the requirements of Section B4.3.6 and fulfil any further requirements for accreditation specified by the professional or statutory body.

B4.3.5 For awards accredited by professional, statutory or regulatory bodies, both staff and students must be made aware of the specific assessment and progression requirements to be fulfilled in order to obtain the accredited award.

B4.3.6 Students must fulfil the specified requirements for progression and conferment of an award.

B4.3.7 Students failing to achieve the specific assessment requirements for awards accredited by professional, statutory or regulatory bodies will be advised of alternative programmes of study available within the College.

B5 Approval Panel

B5.1 **General**

- B5.1.1 A recommendation to HE Academic Board on whether or not a Programme meets the requirements of the College must be made by a group of responsible and experienced people who are convened as an Approval Panel and undertake Peer Review.
- B5.1.2 Peer Review must be in accordance with the following principles:
- The composition of the group must be drawn from:
 - inside and outside the field of study concerned
 - inside and outside the College or other partner institution providing the programme
 - employers
- B5.2 Membership of the Panel**
- B5.2.1 The Approval Panel can make one of the following decisions:
- to approve the proposal
 - to approve the proposal but with specified conditions and/or recommendations
 - not to approve the proposal.
- B5.2.2 The Approval Panel membership must:
- be able to make impartial judgements on the comparability of a programme, in terms of standard and content, with similar programmes of study offered elsewhere in higher education;
 - include members familiar with current developments in the field of study;
 - include at least one member with relevant experience of industry, commerce, public service or the professions;
 - include members with an understanding of current practice and developments in teaching, learning and assessment in higher education;
 - be aware of the College's requirements for the award.
- B5.2.3 The membership of an Approval Panel will be:
- Senior member of academic staff from the College, but not from the School responsible for the proposal (Chair)
 - A senior member of academic staff from the School responsible for the proposal but not from the subject area under consideration (Internal Panel Member)
 - A member of academic staff from the College, but not from the School responsible for the proposal (External School Panel Member)
 - A member of academic staff external to the College from the subject area related to the proposal (External Academic Panel Member)
 - An external representative from the sector related to the proposal, if applicable (Employer/Professional Panel Member)
 - Representative of the Students Union – ex-officio, where available

- College Principal – ex officio
- College Assistant/Deputy Principal – ex officio

B5.3 Recommendations of the Panel

B5.3.1 The period for which the provision is accredited will be informed by College guidance.

B5.3.2 Programme Leaders will ensure that Library Services receive copies of reading lists in advance of the programme starting.

B5.3.3 A central register of all proposals which have received approval will be maintained within the HE Directorate.

B5.4 Academic Approval of new modules

B5.4.1 New modules must be formally approved through the Academic Approval process as determined in the procedures agreed by HE Academic Board.

B5.4.2 Where the proposal is for the introduction of a new module to programme, the criteria for the consideration include the following:

- Intellectual Challenge - the module provides an intellectual challenge at a level consistent with the levels as indicated and described in the programme approval documentation.
- Coherent Learning Experience - the module provides a coherent and significant learning experience in its own right, which is demonstrably appropriate to the Programme aims, objectives and philosophy.
- Learning Outcomes - the module is specified in sufficient detail in order to allow consideration of consistency of learning outcomes, syllabus content, teaching and learning methods, assessment tasks and criteria.
- Assessment - the assessment tasks, methods and criteria are consistent with the learning outcomes and the teaching and learning methods, and are a specified part of the module.
- Level Consistency - the learning outcomes and the assessment criteria are consistent with the proposed duration and level of the module.
- Integration into the Programme - there is a clear indication of the way in which the module relates to other existing modules and how it integrates within the Programme leading to an award.
- Resources - the resources required for effective delivery of the module are clearly stated and realistically available.
- Congruence with College Mission and Policies - the proposal is congruent with the policies and mission of the College and the School in relation to such matters as equal opportunities, professional/vocational orientation, enterprise and independent learning.

B5.5 Professional Body Accreditation

B5.5.1 Where an award is recognised by and subject to the regulations of a professional, statutory or regulatory body (PSRB) and there is a conflict between these regulations and those of the PSRB, then the regulations of the PSRB shall have precedence.

B5.6 **Off Campus Learning**

B5.6.1 Strategic Planning Approval is required for proposals involving delivery off campus learning even if there is already a programme in full approval and validation, in accordance with the College regulations and procedures.

B5.6.2 Proposals will be evaluated against the following criteria:

- the background profile of participants on the external provision;
- the broad aims and detailed learning outcomes for the study programme ;
- the teaching and learning methods and syllabus content;
- the estimated student workload;
- the form(s) of assessment and how these are designed to demonstrate the achievement of learning outcomes;
- appropriate arrangements for the management of the provision;
- a description of how equivalence of standard between all participants is guaranteed;
- arrangements for external moderation;
- an indication of how the modules of study are monitored and reviewed;
- judgement of the value and level of specific credit against (a) named award(s).

B5.6.3 Monitoring and review of the provision will be conducted to ensure the continuing standard and currency of provision. The outcomes of such monitoring, and review activity will be considered through the normal quality assurance cycle of the College. Any comments or recommendations arising from the monitoring and review will be conveyed to the providers.

B5.6.4 The provision will be subject to Periodic Review within five years of the agreed accreditation date.

B5.6.5 Proposed modifications will be notified to the College. If a significant modification is proposed, resubmission of the accreditation proposal may be required

B5.7 **Monitoring and Review**

B5.7.1 Monitoring and review of the provision will be conducted to ensure the continuing standard and currency of provision.

B5.7.2 The outcomes of such monitoring, and review activity will be considered through the normal quality assurance cycle of the College.

B5.7.3 Any comments or recommendations arising from the monitoring and review will be conveyed to the providers.

B6 Periodic Review

B6.1 General

B6.1.1 Periodic Review is the process whereby the progress of an approved Programme is critically appraised at intervals, determined by the College, by a Review Panel including external peers.

B6.1.2 All Programmes must be periodically reviewed within a 5 year period. The HE Directorate will provide the HE Academic Board with an annual Schedule of Approval and Review for the entire College portfolio for the current academic year by 30 September including details of Periodic Review.

B6.1.3 Periodic Review is undertaken in order to confirm that:

- the Programme retains continued validity and academic relevance
- it continues to meet the College's requirements for an award of the level concerned
- it is aligned with the broader subject area.

B6.1.4 Where a group of programmes (e.g. School) has been established it does not negate the requirement for each programme to be considered in Periodic Review on an individual basis. Separate events must be established.

B6.1.5 A decision to undertake a Periodic Review earlier than 5 years may occur as a result of consideration of relevant evidence. Such consideration would include Annual Review outcomes, major and minor modifications, management information e.g. National Student Survey, External Examiner reports, Professional, Statutory or Regulatory Body requirements and the Schedule of Approval and Review.

B6.2 Periodic Review process

B6.2.1 The process will enable:

- identification of the strengths and weaknesses within the provision
- development of enhancements to the programme/group of programmes
- external developments relevant to the programme/group of programmes
- preparation for external quality assessment such as that carried out by HEFCE or by Professional, Statutory or Regulatory bodies.

B6.2.2 The Periodic Review shall be conducted in the wider context of College, external developments and issues relating to the wider subject area including the need to:

- build directly on a critical appraisal of the evidence provided by the continuous Annual Review and evaluation of the programme/group of programmes
- register examples of good practice

- make an evaluation of modifications to the programme/group of programmes
 - consider external examiner reports and other external reference points e.g. QAA Quality Code
 - consider module evaluations
 - consider management information e.g. non-completion, cohort statistics
 - consider research within the subject area in relation to programme content
- B6.2.3 A Programme team must be convened with appropriate leadership. The Programme team is responsible for:
- review of provision
 - preparation of documentation for the Periodic Review event
 - liaison with the HE Directorate on regulatory matters
 - liaison with College Learning Support Services to consider resources for the ongoing delivery of the School provision/programme.
- B6.2.4 The HE Directorate will nominate a Chair of the Periodic Review Panel. The Chair will be internal to the College, but not from the School responsible for the Periodic Review. The Chair must be selected from an approved list of academic staff who have attended relevant staff development.
- B6.3 **Panel, Documentation and Outcomes**
- B6.3.1 The membership of a Periodic Review Panel will be:
- Senior member of academic staff from the College but not from the School responsible for the proposal. The Chair must be selected from the approved list of Chairs as in B6.2.4
 - A member of academic staff from the School responsible for the Programme
 - A member of academic staff from the College but not from the School responsible for the programme
 - A member of academic staff external to the College from the subject area related to the programme
 - An employer or professional representative from the sector related to the programme, if appropriate.
- B6.3.2 The panel will be provided with adequate documentation to support their consideration. This will include, as a minimum:
- Briefing Statement
 - Critical Appraisal
 - Division School or Document, if applicable
 - Programme Specification
 - Mapping of Subject benchmark statements
 - Module Specifications

- Staff CVs
 - Statement of Resources
 - Professional, Statutory or Regulatory body requirements, if applicable
- B6.3.3 Documentation for Academic Approval must be submitted for consideration at least four weeks prior to the Periodic Review event and in accordance with the Academic Approval Procedures identified in the HE Directorate Quality Reference Manual.
- B6.3.4 Documentation will be considered in relation to whether the proposal has sufficient and clear documentation for full consideration by the Periodic Review Panel. Outcomes of the consideration will be one of the following:
- To recommend the proposal continues to a Periodic Review event
 - To recommend the proposal continues to a Periodic Review event subject to changes to the documentation (these will be detailed in the feedback to the Director of School)
 - to recommend that the proposal does not continue to a Periodic Review event and is re-presented to the Director of School pending further preparation of documentation. The event will need to be re-scheduled and documentation re-submitted in accordance with the timescales outlined above.
- B6.3.5 The Review Panel can make one of the following decisions:
- the Programme remains in approval
 - the Programme remains in approval subject to specified conditions and/or recommendations
 - the Programme does not remain in approval.
- B6.3.6 On approval without conditions the HE Directorate must receive a Final Approval Form in order that the provision may be entered on the appropriate College database which allows students to be registered. The following documentation must be provided:
- Division School Document, if applicable
 - Programme Specification
 - Module Specifications
 - Confirmed JACS code
 - Confirmed event report
- B6.3.7 The Approval Panel is responsible for ensuring that any conditions for approval have been met and for establishing the deadline for meeting conditions.
- B6.3.8 The Director of School must ensure that due consideration is given to any recommendations from the Periodic Review Panel within six months of commencement of the programme. The HE Directorate must receive a copy of the six month report and extract of corresponding minutes of School meeting where the report was considered.

B6.3.9 The confirmed report will be considered by the HE Academic Board or its committees and the minutes will be copied to the HE Directorate.

B6.4 **Withdrawal of Approval**

B6.4.1 Following a recommendation that the Programme does not remain in approval, the Director of School will determine whether the Programme should be re-developed. Where the decision is taken to do this, the following apply:

- in respect of the re-development of the Programme in question, the process is that followed for Academic Approval, commencing with Strategic Planning Approval;
- in respect of the existing programme, the provision will be subject to the College Regulations for the withdrawal of provision.

B7 Management of Awards

B7.1 **General**

B7.1.1 All Awards of the College shall be managed and operated in accordance with College Regulations.

B7.1.2 Each Scheme, Programme or grouping of programmes shall have the following:

- Programme Leader
- Programme Management Team
- Programme Team
- School and Programme Annual Review

B7.1.3 Students will be provided with opportunities for contributing to their programme according to the policies, procedures and regulations. See Section B7.4

B7.2 **Reporting Mechanisms**

B7.2.1 Reporting mechanisms shall be established to ensure that issues identified as requiring action are brought to the attention of the appropriate persons or body.

B7.2.2 The following parties shall be assured of the health, quality and standard of all the Division / School's and programmes developed and delivered by the College:

- HE Directorate
- the HE Academic Board and its sub-committees.

B7.3 **General Responsibilities**

HE Directorate

B7.3.1 The HE Directorate provides an infrastructure for all higher education provision development and delivery. The HE Directorate is accountable to the Executive Team and the Corporation. It is responsible for:

- Reporting HE matters to the Corporation;

- Maintaining a strategic overview of higher education and supporting the Executive team and the Corporation in determining the strategic direction for higher education;
- Managing and co-ordinating the HE deliberative structures including HE Academic Board, HE Quality and Standards Sub-committee and the HE Learning, Teaching and Assessment Sub-committee;
- Overarching management of higher education policies, procedures and practice across all the Divisions of the Corporation including the audit function;
- Approval, monitoring and review of higher education;
- The regulations relating to higher education through HE Academic Board and in partnership with the Assistant Principal Quality and Standards and the HE Quality and Standards Sub-committee;
- Management of assessment processes including Examination Boards;
- Monitoring of consistency and comparability in terms of the student learning experience and academic standards;
- Management of relationships with awarding bodies;
- Responsibility for widening participation strategic assessment and access agreement.

Director of School

- B7.3.2 The Director of School, acting on behalf of the School, retains formal responsibility for all the School's Programmes and the execution of all matters contained within these Regulations.
- B7.3.3 Appropriate arrangements for inter-School servicing of School Programmes will be agreed between the respective Directors of Schools.
- B7.3.4 The Director of School shall be an ex officio member of all Programme Quality Review meetings in the School and shall receive the minutes and all other papers relating to School Quality Review meetings.
- B7.3.5 The Director of School shall exercise the right of intervention if the health of a Programme is cause for concern.
- B7.3.6 The Directors of Schools must ensure that all staff teaching, facilitating learning and assessing students on higher education programmes are competent to undertake their roles and responsibilities.

Programme Leader

- B7.3.7 The specific day-to-day duties of a Programme Leader shall be in accordance with the Policies, Principles and Regulations of the College, and, where appropriate, the regulations of any relevant external validating body.
- B7.3.8 A Programme Leader is appointed, and the appointment reviewed, by Schools, annually.
- B7.3.9 The Programme Leader is responsible for ensuring that the day-to-day duties for which she/he is responsible are carried out efficiently by the

individuals and groups to whom such duties are delegated and that any concerns are reported to the Director of School.

- B7.3.10 The Programme Leader may be assisted by particular tutors, each with defined responsibilities. These responsibilities may include, for example, admissions; oversight of a cohort of students; action on students giving rise to concern, placements; projects.
- B7.3.11 The Programme Leader should ensure the following provision is made for students. Each student should
- Have a clearly identified member of staff to whom she/he can turn for advice and help with academic or personal matters.
 - Each student undertaking a placement should be informed of:
 - their responsibilities and rights in respect of the placement
 - the assessment provisions associated with the placement
 - any specific legal or ethical requirements
 - the student support obtainable from the College during the placement.
 - Each student should be made aware of other sources of advice and help which are available in the School, College and Students Union and the means of access to such sources.
 - All students should be given access to a Programme Handbook, programme-specification and module descriptors for the current academic year.
- B7.3.12 The Programme Leader must ensure that appropriate mechanisms are in place for gaining student feedback throughout the student life cycle including:
- the development of a student
 - Analysis and evaluation of student surveys
 - Module evaluations
 - Inclusion of students in membership of committees
 - Consultation on programme design and management.

Programme Management Team

- B7.3.13 The programme Management Team is the group of staff, headed by the Programme Leader, responsible for the day-to-day operation of the provision. Depending on the size of the School or programme, this may be identical with the School or Programme Team.
- B7.3.14 The Programme Leader and the School or Programme Management Team (or Programme Team where these are identical) will meet regularly. A record of the meetings must be retained to reflect any action taken in respect of programme monitoring and management.
- B7.3.15 The Programme Leader and the School or Programme Management Team (or School or Programme Team) will establish a balanced allocation of responsibilities between:

- members of the Programme Management Team
- members of the School or Programme Team.
- They will also monitor the execution of such duties.

School or Programme Team

- B7.3.16 The School or Programme Team is comprised of all staff teaching modules which are part of the School or Programme.
- B7.3.17 All members of the School or Programme Team are required to maintain such records of student attendance, submission of work and academic progress as shall make it possible for them to report on student general and academic progress as required by the Programme Leader.
- B7.3.18 Discharge of these duties entails the carrying out of the activities set out in the HE Quality Reference Manual and guidance issued by the HE Directorate.

B7.4 Provision in respect of Students

- B7.4.1 Student Focus Groups or equivalent must be established to ensure appropriate student contribution to discussions on the operation and development of Programmes. Each School, Programme or designated grouping of Programmes should decide how best to establish these.
- B7.4.2 Each student should be enabled to participate in Personal Development Planning in line with the policy of the College.
- B7.4.3 Students shall be kept regularly informed of their academic progress and have the opportunity to discuss their work with staff. Appropriate arrangements should be in place to review the progress of students, and identify those students whose progress is occasioning cause for concern. The Programme Leader should take appropriate action in respect of such students.
- B7.4.4 Assessed programme work shall normally be returned, with appropriate feedback, within 20 working days of its submission.
- B7.4.5 Arrangements shall be made to inform, counsel and advise students following the decisions of the Board of Examiners.
- B7.4.6 A student who considers the decision on her/his performance/result to be affected should be advised of the procedures and timescales for requesting an appeal against a decision of a Board of Examiners or Examination Committee.
- B7.4.7 Arrangements should be made to inform, counsel and advise students on foundation degrees of the route(s) (as agreed at approval) available to them for progression to an honours degree.

Student responsibilities

- B7.4.8 Students must act in accordance with the principles, policies, procedures and regulations of the College and abide by the student charter.

Staff

- B7.4.9 All staff teaching, facilitating learning and assessing students must ensure that they are competent to undertake their roles and responsibilities.

- B7.4.10 Staff teaching and facilitating learning on / programmes must ensure that there are appropriate learning resources available for the programmes on which they teach to support the student in achieving their study programme learning outcomes of.

B8 Review and Enhancement of Awards in Approval

B8.1 General

- B8.1.1 The College requires that all academic provision be kept under continuous review in order to ensure both that its quality and standards are operating as intended and that programmes of quality enhancement are developed, implemented and evaluated.
- B8.1.2 The components of review comprise of:
- an annual cycle of monitoring and action planning, which also facilitates on-going consideration of subject area issues (Programme Management Team meetings, Quality Review meetings, Peer Review and Continuation Audit)
 - student contribution in discussions on the operation and development of Programmes (Focus Groups)
 - annual reports (Programme Leader's Report, School Annual HE Report, College Annual HE Report)
- B8.1.3 Programmes within the College are reviewed in order to:
- ensure that the programmes remain current and valid in the light of developing knowledge in the area and the practice of its application;
 - evaluate the breadth and depth of student achievement, the overall student learning experience and the extent to which the intended learning outcomes are being attained by students;
 - evaluate the continued effectiveness of the curriculum and assessment practices in relation to the intended learning outcomes and in line with the provisions of Section C5, C6: Management of Assessment;
 - ensure that appropriate action be taken to address issues of quality, standards and enhancement;
 - consider the level of on-going external involvement, and relevant external issues.
- B8.1.4 Quality assurance and enhancement within this overall process is as follows:
- quality assurance is located with the School.
 - quality enhancement activities are located most effectively at Programme levels, but Schools are required to both assist and monitor those activities.
 - academic audit is undertaken by the HE Directorate.

- B8.2 Programme Annual Review**
- B8.3 General**
- B8.3.1 The purposes of Annual Review are to ensure that the School, Programme or designated grouping of Programmes are operating to accepted levels of quality and standards and facilitate the development, operation and monitoring of a programme of quality enhancement in relation to the School, Programme or designated grouping of S programmes.
- B8.3.2 It is the responsibility of the College to provide data for use during the programme of the academic year. The information provided will include:
- National Student Survey
 - Cohort Statistics
 - Non-completions
 - External Examiner Reports
- B8.3.3 All annual review processes and procedures will be fully documented and use standard pro-forma provided by the College.
- B8.3.4 Established Award and Pathway Committee meetings shall ensure that each Programme in the College is appropriately considered twice each year with appropriate input from essential staff and students.
- B8.4 Quality Review meetings**
- B8.4.1 The major emphasis of the Quality Review meetings should be future oriented and concentrate on development and enhancement of the provision.
- B8.4.2 The Quality Review provides a system to monitor and review higher education provision. It examines the overall effectiveness of operations within a School delivering higher education against key performance indicators promoting an institutional approach to the continual development of high quality and standards.
- All Schools delivering higher education within the institution are subject to Quality Review
- B8.4.3 Membership of Quality Review meetings should include a wide membership such as:
- Head of Quality and Performance
 - Vice Principal Quality and Standards
 - Head of HE Quality and Standards
 - Director of School
 - School Quality Manager
 - HE Manager
- B8.4.4 Quality Review meetings are responsible for:
- consideration of matters relating to academic provision and recommendations for action

- consideration of matters relating to the quality of student experience and student outcomes and recommendations for action.

B8.4.5 The Quality Review meetings are responsible for considering the following aspects of academic provision, and for making any recommendations arising from this consideration:

- External Examiner Reports - when external examiner reports are considered, these should be seen in full, and not in edited form.
- Module Evaluations - these should be considered annually.
- Staff Lesson Observation profiles
- External Reference Points - where appropriate, relevant external reference points should be may considered by the Quality Review meetings.
- Management Information
- Reports on student experience - receive and consider reports on other elements of student experience and outcomes, and make recommendations accordingly.

B8.4.6 Actions resulting from meetings are reviewed and updated at the next and updated at the next Quality Review meeting.

B8.5 **School Annual Review**

B8.5.1 The College will ensure that each School provides an annual School Annual Review Report in line with the policies and procedures agreed by HE Academic Board.

B8.5.2 The School Annual Review reports should facilitate the identification of issues relating to subject areas, both those delivered wholly within the School and those delivered across one or more Schools, to allow for ease of compilation of any data or reports on these subject areas which may be required from time to time.

B8.5.3 Programme Annual Review reports will be considered by the School and/or its committees. The reports and the outcome of their consideration will form the basis of the School Annual Review Report. The content of the School Annual Review Report shall include:

- Annual Review
- Currency of the curriculum
- Academic Standards
- Students' attainment of learning outcomes
- Student feedback
- Assessment, learning and teaching
- External reviews and professional, statutory or regulatory body visits
- Review of previous action plan
- Issues for current action plan
- Reading lists and library resources will be reviewed as part of the annual cycle of monitoring and action planning.

B8.5.4 School Annual Review Action Plans will be drawn up and included as part of the Quality Review meeting. This will then be reviewed and updated at regular intervals throughout the academic year. The School Annual HE Report with associated action plans must be submitted to the HE Directorate.

B8.6 **College Annual Review**

B8.6.1 The HE Directorate is responsible for producing a composite College HE Annual Review Report by drawing upon the Schools Annual Review Reports.

B8.6.2 The College HE Annual Review Report will be considered by the HE Quality and Standards Committee. The minutes of Quality and Standards Committee consideration, and any recommendations arising will be forwarded to HE Academic Board and Schools.

B8.7 **Evaluation of Student Feedback**

B8.7.1 Student Focus Groups or equivalent must be established to ensure appropriate student contribution to discussions on the operation and development of programmes. Each School, Programme or designated grouping of Programmes should decide how best to establish these.

B8.7.2 Student Focus Groups are intended to provide a flexible forum in which students can raise issues which are of current concern and discuss them with staff.

B8.7.3 As appropriate, concerns, views and suggestions may be fed into the HE Learning Teaching and Assessment Committee, Pathway and Award Committee meetings, or considered by the Programme Team or Teams responsible for a designated grouping of programmes. All action taken in respect of feedback arising from Student Focus Groups must be reported to the Quality Review meeting to record resolution of student issues.

B9 Modifications to Awards in Approval

B9.1 **General**

B9.1.1 During the period of approval it may be necessary to make changes to the Programme. Regulations and procedures for the approval of changes will depend upon the scale of the modification(s) proposed. Changes will be either minor or major modification(s).

B9.2 **Minor Modification**

B9.2.1 A minor modification is one which does not affect the overall aims, objectives, philosophy and balance of the Programme but may involve changes.

B9.2.2 Changes which constitute a minor modification are, for example:

- change of a module title
- changes in assessment methods and weightings at module level
- syllabus and curriculum updating at module level
- the addition or deletion of modules where the effect of this is not to alter the overall aims and learning outcomes of a programme.

- B9.2.3 Minor modifications are effected by consideration at Programme level at the Annual Planning event and are subject to approval by the Director of School and are reported to the Quality and Standards Committee.
- B9.2.4 Where the Programme is a precursor to an honours degree consideration must be given as to whether the progression route remains appropriate in light of any minor modifications.
- B9.2.5 Following approval by the Director of School, all minor modifications must be reported to HE Academic Board via Quality and Standards Committee and the HE Directorate.
- B9.3 **Major Modification**
- B9.3.1 A major modification* is one which may involve changes to a Programme in one or more of the following aspects of the delivery.
- title of the Programme and/or the award to which it leads
 - overall aims and learning outcomes
 - planned length and mode(s) of study
 - regulations for the admission of students
 - regulations for the assessment of students
 - the addition of a new module or deletion of an existing module(s) programme*
 - a significant addition to the resources required.
- Major modifications are presented to the Quality and Standards Committee Modification Sub-Committee for approval of modification or referral to award validation panel.
- This list is not exhaustive and other requirements may be specified by the HE Directorate.
- B9.3.2 Requests for approval of major modifications to a Programme must be made in accordance with the current procedures for Major Modifications, be formally approved and be reported to HE Academic Board and its committees.
- B9.3.3 External examiners must be consulted and must be informed in relation to any proposed major modification.
- B9.3.4 Where there is a precursor to an honours degree consideration must be given as to whether the progression route remains appropriate in light of any major modifications.
- B9.4 **Modifications leading to new modules**
- B9.4.1 Where the proposed major modification involves the approval of new modules, the criteria identified in Section B5.4 must be used.
- B9.5 **Limits to Modification**
- B9.5.1 Proposed modifications of a substantial nature should be regarded as being beyond the scope of the regulations in this section and so the normal Academic Approval process is required.

- B9.5.2 Modifications of a substantial nature are normally where cumulative changes of 30% or more of the credit points required for the award over the life of the programme are involved.
- Major Modifications where the changes are more than 30% credit points require approval events.
 - If the change effects mode of delivery then the approval panel must only consider the change of mode and the impact this has on the programme.
- B9.5.3 Modifications to Programmes must be reported to HE Academic Board or its committees regularly to monitor the cumulative effect of changes to programmes. Action must be taken to initiate a formal review where Programmes are deemed to have exceeded the limits of modification.

B10 Withdrawal of Academic Approval

- B10.1.1 HE Academic Board shall withdraw Academic Approval of a Programme offered by the College or by an associated institution if the College has evidence that the Programme is no longer meeting minimum acceptable standards or where recruitment levels are no longer viable.
- B10.1.2 Withdrawal of Academic Approval, or a decision not to renew Academic Approval, may occur at any time.
- B10.1.3 No decision to withdraw Academic Approval of Programmes or not to renew Academic Approval will be taken without due consultation with the College and the HE Directorate.
- B10.1.4 Where a programme is closed to further recruitment for any reason including B10.1.1 above, the Chair of HE Academic Board will require the School or associated institutions to take appropriate action to ensure that adequate standards and the learning experience are maintained for any students remaining on the programme, or that students are enabled to transfer to a suitable alternative programme at the College or elsewhere.
- B10.1.5 Decisions not to recruit students to awards in Academic Approval may be made from time to time as a result of the College's review of its academic portfolio.

C Assurance of Academic Standards

C1 Admission:

C1.1 General

- C1.1.1 Recruitment and admission to the College will be conducted in accordance with current College policy as determined by the HE Academic Board.
- C1.1.2 Selection, recruitment and admissions processes will be undertaken by experienced staff in accordance with College Procedures. All applicants for admission to the College will be treated with equity, fairness and consistency.

- C1.1.3 Responsibility for selection lies with the Student Services and Service designated Programme Tutors operating with the College's specified general academic entry requirement and any specific programme based requirements.
- C1.1.4 The admission of individual applicants is at the discretion of the College and is governed by the College Admission Policy and Procedures. No applicant will be admitted unless there is a reasonable expectation that s/he can reach the required standard for an award.
- C1.1.5 Admission policies and procedures will be monitored and reviewed to ensure their currency, relevance and appropriateness.
- C1.1.6 All information provided by applicants for admission to the College will be subject to relevant legislation.
- C1.1.7 All admission decisions must be in accord with the principles of fair admission and reasonable adjustment in accordance with the institution's published policies, legal obligations, and the requirements of professional bodies and considerations with respect to the general safety and welfare of the College community. In particular, there will be no discrimination in relation to race, religion, age, gender, sexual orientation, disability or learning difficulty, marital or parental status, social or cultural background.
- C1.1.8 The admission of any student to a study programme is based on the academic judgement that the student may reasonably be expected to meet the learning outcomes of the study programme and achieve the standard of the award.
- C1.1.9 Each study programme will specify the minimum entry requirements deemed necessary for fulfilment of its learning outcomes and to achieve the standard of the award. Additionally, further entry requirements above the minimum threshold may be specified.
- C1.1.10 Prospective applicants for admission to the College will be provided with sufficient, relevant and current information to enable them to make an informed decision in respect of application for programmes of study offered by the College.
- C1.1.11 The College requires evidence of personal, professional and educational experience which provides an indication of the ability of the student to meet the learning outcomes of the study programme .
- C1.1.12 Applicants for admission to any programme are required to provide documentary evidence of qualifications and academic credit held. Eligibility for admission rests on verification of qualifications.
- C1.1.13 Applicants who are not selected have a right to information concerning the admission decision.
- C1.1.14 The College operates a formal complaint procedure which aims to deal with any complaints in a fair and timely manner.
- C1.1.15 The College will admit students with academic credit in accord with good practice throughout higher education in the United Kingdom.
- C1.1.16 The College will encourage uncertificated experiential learning to be assessed for entry to programmes of study.

C1.2 **Academic Entry Requirement**

C1.2.1 Entry requirements are approved by the College's HE Academic Board.

C1.2.2 For the purposes of admission, the College recognises all qualifications included in the National Qualifications Framework (NQF) for England and Wales and the equivalent framework for Scotland and Northern Ireland, and their equivalence to GCE A2 levels as expressed through the UCAS Points Tariff, and recognises NARIC equivalences for international qualifications.

C1.2.3 Individual Programmes may specify particular requirements in addition to the general entry requirement as appropriate. These are determined and approved at validation and will incorporate any specific professional body requirements. This may include an assessment of professional suitability for some Programmes leading to a professional qualification. General and programme specific entry requirements are published annually in the College Prospectuses.

C1.3 **Minimum entry requirements**

C1.3.1 The following standard entry requirements apply (see below). In addition, the College has the discretion to admit students who may not meet the standard entry requirements providing there is evidence that the student otherwise demonstrates the potential to benefit from and succeed on the programme. Evidenced professional/work experience may demonstrate equivalence.

Foundation Degree Programmes

- Each Foundation Degree will state individual entry requirements, many of which are specified in terms of UCAS [University and College Admissions Service] Tariff Points: A minimum of 120 UCAS Tariff Points within a range up to and including 160 UCAS Tariff Points.
- A maximum of 20 UCAS Tariff Points from Keys Skills at Level 2/3 is also acceptable to the overall tariff score. Functional Skills and Adult Literacy and Numeracy qualifications are also acceptable towards the overall tariff score.
- Wherever possible a conditional offer of a place will be expressed in terms of the UCAS Tariff Points range. However, for certain programmes it may be necessary to include in the overall tariff score a number of points from select subjects.
- In some cases a conditional offer of a place will be made on predicted grades which exceed 160 UCAS Tariff Points.
- Alternative qualifications and experience may be considered, where appropriate, as satisfying the entry requirements, including:
 - Edexcel-BTEC awards
 - NVQ level 3
 - Open College level 4
 - accredited Access programmes
 - SQA vocational awards

- the International Baccalaureate
 - awards of professional bodies
 - international qualifications
 - other relevant learning experience.
- In some fields of study it is necessary for entrants to have reached the equivalent of GCE/VCE 'A' level, 'AS' level or GCSE in at least one specific subject.

Certificate of Higher Education

- The minimum entry requirement will be determined by the validation arrangements.

C1.4 Age on Entry

C1.4.1 Students will be admitted to the College in line with legislation covering age discrimination.

C1.4.2 In certain circumstances, age on entry may be subject to specifications by professional regulatory or statutory bodies. The College recognises it has a duty of care to any candidates admitted under the age of eighteen.

C1.5 Accreditation of Prior (Experiential or Certificated) Learning (APEL)

C1.5.1 Students with prior certificated or experiential learning may apply for APEL to programmes in line with the regulations and procedures for the accreditation of prior learning detailed in C2.

All applications for APEL must be submitted online via the 'Recognise Me' website which is available at <http://recogniseme.ncl-coll.ac.uk>.

C1.6 Admissions Process

C1.6.1 All admissions to higher education programmes of study in the College will be conducted in accordance with the agreed procedures set out in the College HE Admissions Policy and agreed by HE Academic Board.

C1.6.2 All judgements made in the admissions process will be based on clear and comprehensive entry requirements which have been made available to all applicants.

C1.6.3 The admissions process will be monitored and reviewed to ensure currency, relevance, appropriateness, and fairness and consistency in judgements.

C1.6.4 In appropriate circumstances, a programme may designate a normal entry profile or profiles which reflect the market for that subject area/programme, in accordance with College policy and regulations.

C1.6.5 All Programmes will state clearly the criteria for admission to the Programme. Such entry profiles will specify the entry requirements and criteria to be met by applicants.

- C1.6.6 Where there is a significantly high number of applications for a study programme , the College requires that all applications which meet the specified entry requirements, as set out in the relevant entry profiles, are subject to a selection process.
- C1.6.7 The selection criteria will be pre-determined prior to the commencement of the admissions process. Selection criteria will be determined in accordance with College policy and procedures, and any associated guidelines.
- C1.6.8 The selection process will not include requirements for any achievement higher than that specified in the relevant entry profiles.
- C1.6.9 Monitoring and review of the admissions process will review the effectiveness and efficiency of feedback to students during the process.
- C1.7 **Information to Applicants**
- C1.7.1 The entry requirements for all programmes of study within the College will be clearly and comprehensively identified to potential applicants.
- C1.7.2 The College will clearly identify for prospective and current students the importance of skills and knowledge development in relation to employment and lifelong learning.
- C1.7.3 In the event of significant changes to, or withdrawal of, a study programme , potential applicants and/or successful applicants (as appropriate) will be informed of the nature of such changes and the options available to applicants consequent on these changes.
- C1.7.4 Students will be fully informed about the admissions process and the services available to them both during their career within the College and after leaving. Information and guidance will be provided to students on a client-focused and confidential basis in accordance with current College policy as determined by the HE Academic Board.
- C1.7.5 Career education, information and guidance will be available, impartial, client-focused, confidential and collaborative.
- C1.7.6 Any services, information or guidance provided for the benefit of staff or students will be subject to the normal quality assurance processes of the College. All information made available to potential applicants to the College will be relevant and accurate at the time of its publication.
- C1.7.7 The College will provide information and feedback on the status of applications.
- C1.7.8 Successful applicants will be made aware of the obligations placed upon them subsequent to the take-up of an offer on a study programme within the College.
- C1.7.9 Successful applicants will be given sufficient details of the arrangements for registration and induction to enable them successfully to complete these processes.
- C1.7.10 Applicants considering a complaint against the College in respect of the admissions process will be provided with a copy of the relevant complaint procedure on request.
- C1.8 **Student Registration**

- C1.8.1 All students are required to register for a valid award (including the award of academic credit) and its study programme .
- C1.8.2 Registered students will be enrolled on a study programme leading towards the achievement of the award for which they are registered.
- C1.8.3 Registration is only authorised if the following apply:
- the Programme has received Strategic Planning Approval
 - the Programme is in Academic Approval
 - the Programme is offered for delivery in the current session
 - the minimum number of anticipated students is forecast.
- C1.8.4 All students are required to declare any relevant unspent convictions before admission to and whilst registered as a student of the College. Professional programmes may require students to undergo [Disclosure and Disbarring Services](#) (DBS) Enhanced Disclosure procedures and be cleared by the College to undergo training which involves work with vulnerable adults or children. A further declaration following a period of intercalation or suspension is required.
- C1.8.5 Students may not normally simultaneously register for more than one full-time award.
- C1.8.6 Students are not normally allowed to register for a greater number of modules than is necessary to complete the academic and/or professional requirements for the award.
- C1.8.7 Students may not simultaneously register for individual modules for more than one award. Students may not simultaneously seek A(P)EL for modules for more than one award.
- C1.8.8 Suspension of studies, normally for one complete academic year, will be considered by the Chair of the relevant Board of Examiners for medical reasons or for extenuating circumstances that prevent the student from engaging appropriately with the programme. Suspension of studies may also be approved to enable students to take advantage of related opportunities appropriate to the programme.
- C1.8.9 Any student who has ceased his/her registration during a study programme and returns later to the College to complete the programme will normally be governed by the academic regulations in force at the time of re-entry to the College.

C1.9 Registration Period

C1.9.1 The standard and maximum registration periods for awards are as follows:

Award	Full Time**		Part-Time	
	Standard	Maximum	Standard	Maximum
Cert HE	1 Year	3 Years	2 Years	3 Years
Foundation	2 Year	5 Years	2-4 Years	5 Years

Degree				
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**Years of study relate to academic sessions unless stated as calendar years.

C1.9.2 Breaks during the study programme will be assessed in relation to the impact on professional currency of these breaks and will normally be of a maximum of one year's duration.

C1.9.3 Validation Panels may approve programmes with alternative standard or maximum registration periods where this is justified through curriculum delivery

C1.10 Students with Disabilities and/or Learning Difficulties

C1.10.1 The College will act in accordance with the requirements of the prevailing Equality Act at the time of application and will, in particular, make reasonable adjustments to support the student whilst on programme.

C1.10.2 Applicants with disabilities and/or specific learning difficulties (including mental health issues) are assessed on their academic ability for admission to the programme they wish to study separately from any other requirements.

C1.10.3 Offers are made on academic grounds alone and are not delayed because of discussion of support needs. Any competence requirements set by professional regulatory or statutory bodies will apply to all students.

C1.10.4 Where adjustments or the level of support for an individual student are not considered reasonable and cannot be met from the College's or the student's own resources, admission may be refused.

C1.11 The Admission of Students with Criminal Convictions

C1.11.1 All applicants are required to declare relevant 'unspent' convictions when applying for entry. Admission is subject to consideration of any such offence in the light of the College's overall duty of care to staff and students.

C1.11.2 Applicants have a right to be informed of the outcome of the consideration, the basis for decisions reached and to ask for a review if they are dissatisfied with the process.

C1.11.3 Admission to Programmes which lead to a professional qualification in Health and Social Care and Initial Teacher Training and other Programmes which involve access to children or vulnerable adults are additionally subject to background clearance through the Criminal Records Bureau. In most of these cases the requirement will be for an Enhanced Disclosure.

C1.12 International Students

C1.12.1 International students may be recruited from Europe and overseas provided that they meet the admission requirements for the proposed programme of study and have an appropriate level of English normally assessed through a minimum IELTS of level 5.5 or equivalent.

Level	Minimum IELTS	EfL and component requirements
Level 4 & Level 5	5.5 *	<ul style="list-style-type: none"> with a mandatory 21 hrs of EfL tuition within 3 months of the start of the programme included in the international fee (* where the learner has achieved a score of 6.0 or higher additional 21 hrs of EfL tuition is optional) no component (reading, writing, speaking, listening) to be less than 4.0

Some programmes will have a greater/lesser emphasis on each of the four components individual variations should be reflected in specific programme information as long as the over IELTS requirement is met.

C1.13 **Misrepresentation in the Admission Process**

C1.13.1 The College reserves the right to withdraw the offer of a place (at any time including post registration) to applicants who falsify or misrepresent their applicant details in any respect. Applicants in these circumstances will be given an opportunity to explain discrepancies or anomalies as appropriate.

C1.14 **Admission Complaints**

C1.14.1 Complaints regarding admission decisions should be made through the College Complaints Procedure.

C1.15 **Re-admission Following Failure**

C1.15.1 A student may seek re-admission to another programme of the College following a requirement to withdraw on grounds of academic failure. The credit exemption principles set out in Regulation C2.5 apply.

C2 Admission with Credit

C2.1 **General**

C2.1.1 An applicant may be admitted with credit if the College is satisfied that the applicant meets both the following:

- fulfilled some of the assessment and progression requirements of the study programme by means other than attendance
- will be able to meet the learning outcomes of the study programme and attain the standard required for the award by completing the remaining requirements.

C2.1.2 Education, training and experience gained in employment or other institutions may be recognised for academic credit.

- C2.1.3 The decision on the award of credit for purposes of exemption or transfer or admission is an academic judgement.
- C2.2 General and Specific Credit**
- C2.2.1 Academic credit will be either general credit or specific credit.
- C2.2.2 General credit refers to the value (quantity) of credit and level (recognition of performance at an identified level) of credit attributable to any of the following:
- a taught module of learning
 - learning achieved through experience
 - credit achieved through the attainment of an award.
- C2.2.3 Specific credit refers to the value (quantity) of credit and level (recognition of performance at an identified level) of credit which can be accepted as contributing towards a specific programme, or part thereof.
- C2.3 Accreditation of Prior Learning (APEL)**
- C2.3.1 The College's policy on the Accreditation of Prior Learning permits credit to be given for both certificated learning (learning/qualification already certificated) and experiential learning (from life/work experience).
- C2.3.2 The student must be able to demonstrate that the prior learning to be accredited is equivalent to/at the standard of learning required as part of the intended programme of study in respect of skills, subject knowledge, understanding and professional competences as appropriate.
- C2.3.3 Where it is difficult to quantify prior learning in terms of academic credit, the College may assess an applicant's claim for prior learning by requiring the applicant to take the normal progression assessments of the study programme or by some other appropriate form of assessment.
- C2.4 Process for APEL**
- C2.4.1 All claims for accreditation of Prior learning will be conducted in accordance with the agreed procedures set out in the College HE Quality Reference Manual and agreed by HE Academic Board.
- C2.4.2 All applications for APEL must be submitted online via the 'Recognise Me' website which is available at <http://recogniseme.ncl-coll.ac.uk>.
- C2.4.3 An applicant's prior experiential (un-certificated) learning may be assessed for entry to undergraduate programmes of study. It is the responsibility of the applicant to make the claim to have acquired knowledge and skills to support the claim with appropriate evidence.
- C2.4.4 The learning derived from experience must be identified in order to be assessed. The identification of prior learning is achieved through:
- systematic reflection on experience
 - the writing of clear statements about the learning achieved through experience
 - the collection and collation of evidence to support those statements.

- C2.4.5 Academic assessment of a claim will be conducted by academic staff in accordance with College Procedures.
- C2.4.6 The academic function of assisting the applicant to prepare evidence of learning should be separated from the function of assessing that learning.
- C2.4.7 All credit from prior learning will be approved in accordance with relevant College Regulations and Procedures appropriate to the study programme to which the prior learning contributes.
- C2.5 Using Academic Credit in the Admission of Students**
- C2.5.1 A student will not be admitted with credit to a level that amounts to more than 50% of the final level of the target award for which the student wishes to register.
- C2.5.2 For all College awards of 120 credits or less, up to one half of the award may be accredited. For foundation degrees up to fifty per cent of the final level of the target award for which the students registered may be accredited. In the case of specialised Programmes which are governed by the standards and competences of a professional body, the above APEL limits may be superseded by specific entry requirements set out in the validation document for the programme.
- C2.5.3 Where learning outcomes for a module have been matched and the credit awarded the student will be allowed exemption and will not be allowed to complete the module with the College.
- C2.5.4 Unless prohibited by the approval and validation document, APEL will be permitted in core and compulsory modules.
- C2.5.5 A student may transfer from one approved programme to another at the discretion of the College if the requirements of the study programme are met and subject to the regulations of the programme.
- C2.5.6 Where a student transfers from one programme to another within the College, relevant module credit and marks may be transferred to the new programme, where appropriate, subject to approval by the HE Approvals Board.
- C2.5.7 An applicant may be admitted with specific credit at an appropriate point on an approved programme if he or she has successfully completed the whole or part of a degree or another programme of higher education at a comparable institution.
- C2.5.8 Where credit for certificated learning from another body is agreed, the credit value of the learning is transferred as ungraded credit, i.e. marks are not admitted into the profile for the College's award. This principle applies where students are seeking credit transfer in respect of College certificates which are being accredited towards any other award within the institution.
- C2.5.9 Once the credit total for any award of the College has been achieved, the reuse of that same credit against another award at the same level is prohibited.
- C2.5.10 Candidates who submit an APEL Portfolio to meet specific learning outcomes for the award of credit cannot include the same learning for

which they have already received credit from this or another HE institution.

C3 Assessment General Provisions

C3.1 General

- C3.1.1 All assessment of students must be conducted in accordance with the regulations and be conducted in a demonstrably fair and consistent manner. Practice which attempts to pervert the objectives and/or the procedures of assessment (such as cheating, plagiarism, collusion, fabrication, impersonation etc) will not be accepted. Where unfair practice or impropriety is evident, all cases will be managed in accordance with the Cheating, Plagiarism and Unfair Practice regulations.
- C3.1.2 The purpose of assessment is to enable students to demonstrate that they have fulfilled the learning outcomes of the study programme , and achieved the standard required for the award for which they have registered.
- C3.1.3 The principles, procedures and processes of all assessment will be explicit, valid and reliable.
- C3.1.4 All Schools or Programmes within the College must be compliant with the Assessment Regulations of the College.
- C3.1.5 It is within these specific assessment regulations that examiners make their judgements on student achievement towards an award. Any provisions for variation must be in accordance with Section C1.2.
- C3.1.6 Rigorous assessment practices will be consistently implemented to ensure that the academic and, where relevant, professional standards for each award are set and maintained at the appropriate level.
- C3.1.7 Reliability in the assessment process is based on repeatable and accurate judgements, and is met by means of rigorous marking and moderation procedures.
- C3.1.8 Validity and academic standards in assessment are also met via external examiner scrutiny of a range of assessment items, the feedback provided and the overall assessment process.
- C3.1.9 All formal assessment must be designed to enable students to demonstrate that they have fulfilled the aims of the module/programme , by meeting the intended learning outcomes, and have achieved the standards required for the award for which they are registered.
- C3.1.10 Assessment practices should be reasonable in the expectations placed on students.
- C3.1.11 Assessment will be carried out by competent and impartial examiners, using methods which enable them to assess students fairly against the learning outcomes of the award.
- C3.1.12 Boards of Examiners and Examination Committees will make decisions and be conducted in accordance with current College academic regulations, policy and procedures as determined by HE Academic Board.
- C3.1.13 External examiners will be associated with assessments for a conferred award to ensure that student achievement is related to a consistent national standard.
- C3.1.14 The agreed academic judgements of a Board of Examiners cannot be questioned or overturned except in cases of administrative or procedural irregularity.

- C3.1.15 The academic judgements of examiners cannot, in themselves, be questioned or overturned. Assessment of a student's work is a matter of judgement, not simply of computation.
- C3.1.16 Assessment outcomes must be communicated to students in accordance with HE Assessment policy.
- C3.1.17 All necessary information will be provided to students in an appropriate format to enable them to comply with assessment requirements and to be aware of assessment-related processes.
- C3.1.18 It is the responsibility of students to comply with the School, Programme and module requirements for attendance and for submission of assessments.
- C3.2 **Standards**
- C3.2.1 All assessed programme work and examination work must be assessed on merit alone. The responsibility for taking into account extenuating circumstances which may have contributed to a student's performance rests with the appropriate Board of Examiners.
- C3.2.2 Teaching teams must take whatever action is appropriate to ensure that assessment practices and standards stand up to external scrutiny.
- C3.2.3 It is the responsibility of all internal assessors, individually and collectively, to ensure that the performance of students is fairly assessed.
- C3.2.4 It is the responsibility of Programme Leaders (or equivalent) and teams to ensure that agreed criteria are used to assess coursework and examinations.
- C3.2.5 Programme Leaders (or equivalent) will ensure that external examiners approve the form and content of proposed examination papers, coursework and other assessments which count towards an award above the level of Certificate of Higher Education or towards the Certificate of Higher Education if this is the target award.
- C3.3 **Module Assessment**
- C3.3.1 All validated modules have a defined and approved assessment strategy and schedule approved through the validation and annual planning processes. The aims and objectives of the assessment for each module must be clearly identified and linked to the learning outcomes.
- C3.3.2 Each module will specify learning outcomes and assessment criteria by which students can demonstrate the achievement of the learning outcomes for that module.
- C3.3.3 All modules will be assessed during or immediately on completion of each module. This will usually involve a formal examination (written, practical, portfolio or oral) or submitted assignment(s)/in-programme assessment, or both. Assessments must be submitted in the format specified. All components of a module must be submitted for assessment. None submission will result in the module being failed.
- C3.3.4 Modules may specify certain components as 'core'. Any such components are confirmed at validation and must be passed in order to pass the module. This applies especially to modules which integrate academic and professional components where a minimum performance in each component may be required. In such cases it will be possible to fail the module even though the overall aggregated mark for the module may be a pass.
- C3.4 **Assessment Strategies**

- C3.4.1 The design and structure of assessment should be discussed by members of the teaching teams to ensure that they enable students to:
- learn
 - demonstrate that they have fulfilled the learning aims of the programme
 - demonstrate that they have achieved the required standards
- C3.4.2 Staff responsible for the design of assessment strategies must ensure that they have the expertise and capability to assess students.
- C3.4.3 The forms of assessment should be varied in terms of the following:
- A variety of forms of assessment (range and type) should be used for all programmes of study.
 - Teaching teams should discuss the range and types of assessment used, and how these measure skills and learning outcomes and allow strengths and weaknesses to be demonstrated.
 - Teaching teams should regularly review assessment for both appropriateness and volume.
- C3.5 Scheduling and Amount of Assessment**
- C3.5.1 Teaching teams should regularly consider the appropriateness of the amount of assessment required in relation to the learning outcomes of the programme
- C3.5.2 Teaching teams should consider the scheduling of assessment to ensure that:
- the scheduling reflects the organisation and content of the curriculum
 - students have adequate time to reflect on the learning before being assessed.
- C3.5.3 Teaching teams should ensure that students are given sufficient notice of the timing of assessments to enable them to comply with the requirements.
- C3.5.4 Teaching teams should make reference to the College HE Assessment Tariff Guidelines.
- C3.6 Conduct of Assessment**
- C3.6.1 All assessment, whether course work or examination based, will be conducted in line with the principles, policies and procedures for assessment as agreed by HE Academic Board and in accordance with section C7, and C8.
- C3.7 Submission of Assessment**
- C3.7.1 Students are responsible for submitting for assessment in accordance with the published submission deadlines and formats specified. A transparent and clear system for handling and granting extensions of time for submitting assignments to students is operated. Details of the procedures are published to students in the programme handbook at the start of the programme.
- C3.8 Marking Conventions and classification**
- C3.8.1 The College operates a universal marking scheme based on percentages to denote student performance in modules. Final module marks are shown as percentages.
- C3.8.2 The threshold module pass mark for undergraduate level study (Level 4 and Level 5) is 40%. The overall module mark will normally be derived from an aggregation of the marks obtained in individual components as approved at validation.

C3.8.3 The following conventions are adopted for the marking of assessed work for an award and to assist Boards of Examiners in determining classification:

Grade Boundary	Grade Description	Classification
70%+	Excellent	Distinction
60-69%	Above Average	Merit
50-59%	Average	Pass
40-49%	Satisfactory	Pass
30-39%	Unsatisfactory	Fail
20-29%	Unsatisfactory: Poor	Fail
below 20%	Unsatisfactory: Very Poor	Fail

C3.9 **Internal Marking and Moderation**

C3.9.1 All staff will adhere to the internal marking and moderation procedures as specified by the College and with the designated externality as agreed at approval and validation.

C3.9.2 The forms of marking and moderation will be appropriate to the assessment form and will include consideration of the assessment tasks and double and sample marking as per guidelines.

C3.10 **Achievement of Credit**

C3.10.1 Module success and its associated credit must be ratified formally by a Board of Examiners or an Examination Committee.

C3.10.2 The College defines the amount, level and type of credit attributable to successful module completion and successful level completion at approval and validation.

C3.10.3 The College will make available to students the following information on requirements for:

- credit acquisition
- module, level and award completion.
- successful module completion and the associated credit.
- successful level progression and the associated credit.
- the ratification and recording of credit.
- the acceptance of credit towards awards of the College.

C3.11 **Re-assessment**

C3.11.1 A student failing to pass a module or modules at the first attempt and is eligible for assessment will be given the opportunity to recover that failure during the academic level, subject to the requirements set out in Section C12.3.

C4 **External Examiners**

C4.1 **General**

C4.1.1 The external examining process is fundamental to ensuring the quality and standard of awards offered at the College is comparable with those across the HE sector in the United Kingdom.

C4.1.2 The external examining process helps to improve the quality of provision at the College through reference to the commercial, industrial and professional

environment and to current best practice in the higher education sector in the discipline concerned.

- C4.1.3 External examiners must be appointed for all approved programmes leading to an award of the College.
- C4.1.4 External examiners provide essential experienced and objective input into the exercise of discretion by Board of Examiners through the knowledge of how comparable situations are dealt with elsewhere.
- C4.1.5 External examiners provide an objective view on the extent to which assessment processes and the determination of awards have been fairly conducted.
- C4.1.6
- C4.1.7
- C4.1.8 External examiner(s) are approved by the College, for programmes and individual programmes of study, to ensure that students are assessed fairly in relation to other students on the programme and to all students across the College.
- C4.1.9 No recommendation for the conferment of an award of the College may be made without the written consent of the approved external examiner(s).
- C4.1.10 Appointment procedures will ensure that all external examiners have the appropriate standing, expertise and breadth of experience to carry out their duties.
- C4.1.11 External examiners will be drawn from a wide variety of institutional and/or professional contexts and traditions to ensure that College awards benefit from wide-ranging external scrutiny.
- C4.1.12 The College will ensure that external examiners are given adequate induction and briefing in order for them to fulfil their responsibilities.
- C4.1.13 Appointment requirements will be such as to ensure that external examiners are impartial in judgement.
- C4.1.14 The appointment of external examiners will cease at the end of their appointed term of office, or as otherwise provided for in the current College Procedures.
- C4.1.15 External examiners are required to report annually in writing to the HE Academic Board about the ways in which assessment has been conducted and on other issues as determined by the HE Academic Board.
- C4.2 **Appointment of External Examiners and Advisers**
- C4.2.1 External examiners are appointed under contract to the College using criteria and procedures agreed by HE Academic Board (subject, where relevant to the requirements and approval of any professional or external validating bodies).
- C4.2.2 The College reserves the right to terminate appointments in circumstances where the contractual duties are not fully or properly discharged.
- C4.2.3 The criteria for the appointment of external examiners operated by the College seek to ensure that they are in a position to exercise impartial, independent and expert judgement without being influenced by any previous association with the programme, staff and students.
- C4.2.4 All nominations for appointment must be confirmed by the HE Academic Board following scrutiny by a sub-committee of the HE Academic Board.

C4.2.5 External examiners have responsibilities in relation to programmes and modules. The College will ensure appropriate coverage of these areas through the appointments process.

C4.3 Responsibilities of External Examiners

C4.3.1 External examiners are concerned with the awarding function of the College and the final qualification of students. They have particular responsibility in the context of the assessment process to ensure that comparability of standards is maintained and that students are treated equally and fairly within the published assessment arrangements for the programme.

C4.3.2 Confirm that the standards set for the awards are appropriate by referencing:

- relevant national subject benchmark statements
- national qualifications framework
- College approval and validation documentation
- any appropriate professional, statutory or regulatory body requirements.

C4.3.3 Examiners/assessors must declare any close personal or business relationship with a student that could reasonably question the impartiality of the examining/assessment process.

C4.3.4 Attendance at appropriate Board of Examiners is a primary function and examiners are required to sign marks and results sheets to denote that they are satisfied with the outcome of Board decisions.

C4.3.5 Approve the form and content of proposed examination papers, coursework and other assessments which count towards an award above the level of Certificate of Higher Education, except where the Certificate of Higher Education is the target award.

C4.3.6 External Examiners ensure that the assessments are capable of measuring achievement of the intended learning outcomes and confirm whether students have fulfilled the learning outcomes of the programme and reached the required standard.

C4.3.7 External Examiners should be consulted about any proposed changes to the approved module assessment which will directly affect students currently on the programme.

C4.3.8 External examiners may be consulted where a Board of Examiners is asked to review its decision in cases of malpractice and in student appeals.

C4.3.9 All external examiners are required to submit an annual report. Guidance on completion of the report is provided. Annual reports are reviewed by the College and are also considered at all levels in the quality management framework where they represent one of the most significant tools for the maintenance and enhancement of standards.

C4.3.10 Any examiner who has serious concerns arising from the assessment process, that remain unaddressed and are believed to put standards at risk, is able to report to the Chair of HE Academic Board of the College.

C4.3.11 Non-submission or unreasonable delay in receipt of the annual report may lead to premature termination of an examiner's appointment.

C5 Management of Assessment

C5.1 General

- C5.1.1 The College will ensure that a variety of methods of assessment are available to students to support the advancement of education and the extension of educational opportunities to enable students to demonstrate achievement of the learning outcomes.
- C5.1.2 The School delivering a module is responsible for ensuring assessment strategies, criteria and the schedule (including deadlines for the submission of assessed work), are explained and published clearly and accurately to staff and students and to external examiners where appropriate.
- C5.1.3 Where programmes lead to the qualifications of professional bodies (or to exemptions from the professional statutory or regulatory bodies' own qualifications) full account is taken of the regulations and requirements of the professional bodies in respect of assessment requirements.

C5.2 **Confidentiality**

- C5.2.1 All internal assessors are required to observe the confidentiality of the proceedings of any Board of Examiners or Examination Committee.
- C5.2.2 All internal assessors must ensure that the storage of marks or grades complies with the College's policy and procedures on confidentiality and data protection. It is the College's responsibility to maintain staff awareness of such policies and procedures.

C5.3 **Retention**

- C5.3.1 A sample of major coursework assessment will be retained for two years after the meeting of the Board of Examiners or Examination Committee at which the assessment was considered for external audit purposes.
- C5.3.2 Normally this will be two samples from each of the classification divisions and two samples of failures. A photographic record of artefacts may be kept where appropriate.
- C5.3.3 Schools must establish secure arrangements for the storage of retained coursework and examination scripts.

C5.4 **Penalties for Late Submission of Coursework**

- C5.4.1 Students who fail to submit assessments by the prescribed date without good cause shall be penalised as given below.

"Days" include weekdays and include vacations, but exclude weekends, bank holidays, customary days and other days when the College is closed.

Full-time Students

- 1 day late: 5% of the possible total mark will be deducted from the mark achieved by the student.
- 2 to 9 days late: 5% of the possible total mark will be deducted from the mark achieved by the student for every day on which the work remains unsubmitted.
- 10 days late or more: a mark of zero will be recorded.

Part-time Students

- 1 to 2 days late: 5% of the possible total mark will be deducted from the mark achieved by the student.

- 3 to 10 days late: 5% of the possible total mark will be deducted from the mark achieved by the student for each *two* days on which the work remains unsubmitted (ie 5% for days 3-4; 5-6; 7-8; 9-10).
- 11 days late or more: a mark of zero will be recorded.
- Cases of persistent late submission shall be brought to the attention of the Board of Examiners or Examination Committee.

C5.5 **Student Information**

C5.5.1 The College requires that the following information is made known to students:

- the assessment requirements of their programme
- the assessment requirements of each module
- the re-assessment provisions for their programme
- the penalties for late submission of assessed coursework
- the grounds on which they may seek appeal against a decision of a Board of Examiners or Examination Committee.

C5.5.2 Students should be informed of the above details in sufficient time to enable them to comply with the requirements organise their work schedule around the submission dates.

C5.5.3 Any variation in the submission date(s) of assignments must be notified to all students.

C5.5.4 Students will be given a clear indication of what is required for the successful submission of assessed coursework.

C5.5.5 The provisions for the handing-in of assessed work will be clearly notified to students. Provisions for handing in of assessed work may vary across the College. The College requirement is that they should be secure and prevent, in so far as possible, a student being able to claim that a piece of work was handed in without such a claim being verifiable.

C5.5.6 Students will be informed of:

- the feedback they can expect
- the approximate timescale in which this will be provided
- whether this will be individual or collective.

C5.5.7 The procedures for requesting an extension of the submission deadline for assessed coursework will be clearly notified to students.

C5.5.8 Students will be clearly advised that it is their responsibility alone to draw any extenuating circumstances which they think may have affected their performance to the attention of the Board of Examiners and the procedures for doing this.

C5.5.9 The penalties for late submission of assessed coursework will be clearly notified to students.

C5.5.10 Students will be advised of the nature of plagiarism and other forms of unfair practice and advised of the consequence of breaching the regulations in respect of these.

C5.5.11 Information for students regarding appeals can be found at 'Information for Current Students' on the website (<http://www.ncl-coll.ac.uk/higher-education/studentinfo>)

C5.6 **Responsibilities of Students**

C5.6.1 It is the responsibility of students to comply with the School, programme and module requirements for attendance and for completion of assessments.

C5.6.2 Students should note these responsibilities in particular:

- to ensure that they are aware of examination dates and coursework submission dates;
- to attend examinations and submit work for assessments as required;
- to inform the Programme Leader (or equivalent) in writing of their intention to submit themselves for re-assessment (where appropriate);
- to provide to examiners in advance of their meetings any relevant information on personal circumstances which may have affected their performance and which they wish to be taken into account.

C5.6.3 Students should be aware of the following:

- in the event of failure to attend examinations or submit work for assessment without good cause, examiners have the authority to deem the student to have failed the assessment(s) concerned;
- in the event of failure to provide information in advance on extenuating circumstances that they wish examiners to take into account, where there is no valid reason for this not being provided, any request for an appeal hearing on the grounds of these circumstances will normally be rejected.

C5.7 **Students Studying in Other Institutions**

C5.7.1 Students may study in other institutions, including institutions in other countries, either as a requirement of their programme or as an optional module or component of their programme.

C5.7.2 In the cases of such students the assessment will be specified in the School or programme documentation. The assessment will be conducted according to the co-operation agreement between the institutions concerned.

C5.7.3 Students of the College will normally be awarded appropriate credit for study undertaken in other institutions. In such cases their final award classifications will be based solely on the marks/grades earned for study at the College itself. By exception only, marks/grades achieved for specific study in other institutions may, on the basis of clear pre-determined formulae based on the College's assessment criteria, be converted into percentage marks and contribute to the classification of College awards. Information about any such arrangement will be detailed in the relevant programme document and communicated to students before they commence any study in another institution.

C6 **Conduct of Assessment**

C6.1 **General**

- C6.1.1 The College will administer and conduct coursework and other assessment in such a way as to ensure fairness and equity to all candidates.
- C6.1.2 The student must be in full compliance with the regulations of the College to be eligible for assessment.
- C6.1.3 Clear and appropriate information will be given to students at all stages of the assessment process.
- C6.1.4 The responsibilities of students will be clearly identified to them, as will any course of action they need to take in respect of these regulations.
- C6.1.5 Students will be advised as the procedures and penalties for cheating, plagiarism and other forms of unfair practice.
- C6.1.6 External examiner(s) must be given reasonable time to consider the scripts/submissions prior to the meeting of the relevant Board of Examiners or Examination Committee.
- C6.1.7 The invigilation of examinations will be conducted in a proper, rigorous and fair manner.
- C6.1.8 At all stages of the assessment process, College staff and external examiners will observe due confidentiality.
- C6.1.9 At all stages of the examination process, strict security provisions will operate.
- C6.2 **Registration for Assessment**
- C6.2.1 A student must be registered in order to undertake any form of assessment and must have completed the requirements of the College in respect of registration and the payment of fees.
- C6.3 **Responsibilities of Internal Assessors**
- C6.3.1 Internal assessors must:
- mark all work in accordance with the given requirements for successful submission of assessed coursework.
 - report any suspected cases of plagiarism or unfair practice to the Programme Leader (or equivalent)
 - participate as appropriate in any relevant process or proceedings
 - ensure that any marks which contribute to the formal assessment of a student at any level are recorded accurately and are transmitted to the designated person by the required date.
 - Ensure strict security during the marking and internal moderation process. Internal assessors are responsible for the strict security of examination scripts/submissions, whether on College premises or elsewhere.
 - Making available to the external examiner(s), an agreed sample of scripts/submissions after the internal marking and moderation process.
 - Ensuring that the despatch of scripts/submissions to external examiner(s) is done prior to issuing the assessment.
- C6.4 **Information to Internal Assessors**
- C6.4.1 Internal assessors will be advised of the dates of the assessment period and any other relevant information on the marking and moderation process.

C6.4.2 Internal assessors will be made aware of the role of the external examiners in the examining team as a whole and the rights, responsibilities and powers of the external examiners.

C6.5 **Feedback**

C6.5.1 Students should be given appropriate feedback on their assessed work.

C6.5.2 Feedback will vary with the assessment in question. Forms of feedback on assessed work may include the following:

- oral feedback
- written comment
- provisional marks indicated on scripts/submissions
- the final ratified mark.

C6.5.3 The College will, from time to time, issue advice and guidance on appropriate feedback to students.

C6.6 **Responsibilities of Students**

C6.6.1 The responsibilities of students in respect of the assessment process will be clearly made known to them.

C6.6.2 The responsibilities of students in respect of assessment are as specified in Section C3, C5, C6, C7, and C8 in the Sections related Disabled Students and Students with Specific Learning Difficulties.

C6.7 **Breaches of Assessment Regulations**

C6.7.1 In the event of an alleged breach of the assessment regulations, the matter will be investigated and considered in accordance with the College policy and procedures.

C6.7.2 Where an offence is suspected in an examination the Senior Invigilator will initiate the approved procedure and the candidate will be allowed to continue the examination. At the end of the examination the candidate will be informed that an investigation will be conducted.

C7 Coursework and other Assessed work

C7.1.1 Coursework is individual or group work, presented for marking, the results of which contribute to a student's formal assessment for progression and/or an award.

C7.1.2 Such coursework will include:

- written or other documented material e.g. essays, reports, projects
- dissertations, theses
- visual, three dimensional, audio and audio-visual material
- practical or task-orientated activities and their outcomes
- mixed-mode presentations
- written or other documented material in paper or electronic form
- other individual or group learning as is appropriate for the programme .

C7.1.3 The Harvard System is used for referencing and citation within all academic work. However, where specific disciplines recognise other systems used nationally, they must be published for student use and copied to all examiners.

C7.2 **Student Information**

C7.2.1 Students will be informed of:

- the nature of the assessment
- the requirements of the assessment
- the weighting
- the submission date for the assessment.

- C7.2.2 Students will be given a clear indication of what is required for the successful submission of assessed coursework.
- C7.2.3 Students should be informed of the above details in sufficient time to enable them to comply with the requirements and organise their work schedule around the submission dates.
- C7.2.4 Any variation in the submission date(s) of assignments must be notified to all students.
- C7.2.5 The provisions for the handing-in of assessed work will be clearly notified to students. Although the provisions may vary across the College, it is a requirement that they should prevent, in so far as possible, a student being able to claim that a piece of work was handed in without such a claim being verifiable.
- C7.2.6 The procedures for requesting an extension of the submission deadline for assessed coursework will be clearly notified to students.
- C7.2.7 The penalties for late submission of assessed coursework will be clearly notified to students.
- C7.2.8 Students will be advised of the nature of plagiarism and other forms of unfair practice and advised of the consequence of breaching the regulations in respect of these.
- C7.2.9 Students will be clearly advised that it is their responsibility alone to draw any extenuating circumstances which they think may have affected their performance to the attention of the Board of Examiners and the procedures for doing this.
- C7.2.10 Students will be advised of where the procedures for request for an appeal can be found.
- C7.2.11 Students will be informed of the feedback they can expect, the timescale in which this will be provided whether this will be individual or collective.
- C7.2.12 Students are responsible for receiving and acting on the information provided. In particular in respect of:
- the submission of work
 - requesting extensions
 - presenting extenuating circumstances to a Board of Examiners
 - following the procedures for request for an appeal hearing or appeal
 - avoiding plagiarism and other forms of unfair practice.
- C7.2.13 In the event of late submission of assessed coursework, the penalties for late submission of coursework will be invoked without further notification to the student.

C8 Written Examinations

C8.1 Examination Arrangements

- C8.1.1 An examination is defined as a formal, timed assessment of any duration that is subject to continuous invigilation.
- C8.1.2 The College operates a strict Code of Conduct in relation to the behaviour of examination candidates. A copy is made available to all examination candidates.
- C8.1.3 The College undertakes to publish or arrange publication of the examination timetable in good time.
- C8.1.4 Students are responsible for presenting for examination in accordance with the published schedule. Failure to attend an examination is counted as a sit and attracts a mark of zero unless extenuating circumstances are accepted.
- C8.1.5 In advance of the Examination Period the following information will be given to students.
- Final timetable
 - Formal notification of assessment
 - Person to contact in case of difficulties and the timescale for notification of any difficulties

C8.2 **Administration and Conduct of Examinations**

- C8.2.1 The College may schedule examinations so that:
- a candidate may be required to sit more than one examination on any day
 - examinations may be scheduled at appropriate times to meet the requirements of the assessment.
 - examinations may be located in other premises than those of the College.
- C8.2.2 Students will be provided with the following information prior to the commencement of the Examination:
- Assembly
 - Entry to the examination room
 - Proof of identity and requirements to undertake written examination
 - Requirements on entry to the examination room
 - Conduct during the examination process
 - Electronic and other personal equipment
 - Additional permitted equipment
- C8.2.3 Students will be advised of the requirements for conduct of the examination process including:
- Individual conclusion of examination and the time scales involved
 - Treatment of late candidates in terms of timescales and student identification
 - Levels of clarification available and the relevant allowed timescales
 - Stationery
 - Communication with an Invigilator
 - Use and availability of dictionaries
 - Leaving the examination room during the examination
 - Unaccompanied departure

- Communication with other candidates
- Reading other candidates' work
- Suitable conduct
- Mobile phones
- A candidate must comply with instructions given to them individually, or to all candidates, by the invigilator.
- Conduct on the conclusion of the examination

C8.2.4 Candidates must conduct themselves in an appropriate manner and may not use or access equipment exceeding such specifications. Any attempt to do so may be construed as an attempt to cheat or gain an unfair advantage.

C8.3 **Absence from Written Examinations**

C8.3.1 The Board of Examiners or Examination Committee requires documentary evidence of all cases of absence from examinations. A candidate whose illness prevents them from attending an examination is required to provide evidence in line with the approved procedures.

C8.3.2 Candidates who are absent from examinations through illness or for other reasons, besides providing information as required above, should also submit a request for extenuating circumstances to be taken into consideration by a Board of Examiners or Examination Committee in accordance with Section C15 Extenuating Circumstances and Mitigation.

C9 **Disclosure of Assessment Results**

C9.1 **General**

C9.1.1 At the conclusion of the full assessment process for each module the internally-moderated module results will be given to the programme Leader (or equivalent) who will then inform students of their outcomes in accordance with Section C10 and thus enable a student to identify the opportunity for re-assessment.

C9.1.2 Disclosure of the detailed module outcomes must be done only by an authorised person, either orally or by letter.

C9.1.3 Disclosure of the detailed assessment outcomes of an individual student (eg actual mark(s) achieved) must be to that student only, except for marks which are posted as outlined in Section 10.3.

C9.1.4 Any written feedback on an individual assessment must be confidential to that student only.

C9.1.5 Student outcomes either overall or for individual modules will not be given out over the telephone.

C9.1.6 Disclosure to third parties may only be done in exceptional circumstances if specifically authorised by the student with express written consent and in accordance with the terms of that authorisation.

C9.1.7 Consideration will be given to alternative disclosure methods for any student who for good reasons requests alternative disclosure methods.

C9.1.8 Requests for any further information relating to assessment results beyond that detailed in these Regulations may be pursued by an individual under the provisions of the prevailing data protection legislation. The College will address any such request in accordance with the provisions of that Act.

C9.2 **Information to Students**

- C9.2.1 Students will be informed of the College's provisions for the disclosure of assessment outcomes and for the publication of results.
- C9.2.2 Students will be informed of the possibility of alternative disclosure methods.
- C9.2.3 In the absence of any specific request for alternative disclosure methods, the student will be deemed to have consented to the College's Regulations in respect of disclosure.

C10 Timing of Disclosure of Assessment Outcomes

C10.1 Prior to the Board of Examiners

- C10.1.1 Outcomes for coursework (written essays, assignments and other work) will normally be returned with appropriate feedback within 20 working days of their submission.
- C10.1.2 Marks awarded for coursework at any stage should be disclosed to the student, but it should be made clear that the marks are subject to:
- internal moderation
 - moderation by external examiners (at an awarding stage).
 - the final decision of an Examination Committee and/or Board of Examiners.

C10.2 Examinations

- C10.2.1 The assessment outcomes of examinations will be made available to the student in accordance with College Regulations either during the course of the academic year to permit re-assessment if required or after the meeting of the relevant Board of Examiners or Examination Committee.

C10.3 After the Board of Examiners

- C10.3.1 Students will be informed of their confirmed marks as agreed by the Board of Examiners or Examination Committee for all levels of a programme of study, both overall and for individual modules.
- C10.3.2 Results lists (which include the results of deferred/referred students) will be prepared and published in accordance with the current College Procedures, and will be published within 5 working days of the meeting of the Board of Examiners.
- C10.3.3 Results lists will take a standard form namely:
- College
 - Award
 - Assessment results level:
 - Student name and student ID: Pass/deferred/referred (include details as necessary)
 - Classifications
 - At the foot of the final sheet:
 - Date of the Board of Examiners meeting
 - Signature of the Chair of the Board of Examiners and the External Examiner (or equivalent)

C10.4 Retention of Marks and Other Assessment Information

- C10.4.1 A schedule of internally-moderated and externally-moderated marks can be presented to the Board of Examiners or Examination Committee.

- C10.4.2 College staff should delete or destroy all marks not related to assessment decisions stored in personal systems prior to the meeting of the Board of Examiners or Examination Committee.
- C10.4.3 The formal minuted decisions of Boards of Examiners and Examination Committees are the formal College record and are retained for this purpose.
- C10.4.4 The confirmed marks and results of the Board of Examiners are the definitive outcomes of the assessment process and supersede any previous outcomes and are stored for the purpose of record-keeping only. Final marks can be stored either electronically or manually provided that these are maintained in a secure location.
- C10.4.5 A sample of major coursework assessment will be retained for two years after the meeting of the Board of Examiners or Examination Committee at which the assessment was considered for external audit purposes.
- C10.4.6 Schools must establish secure arrangements for the storage of retained coursework and examination scripts.
- C10.4.7 Normally this will be two samples from each of the classification divisions and two samples of failures. A photographic record of artefacts may be kept where appropriate.

C11 Boards of Examiners and Examination Committees

C11.1 General

- C11.1.1 The College regulations provide for Boards of Examiners which have the power to establish Examination Committees. The Board of Examiners will receive their recommendations as appropriate.
- C11.1.2 The Board of Examiners is the sole body authorised to recommend the conferment of an award of the College.
- C11.1.3 The HE Academic Board has the power to require a Board of Examiners to review a decision or have that decision annulled.
- C11.1.4 The College requires that there be a Board of Examiners for every programme leading to an award of the College.
- C11.1.5 A Board of Examiners may be responsible for more than one award and is then responsible for all levels of award(s) for those programmes.
- C11.1.6 It is the responsibility of the Board of Examiners to reach decisions on students' suitability for progression or for receiving an award based on their achieving the standard required for the award and having fulfilled the learning outcomes and requirements of the programme of study.
- C11.1.7 The Board of Examiners will consider individual extenuating circumstances and take into consideration the outcomes of the Mitigation Panel in accordance with Section C15 Extenuating Circumstances and Mitigation.
- C11.1.8 Where a Board of Examiners decides not to establish an Examination Committee, the Board will undertake the functions of the Examination Committee. In such cases, the agenda will reflect the distinct stages of the process otherwise carried out discretely by Committees and Boards.
- C11.1.9 No student of a programme shall be a member of their Board of Examiners or associated Examination Committee.

C11.1.10 A person otherwise qualified to be an examiner for a School or programme (e.g. external examiner) who is registered as a student on another programme of study, shall be disqualified from carrying out normal examining commitments.

C11.2 **Board of Examiners**

The Conduct of Boards of Examiners and Examination Committees

C11.2.1 The proceedings of Boards of Examiners and Examination Committees are confidential.

C11.2.2 Board of Examiners operate with delegated authority from HE Academic Board which approves their composition. Members of staff who are also students of the College are not permitted to attend any Board of Examiners considering programmes for which they are registered students.

C11.2.3 All members of Board of Examiners are expected to attend for the whole of the meeting to ensure quoracy and parity of treatment for all students. Quoracy will include attendance by the designated Chair and the external examiner (as appropriate). In the event of the Chair not being able to attend for serious unexpected reasons the Board may proceed providing an independent Chair of equal or greater seniority can be substituted. For levels of quoracy see C11.2.5.

C11.2.4 The Board of Examiners is the senior board and may subsume the responsibilities of other boards for individual students where progression or award decisions would be otherwise unreasonably delayed.

C11.2.5 The College operates a two-tier Board of Examiners system for the determination of marks and results:

- First tier: The Examination Committee considers module performance and determines the mark. The Committee will also consider students progressing to the next level of their studies and will comprise of:
 - Chair of Examination Committee
 - Secretariat
 - External Examiner (or arrangements for confirmation of results if absent),
 - Programme Leader
 - Module leader (or nominee)
 - External school/division representative
- Representative of the HE Directorate.
- Second tier: The Board of Examiners - considers the progress of students through awards and end of session results in relation to continuing students and award and classification results for completing students and will comprise of:
 - Chair of Board of Examiners
 - Chief External Examiner
 - Secretariat,

- Operations and Regulations Manager
 - School HE Manager or equivalent school representative,
 - Programme Leader (or nominee),
 - External NCG school/division representative
- C11.2.6 To ensure consistency of quality and standards, Boards and Committees which are not quorate must be reconvened.
- C11.2.7 Students have the right to be informed of their results, both overall and for individual modules, for all stages of a programme of study in accordance with College policy and the relevant legislation.
- C11.2.8 The range of decisions on student progress which may be made by boards of examiners are as established by the HE Academic Board of the College.
- C11.2.9 Recommendations for the conferment of awards will be in accordance with awards of the College as currently approved.
- C11.2.10 Boards of Examiners and Examination Committees will be conducted in a manner that ensures equity and fairness to students and consistency in decision making across the College.
- C11.2.11 The Chair of the Board of Examiners shall be a member of the academic staff of the College with seniority and experience of Boards of Examiners. Normally this will be the Director of School (or Senior Manager nominated by the Director of School).
- C11.2.12 A member of the teaching team cannot be the Chair of the Board of Examiners for the School or programme in question.
- C11.2.13 Provided that the assessment has previously been considered through an internal moderation process and at an awarding level by the programme External Examiner, one member of a team of tutors may attend to speak for them all.
- C11.2.14 A Board of Examiners is authorised to:
- assess students in accordance with the programme and college regulations
 - confer awards on behalf of the college
 - receive outcomes of appropriate Mitigation Panel.
 - determine outcomes in cases of cheating and plagiarism and other forms of unfair practice
 - determine the outcomes of re-assessment (where relevant).
 - establish Examination Committees or act as an Examination Committee where one is not established.
- C11.2.15 All members of the Board of Examiners are required to be present at the meeting where decisions are to be reached.
- C11.2.16 The Board shall formally decide whether the membership of the Board is sufficient and appropriate before discussion of students' progress can take place.
- C11.2.17 If a member is absent due to illness or other good cause, the Board must ensure that the contribution that would be made by that member can be satisfactorily covered by other appropriate arrangements.

- C11.2.18 The Board of Examiners will accept the results of module assessment outcomes agreed by the Examination Committee. These results will not be amended except, where relevant, in respect of:
- mitigation in relation to individual extenuating circumstances
 - cheating, plagiarism or other forms of unfair practice
 - other material or procedural irregularities.
- C11.2.19 Where the matter has previously been discussed by an Examination Committee, the Board of Examiners will receive a report from the Committee which may recommend a mark or a course of action.
- C11.2.20 The Secretary to the Board of Examiners will compile records in accordance with the relevant procedures. These will constitute the minutes.
- C11.2.21 The minutes will be confidential and will be available to the next meeting of the Board. The external examiner(s) may retain mark sheets, minutes and other materials, but shall be required to maintain confidentiality.
- C11.2.22 All external examiners are entitled to attend the Board of Examiners for the programme to which they are appointed.
- C11.2.23 Disagreement with the academic judgement of a Board of Examiners or Examination Committee cannot in itself constitute grounds for a request for a review of a decision.
- C11.3 **Examination Committees**
- C11.3.1 A Board of Examiners may establish one or more Examination Committees.
- C11.3.2 An Examination Committee will consider and determine the marks and grades for specified modules, and forward its decisions to the appropriate Board(s) of Examiners.
- C11.3.3 The Board of Examiners may establish either:
- a single Examination Committee to consider the assessment outcomes of all modules within the programme
 - more than one Examination Committee to consider the assessment outcomes of designated modules within the programme (eg all modules at Level 4; all modules at Level 5).
- C11.3.4 Examination Committees are authorised to:
- determine the standard of student module assessment outcomes
 - consider amendment of cohort marks as appropriate
 - record credit where the student will not be presented to a Board for level progression or an award
 - determine the progression of Level 4 students.
- C11.3.5 Provided that the assessment has previously been considered at an internal moderation process, one member of a team of tutors may attend to speak for them all.
- C11.3.6 In cases where modules are shared by programmes and the assessment contributes to a number of awards. Internal moderators (or a representative member of a team of examiners) must be present at the Examination Committee at which the standard of the students' assessment outcomes are

determined, but need not attend all meetings of the Boards of Examiners to which these assessment outcomes are forwarded.

- C11.3.7 All external examiners are required to attend the Examination Committee(s) for the programme to which they are appointed where such a Committee considers student assessment above the level of Certificate of Higher Education (unless the Certificate of Higher Education is the target award). Where there is more than one external examiner for a School or programme, one only need attend the Board of Examiners.
- C11.3.8 For students who are not being presented to a Board for level progression or for an award, the Examination Committee will formally record the marks the amount and level of credit achieved.
- C11.3.9 Adjustments may be made to the marks of a cohort of students after consideration of extenuating circumstances applicable to the entire cohort.
- C11.3.10 Where a student is not being presented for level progression and their attainment is identified as a matter of concern, the Committee should refer the issue to the relevant Board of Examiners for consideration of that student's suitability to proceed on the programme of study.
- C11.3.11 The minutes of the Examination Committee will be confirmed by the Chair of the Committee and forwarded to the next meeting of the relevant Board of Examiners.
- C11.3.12 The following have the right to attend any meeting of a Board of Examiners, an Examination Committee or an Examination Review Committee as non-voting observers:
- Chair of HE Academic Board (or nominee)
 - Chair of HE Quality and Standards Committee (or nominee).
- C11.4 **Re-assessment: Reconvened Board of Examiners**
- C11.4.1 Normally there will be no further opportunity for assessment or re-assessment after the meeting of the Board of Examiners, except as below.
- C11.4.2 The Board of Examiners will be reconvened to consider outstanding matters of assessment and progression, where:
- curriculum or operational requirements determine later assessment or re-assessment for progression or awards
 - or where exceptional circumstances in respect of student assessment occur.
- C11.4.3 In such circumstances the Reconvened Board of Examiners will fulfil the functions of both an Examination Committee (determination of module assessment outcomes) and a Board of Examiners.
- C11.4.4 The membership of a Reconvened Board of Examiners shall be determined by the Board of Examiners. Membership shall be sufficient to ensure fair and equitable exercise of academic judgement.
- C11.4.5 The membership of a Reconvened Board of Examiners need not be the full membership of the Board.
- C11.4.6 The membership of a Reconvened Board of Examiners shall include:
- the Chair of the Board (or nominee)
 - the Programme Leader (or equivalent)
 - one external examiner

- at least two members of academic staff making a significant contribution to the teaching of the programme modules
- a Secretary to the Board (in attendance).

C11.4.7 One external examiner shall be associated with the decisions of the Reconvened Board of Examiners where such a Reconvened Board considers student assessment outcomes above the level of Certificate of Higher Education (unless the Certificate of Higher Education is the target award). All external examiners have the right to attend and vote.

C11.4.8 The conduct of the Reconvened Board and the recording of its proceedings shall be in accordance with current College HE Academic Regulations and Procedures.

C11.4.9 The records will constitute the minutes. The minutes will be confidential and will be available to the next meeting of the Board. The external examiner(s) may retain mark sheets, minutes and other materials, but shall be required to maintain confidentiality.

C12 Student Progression

C12.1 General

C12.1.1 The purpose of assessment for progression is to ensure that students are making satisfactory progress towards their registered target award and that they remain academically eligible to complete successfully.

C12.1.2 Assessment for progression is undertaken by the appropriate Board of Examiners advised by the relevant Examination Committee deliberations.

C12.1.3 In determining progression recommendations, the Examination Committee will apply these Academic Regulations and any professional body or programme specific regulations approved at validation.

C12.2 Progression Requirements

C12.2.1 To be considered for progression from Level 4 to Level 5; a student must have fulfilled the following requirements:

- pursued a programme of study of 120 credit points at level 4 (including any accreditation of prior learning)
- satisfied the submission and attainment requirements for each module of study.

C12.2.2 A student is required to fulfil the submission requirements for the assessment of each module studied. Such assessment may be one, or a combination of:

- examinations or other scheduled assessments, individual or collective
- other specified coursework requirements.

C12.2.3 A student will be required to re-submit for assessment all failed components where the component mark is less than 20%.

C12.2.4 Where the assessment tool/s requires student access to facilities/resources considered by the school to be unavailable or unreasonable then at the discretion of the School the assessment tool for the resubmitted work may be changed so as not to disadvantage the student.

C12.2.5 Except in the case of 3.3.4, where a student has attained or exceeded the following profile, he or she will be deemed to have passed Level 4 for the purposes of progression, to have achieved the overall learning outcomes for the level; and to have achieved the standard required to progress from Level 4 to Level 5:

- Have submitted work for all assessment components
- Have achieved a minimum of 40% or more in modules equivalent to 100 credit points at Level 4 or above;
- Have achieved a minimum of 20% in each component and in each module studied up to a limit of 20 credits;
- Have achieved an overall average of 40% or more at Level 4.

On achievement of this profile for progression, a student will be accredited with 120 credit points at Level 4

C12.2.6 Where a student has submitted for re-assessment and has not achieved the profile for progression; an Examination Committee has discretion to compensate the student in up to 10% of the marks available in up to 2 modules or to the limit of 20 credit points. This discretion will be exercised in the context of the student's overall profile of attainment.

C12.2.7 The student's Transcript of Credit will record:

- the quantity and level of the credit achieved
- the actual mark achieved for each module.

C12.2.8 A student failing a pre-requisite module may progress to the next level only if the programme of study available enables them to take an option which does not require the failed module as a pre-requisite.

C12.3 **Re-assessment for Progression**

C12.3.1 A student failing to pass a module or modules at the first attempt will be given the opportunity to recover that failure during the academic level subject to the limitations in Section C12.3.3 and is capped at 40%. All attempts to recover failure are classed as a reassessment and will be recorded as a second submission on the Marks Recording System.

C12.3.2 Any student who has not achieved the pass requirements of a module and who is eligible for re-assessment will be offered the opportunity to be re-assessed as required.

C12.3.3 A student may not be re-assessed in more than 50% of his or her programme of study for the academic level.

C12.3.4 A student failing to achieve an average of 20% in any of the assessment of a module, will be required to re-submit, *provided that* such re-assessment falls within the limits on re-assessment stated in C12.3.3.

C12.3.5 A student need not avail themselves of the opportunity for re-assessment.

C12.3.6 Although the reassessed mark is capped at 40% the actual mark achieved must also be recorded.

C12.3.7 At the discretion of the Board of Examiners students may repeat the level and carry over a maximum of 60 credits from their previous attempt at the level where the module mark was 40% or above and each assessment component was at a minimum of 20%.

C12.4 **Re-assessment at Final Level**

C12.4.1 A student failing to pass a module or modules at the first attempt will be given the opportunity to recover that failure during the final level, subject to the limits below.

C12.4.2 Where failure arises from non-submission of assessment at component level, a student will be required to present themselves for assessment at the next opportunity. In cases of non-submission of assessment, a student will only have one further opportunity to be re-assessed unless mitigation has been granted by the Mitigation Panel acting on behalf of the Board of Examiners (C15).

C12.4.3 Re-assessment opportunities are subject to the following provisions:

- A student may not be re-assessed in more than 50% of his or her programme of study for the final level.
- The opportunity for re-assessment will be given *once only* in respect of any module during the final level
- the maximum mark achievable is 40%.
- the assessment will count against the permitted maximum re-assessment opportunities
- Following assessment feedback on failed module, no taught sessions will be available in respect of this assessment unless extenuating circumstances are presented and accepted
- A student repeating the final level may not take a substitute for a core module.
- A student may not demand to repeat a module which is no longer current
- Re-assessment may only be used for the recovery of failure. It may not be used to attempt to improve an existing mark

C12.4.4 The process and timing of re-assessment at final level is as found in respect of re-assessment for progression.

C12.4.5 A student repeating the final level may, subject to the agreement of the Programme Leader (or equivalent), choose to take a different module or modules from those previously taken, subject to the limitations described in C12.4.3

C12.5 **Timing of Re-assessment Opportunities**

C12.5.1 The detailed timing of re-assessment opportunities will be at the discretion of the School and may be different for assessed coursework and examinations.

C12.6 **Alternative Form of Re-Assessment**

C12.6.1 Alternative forms of assessment may be offered to students submitting for re-assessment at the discretion of the Board of Examiners subject to the following:

- **Practical Considerations**

The Programme Leader (or equivalent) and the module tutor(s) may decide on an alternative form of assessment if necessary (for example, where the initial assessment required use of facilities which are not currently available).

- **Rigour and Standard**

The alternative assessment will be of the same rigour and standard as the original assessment.

- **Synoptic Assessment**

Where there is more than one component of assessment attached to a module, the Programme Leader (or equivalent) and the module tutor(s) may determine that a synoptic assessment is a suitable alternative form of assessment for that module.

C12.7 Limits on Re-assessment

C12.7.1 Re-assessment opportunities are subject to the following provisions:

- A student may not be re-assessed in more than 50% of his or her programme of study for the academic level
- The opportunity for re-assessment will be given *once only* in respect of any module during an academic level.

C12.7.2 Re-assessment may only be used for the recovery of failure. It may not be used to attempt to improve an existing mark.

C12.7.3 A student who has otherwise achieved the requirements for level progression may be re-assessed in failed modules, provided that the re-assessment opportunity is still available.

C12.7.4 The maximum mark achievable for a re-assessed piece of work or a synoptic assessment is 40%. Where a student achieves a lower mark for the re-assessed work than for the original submission, the higher original mark will stand.

C12.7.5 Where individual components of assessments are re-assessed, there will be a maximum mark of 40% for those components. The marks attained for any successfully completed components will remain unaltered and will contribute to the final average for the module.

C12.7.6 A student need not avail themselves of the opportunity for re-assessment.

C12.7.7 A student wishing to decline themselves of the opportunity for re-assessment must inform the Programme Leader (or equivalent) in writing by an agreed date of his/her intention to do so.

C12.8 Recovery of failure involving non-submission

C12.8.1 Where re-assessment is required on account of a student's failure to submit for assessment, the following provisions will apply unless extenuating circumstances have been presented and accepted:

- the maximum mark available is 40%
- the assessment will count against the permitted maximum re-assessment opportunities
- no teaching sessions will be available in respect of this assessment.

C12.9 Previously Deferred Assessment

C12.9.1 A student who was unable to submit for assessment at the required time due to extenuating circumstances will normally be offered the opportunity for initial assessment at the time when re-assessment takes place. Normally, there will be no further opportunity for assessment of this work during the academic year.

C12.10 Outcomes of Assessment and Re-assessment Process

- C12.10.1 On conclusion of the assessment and re-assessment process, student outcomes for the academic year will be presented to the relevant Board of Examiners or Examination Committee.
- C12.10.2 Normally there will be no further opportunity for assessment or re-assessment after the meeting of the Board of Examiners or Examination Committee. The exceptions to this are where curriculum or operational requirements determine the need for later re-assessment; or where exceptional circumstances in respect of student assessment occur.
- C12.10.3 Where exceptional circumstances occur a Board of Examiners may provide for further assessment or re-assessment opportunities to take place after the Board. Normally this would be only where the exceptional circumstances affect a whole cohort of students and, in such cases, the consideration of the assessment/re-assessment in question may be remitted to a Reconvened Board of Examiners.
- C12.11 **Carry-forward of Module(s)**
- C12.11.1 Exceptionally, a Board of Examiners or Examination Committee may permit a student to carry forward a module or modules to the next academic year. This is only when a student has not been able to complete the assessment or re-assessment process and this non-completion is attributable to extenuating circumstances which have been accepted by a Board of Examiners or Examination Committee.
- C12.11.2 A student may only be permitted to carry forward a module or modules to a maximum of 40 credit points.
- C12.12 **Students Unable to Progress**
- C12.12.1 A student who does not meet the requirements for level progression will be eligible for one or more of the following course of action:
- contained award
 - completion of level
 - repeat of level with attendance
 - requirement to repeat or withdraw
 - be deemed to have failed.
- C12.12.2 Provisions relating to C12.12.1
- Contained Award**
- A student may be recommended for a contained award at a lower level if appropriate.
- Completion of Level**
- A full-time student who has achieved 50% or more of the credit points required for level progression *but* has achieved insufficient credit points to progress may choose one of the following options for level completion.
 - to enrol in part-time mode in order to re-take the outstanding components of the programme of study for that level;
 - to repeat the level with attendance.
 - Part-time Students will be counselled in accordance with the provisions above.
- Repeat of Level with Attendance**

- A student will be offered the opportunity to repeat the full programme of study for that level with attendance where he or she has largely submitted themselves for assessment as required *but* achieved less than 50% of the credit points required for progression at the level he or she is currently studying

Requirement to Repeat or Withdraw

- A student who has achieved less than 50% of the credit points required for progression at the level he or she is currently studying *and* whose lack of success derived largely from non-submission of assessed work may be required to repeat the level or withdraw. .
- The Board of Examiners or Examination Committee may exercise its discretion and require the student to repeat the full programme of study for that level with attendance or withdraw from the programme.

Students Deemed to Have Failed

- A student will normally be deemed to have failed if he or she has not given formal notice in writing of his or her intention to withdraw from the programme and has substantially failed to submit assessments without explanation.

C12.12.3 A student completing or repeating a level may, subject to the agreement of the programme Leader, (or equivalent) choose to take a different module or modules from those previously taken, subject to the limitations described in C12.4.3.

C12.12.4 A student completing or repeating a level may not take a substitute for a core module.

C12.12.5 A student required to complete or repeat a level will be entitled to one attempt only at completion or repeat.

C12.12.6 Any further opportunity to complete or repeat the level will be at the discretion of the Board of Examiners or Examination Committee.

C12.12.7 A student repeating a module or modules under any of the provisions for complete/repeat above will be assessed as if for the first time in that module and the work will be eligible to be awarded the full range of marks available.

C12.12.8 A student may not demand to repeat a module which is no longer current.

C12.13 Termination of Study

C12.13.1 Termination of study may occur because of failure in academic or professional components or for reasons of misconduct. Procedures for the conduct of students, including suspension and exclusion for disciplinary offences, are covered under the Student Disciplinary Policy.

C12.13.2 Wherever possible within approved arrangements, the College will seek to recommend an alternative award to students who have failed professional components, as specified in the validated programme.

C12.13.3 Exceptionally, where there is evidence that the presence of a student is detrimental to the physical, educational or emotional safety or wellbeing of the client group, or evidence that the student has failed to establish effective working relationships with professional colleagues, or where behaviour is deemed to amount to unprofessional conduct, a recommendation may be made for termination of the candidate's registration on the programme in accordance with the Student Disciplinary Policy.

C12.14 **Information to Students**

C12.14.1 Students will be informed when their academic progress may be a cause for concern; and specifically where the need to avail themselves of any re-assessment opportunities open to them in order to progress becomes apparent.

C12.15 **Responsibilities of Students**

C12.15.1 Students are responsible for:

- maintaining an awareness of their successfully completed modules and running total of credit accumulation during the level;
- checking the dates of re-sit examinations and re-submission dates for assessed coursework.

C13 Conferment of Awards

C13.1 **General**

C13.1.1 A Board of Examiners of the College is the sole body authorised to recommend the conferment of an award of the College.

C13.1.2 Awards are determined by a properly constituted Board of Examiners acting with delegated authority from the HE Academic Board.

C13.1.3 Board of Examiners make decisions through the application of the HE Academic Regulations and relevant programme regulations using academic judgement to operate discretion within the limits defined in these regulations. Where discretion is applied, Chairs of Boards will ensure this is appropriately recorded, operated consistently and without favour.

C13.1.4 Certificates, diploma supplements and attendance at graduation may be withheld where a student is in debt to the College, subject to the provisions of the prevailing Data Protection Act.

C13.2 **Assessment for an Award**

C13.2.1 Students must fulfil the specified requirements for progression and conferment of an award.

C13.2.2 For awards accredited by PSRBs, students must fulfil the requirements and fulfil any further requirements for accreditation specified by the PSRB.

C13.2.3 Students will be informed of the requirements to be fulfilled in order to be recommended for an award. Students will be informed of any provisions for the recommendation of distinction or merit.

C13.3 **Recommendation for Award**

C13.3.1 To receive an award a student must have:

- achieved passes in the credit and level requirements (including via APL specified for the award)
- credit exemption [ungraded] is a pass for the purposes of this regulation
- passed any additional requirements specified by the programme associated with the award including core modules, defined combinations of modules and placements
- met any PSRB requirements for the award

C13.4 **Achievement of an Award**

C13.4.1 An award of the College will be recommended for candidates achieving the outcomes specified below:

Certificate of Higher Education

- The Certificate of Higher Education is awarded for the attainment of a minimum of 120 credit points at HE Level 4. The College awards these credit points where a student has achieved the following profile:
 - Pursued a programme of study of 120 credit points at Level 4 or above or has been accredited with no more than 60 credit points at Level 4 on admission.
 - Satisfied the submission and attainment requirements for each module of study.
 - Achieved the overall learning outcomes for Level 4 by attaining or exceeding (or been accorded under the provisions of Section C3.4.5) the following requirements:
 - Achieved a minimum of 40% or more in modules equivalent to 100 credit points at Level 4;
 - Achieved a minimum of 20% in each assessment component of each module;
 - Achieved an overall average of 40% or more across all modules studied at this level.
 - Have submitted work for all components of assessment.

C13.5 Foundation Degree

C13.5.1 The Foundation Degree is awarded for the attainment of a minimum of 120 credit points at HE Level 4 and 120 credit points at HE Level 5. The College awards these credit points where a student has achieved the following profile:

- Achieved the requirements for level progression from Level 4 to Level 5 or has been admitted directly to Level 5
- Pursued a programme of study of 120 credit points at Level 5 or above or has been accredited with no more than 60 credit points at Level 5 on admission.
- Satisfied the submission and attainment requirements for each module of study.
- Achieved the overall learning outcomes for Level 5 by attaining or exceeding the following requirements:
 - Achieved a minimum of 40% or more in modules equivalent to 100 credit points at Level 5;
 - Achieved a minimum of 20% in each assessment component of each module
 - Achieved an overall average of 40% or more across all modules studied at this level.Have submitted work for all components of assessment.

C13.6 Conferment of Contained Awards

C13.6.1 These provisions apply when students are progressing from one level to the next and inter alia qualify for a contained award.

C13.6.2 Students who fail to achieve the minimum performance for a Foundation Degree award shall be recommended for the conferment of the Certificate of Higher Education if they have achieved the specified requirements.

C13.7 Classification of Awards

C13.7.1 Module marks are shown as percentages for award classification purposes. Percentage marks are ascribed to award classifications as follows:

C13.7.2 For students admitted to the College at Level 5 with academic credit, only those modules studied within the College will be considered for the purposes of establishing a classification. In such cases the model for profiling will be adjusted to take account of the total number of modules studied.

C13.7.3 Foundation Degrees classifications are based on contributing modules derived from Level 5 alone and are as follows:

- Classification will be based on the mean percentage mark (MPM) which is a weighted arithmetic mean of all component marks that count for assessment.
- A higher class will also be awarded where greater than half of the contributing credits are in the recommended class and the MPM is not more than 2% percentage points below the class indicated by the profiles.
- In the calculation of the MPM, each final module mark is weighted by the number of credits for that module. This is to reflect the relevant contribution of each module to the final result.
- The MPM is calculated by multiplying each final module mark by the number of credits for that module to produce a weighted mark. The weighted marks are then totalled for each student and this total is divided by the total number of credits studied. The formula for this calculation is shown below:

$$\text{MPM} = \frac{\sum Cr_i M_i}{\sum Cr_i}$$

where:

Cr_i = the number of credits for each module

M_i = the final mark for each module

- Rounding to the nearest integer is only applied to the MPM at the end of the calculation. This will use the round half up method. Final module marks may be displayed as whole numbers but the true, unrounded values will be used in the calculation of the MPM.
- The Foundation Degree is awarded with Merit where the MPM of the contributing modules is 60% or above.
- The Foundation Degree is awarded with Distinction where the MPM of the contributing modules is 70% or above.

- C13.7.4 Attainment which has contributed to the award of a lesser qualification cannot be considered for the purposes of establishing a foundation degree classification.
- C13.8 Alternative Awards**
- C13.8.1 A Board of Examiners may award an alternative award and award title to students who have failed the target award or who leave at an interim progression point where such awards have been validated within the programme regulations and provided students satisfy the requirements.
- C13.8.2 Alternative awards will only be made where a student's study for their registered award has been completed or terminated.
- C13.8.3 A student who leaves their programme and who is eligible but has not been recommended for an alternative award may appeal under the Appeals Process.
- C13.9 Aegrotat Awards**
- C13.9.1 Where final student performance is incomplete because of valid extenuating circumstances the Board of Examiners may recommend an Aegrotat.
- C13.9.2 An Aegrotat award of the target or intermediate award is conferred where the Examiner is satisfied that, but for the extenuating circumstances, the student would have reached the standard required.
- C13.9.3 Before a recommendation of an Aegrotat award is made, the student must have signified a willingness to accept the award and have signified an understanding that the acceptance of this award waives the right to re-assessment.
- C13.9.4 Aegrotat awards are not classified.
- C13.9.5 A student who has been offered an Aegrotat award, but who chooses instead to be re-assessed, may not claim the Aegrotat award in the event of failure.
- C13.10 Posthumous Awards**
- C13.10.1 Providing that all normal conditions of an award would have been satisfied, an award may be conferred posthumously and be accepted by another person on behalf of the late student.
- C13.11 Promulgation of Results**
- C13.11.1 Results are published in line with College procedures that pertain at the time. All students receive a transcript detailing their achievement in any academic session unless this is withheld under other student regulations.
- C13.11.2 In line with prevailing Data Protection legislation, students have a right of access to both moderated and unmoderated marks. Students may request and obtain disclosure of unmoderated marks after the publication of results.
- C13.12 Repeat of Final Level**
- C13.12.1 Students who do not achieve the requirements for an award at the final level may repeat work failed at the final level in order to achieve an award of the College, subject to the provisions below.
- C13.12.2 A student repeating the final level will be assessed as if for the first time in previously failed modules, and the work will be eligible to be awarded the full range of marks available.
- C13.12.3 The marks or grades for successfully completed modules will be carried forward.
- C13.12.4 Students may repeat failed work *once only* at any level.

- C13.12.5 Repeat provisions for other awards will be in accordance with the regulations for the external award in question.
- C13.12.6 At the discretion of the Board of Examiners students may repeat the final level and carry over a maximum of 60 credits from their previous attempt at the level where the module mark was 40% or above and each assessment component was at a minimum of 20%.

C14 Appeal against a Decision of the Board of Examiners

C14.1 General

- C14.1.1 All students have the right to seek an Appeal to reconsider a decision of a Board of Examiners. Appeals against the decision of Boards of Examiners or Examination Committees will be permitted where the College has agreed that there are valid grounds for such an appeal.
- C14.1.2 An appeal cannot be made against the academic judgement, for example marks, of the examiner(s), in accordance with the HE Regulations. Appeals on this basis will be ruled invalid.
- C14.1.3 All appeals will be dealt with confidentially, unless disclosure is necessary to progress the appeal. In this event the student will be notified in advance of the disclosure.
- C14.1.4 The College provides relevant definitions and explanations of its process and procedures for Appeals against a Decision of a Board of Examiners. Full details of the Appeals Procedure are published by the College.
- C14.1.5 The College will ensure that suitable briefing and support is provided for all staff and students involved in handling or supporting any aspect of the Appeals process.
- C14.1.6 The Procedures as currently determined by the College must be followed in order for an Appeal to be considered.
- C14.1.7 Timescales will be identified and must be adhered to by the College and by the student. In the case of overseas students, appropriate allowance will be made to ensure timescales are reasonable. The timescales for the following are fully set out in the procedures accompanying these regulations:
- lodging of submissions seeking an appeal
 - determination of whether there are valid grounds for appeal
 - consideration of the appeal.
- C14.1.8 A student whose case is under consideration within these regulations and procedures has the right to continue with his or her studies until such time as a decision is reached unless:
- this conflicts with requirements in respect of professional practice
 - There are fees, charges or other debts not paid within the academic session in which the debts were incurred.
- C14.1.9 The right is intended to ensure that a student whose appeal is successful is not academically disadvantaged. Accordingly:
- it shall not be interpreted as acceptance of the student on a subsequent level of the programme of study; and
 - satisfactory progress during such attendance is not admissible as evidence in any stage of the appeal process.

- C14.1.10 All regulations and procedures relating to Appeals will be monitored, reviewed and evaluated to improve effectiveness of the Appeals procedures and for enhancement purposes.
- C14.2 **Grounds for Appeal**
- C14.2.1 Consideration of an appeal will be restricted to circumstances:
- where there has been or could have been material administrative error or regulatory or procedural irregularity which has affected the student's results
 - where significant new evidence concerning extenuating or mitigating circumstances which **for good reason** had not been available to the Mitigation Panel (for example a medical condition which had not been diagnosed at the time of the Board) has been produced; or where insufficient weight had been given to extenuating circumstances
 - where unfair treatment or discrimination is alleged as part of the assessment process which **for good reason** had not been considered previously under the College Procedures
- C14.2.2 An individual or group of students seeking redress in respect of a grievance relating to his, her or their position as student(s) of the College, should invoke the Student Complaints Procedure. The outcome of the Student Complaints Procedure may provide grounds for appeal, either in itself or in association with other factors.
- C14.2.3 Where any student who has invoked the Student Complaints Procedure lodges a Request for an Appeal before the Complaints Procedure has been concluded, the Appeal process will take precedence on account of its significance for the determination of progression or award.
- C14.2.4 On the conclusion of the process, all appellants will receive a formal letter from the College, setting out:
- the decision
 - a summary of the reasons for the decision
 - notification of any outcome arising from the decision
 - confirmation that the process is now at an end.
- C14.3 **Information for Students**
- C14.3.1 Students have the right to full information on the regulations and procedures in respect of Appeals; and to advice on their nature and operation. A student requesting a review of a decision of a Board of Examiners or appealing against the outcome of a review will be provided with information in accordance with the provisions of the HE Student Appeals Procedure.
- C14.3.2 The appellant will have the right to access information and documents relevant to the appeal, as appropriate under the prevailing Data Protection Act and any subsequent relevant legislation.
- C14.4 **Responsibilities of Students**
- C14.4.1 It is the responsibility of a student to draw to the attention of the College any factors which he or she considers may have adversely affected his or her performance in assessments. This should be done as soon as possible in order that any due remedial action within the College HE Academic Regulations may be taken.

- C14.4.2 Failure to seek remedial action or otherwise draw the attention of the College to relevant circumstances may lead to the rejection of an Appeal.
- C14.4.3 Requests for appeals must be in writing and state the basis of the appeal. Documentary evidence must be provided.

C15 Extenuating Circumstances and Mitigation

C15.1 General

- C15.1.1 The College operates a universal scheme for the submission of extenuating circumstances. The following applies:
- extenuating circumstances may be considered at the point of assessment or by a Mitigation Panel
 - claims for extenuating circumstances must be submitted by the student in the required format and in line with published procedures and deadlines;
 - claims for extenuating circumstances must be supported by dated documentary evidence wherever it is reasonable for such evidence to be available
 - claims for extenuating circumstances will be logged and tracked for monitoring purposes;
 - students are entitled to request to know whether their claim is accepted as valid.
- C15.1.2 Individual students may submit requests for consideration of extenuating circumstances in respect of:
- inability to submit assessed coursework on the required date
 - absence from examinations or other scheduled assessments
 - failure to submit assessed coursework
 - poor performance.
- C15.1.3 A student, who considers that he or she has extenuating circumstances which may have affected his or her performance, should submit a request for extenuating circumstances, whether or not the student considers that the assessed work may have passed or failed.
- C15.1.4 The request for consideration of extenuating circumstances must normally be made at the earliest possible time. The College reserves the right to reject consideration of extenuating circumstances which are not disclosed within a reasonable time from their occurrence.
- C15.1.5 Where a student is, for good reason, unable to submit extenuating circumstances personally, these may be submitted on his or her behalf by another person. The reason for such submission shall be notified with the submission, and independent evidence of it produced. Such submission will only be allowed in exceptional circumstances. These will normally be limited to third-party submissions on account of a serious medical condition experienced by the student.
- C15.1.6 For extenuating circumstances to be considered the specified procedures for their submission must be followed in full and the required evidence must be submitted.

C15.1.7 If the submitted extenuating circumstances are found to be valid, mitigation in respect of these will be considered in accordance with the College Regulations.

C15.2 Mitigation at the point of Assessment:

C15.2.1 Mitigation may be considered at the point of assessment in respect of coursework submissions, examinations or scheduled assessments.

C15.2.2 Requests will be determined within the School, and a report of any mitigation granted will be made to the relevant Mitigation Panel.

C15.2.3 Such requests must be:

- submitted to the person designated to receive them
- identify the circumstances
- provide independent documentary evidence where this is possible or required.

C15.2.4 Consideration of such requests will be made by a designated member of academic staff, appointed by the School for this purpose.

C15.2.5 The outcome of the consideration will be that the extension will be permitted or not permitted.

C15.2.6 Where the extension is permitted, such extensions will normally be the sole form of mitigation allowed in respect of these extenuating circumstances.

C15.2.7 There is no appeal against the outcome of this consideration except, (if appropriate) through the regulations and procedures for an Appeal against a Decision of a Board of Examiners or Examination Committee (see Section C15.7 below).

Coursework

C15.2.8 A student must seek an extension to the coursework submission date in accordance with the College regulations and procedures, where he or she considers that the relevant submission date cannot be complied with, and that he or she has valid extenuating circumstances in respect of this.

C15.2.9 Any request to a Board of Examiners for mitigation in respect of poor performance will normally be rejected if an extension of the submission date for coursework has previously been given.

C15.2.10 An extension will not normally be given after the date on which the coursework should have been submitted.

C15.2.11 All extensions will be notified to the Board of Examiners at which the assessment will be considered and the relevant Mitigation Panel in accordance with current College Procedures.

Examinations

C15.2.12 A student who was absent from an examination or other scheduled assessment and considers that he or she has valid extenuating circumstances in respect of this, must request the consideration of these extenuating circumstances in accordance with College Regulations and Procedures.

C15.2.13 If the circumstances are found to be valid, the designated person will permit the student to take the examination as if at the first attempt (deferral) at the next available opportunity. No special examination will be provided for such students.

Other scheduled assessment

- C15.2.14 If the circumstances are found to be valid, the designated person will permit the student to present the assessment as if for the first time at a later date if this is possible and it is consistent with equity and fairness to other students.
- C15.2.15 In the event of this not being possible, the student will need to present his or her extenuating circumstances to the Board of Examiners.
- C15.2.16 All other requests for consideration of extenuating circumstances are submitted to the relevant Board of Examiners. The nature of the extenuating circumstances themselves is not disclosed to the Board.
- C15.3 **Extenuating Circumstances affecting a Cohort of Students**
- C15.3.1 Extenuating circumstances which may have affected the performance of a cohort of students will be presented to the relevant Examination Committee (or Board of Examiners carrying out the functions of an Examination Committee).
- C15.3.2 The Programme Leader (or equivalent) (or nominee) is responsible for informing the Committee or Board of such circumstances.
- C15.3.3 Consideration of such circumstances will be conducted in accordance with Section C11.2 of the College HE Academic Regulations: Boards of Examiners and Examination Committees. Where the circumstances are deemed to warrant this, the marks of the entire cohort may be adjusted upwards.
- C15.4 **Mitigation Panels**
- C15.4.1 The College Mitigation Panels are convened to :
- consider extenuating circumstances
 - make appropriate recommendations to the relevant Board or Boards of Examiners.
 - ensure that students are treated equally with respect to all re-assessment opportunities.
- C15.4.2 Membership of Mitigation Panels will be as appropriate to the scale of their remit.
- C15.4.3 The following members are the required minimum for all Mitigation Panels:
- a senior member of academic staff (Chair)
 - one experienced member of academic staff or senior member of support staff external to the School in which the provision is located
 - relevant academic staff
 - a Secretary to the Panel (in attendance).
- C15.4.4 The Mitigation Panel will consider the extenuating circumstances presented and will determine as follows:
- The degree of seriousness of the extenuating circumstances accepted
 - The assessments which were affected by the relevant extenuating circumstances.
- C15.4.5 The Mitigation Panel will categorise the seriousness of accepted extenuating circumstances as follows:
- Very serious extenuating circumstances. (A)
 - Extenuating circumstances which are sufficiently serious to make appropriate a decision to defer an assessment. (B)

- Extenuating circumstances which are not deemed sufficiently serious to make a deferral of assessment appropriate. (C)
- C15.4.6 The Mitigation Panel may make no recommendations to the Board of Examiners beyond those specified here.
- the circumstances are sufficient to warrant further consideration by the Board of Examiners; and the student need not present themselves for re-assessment at this time
 - the circumstances are such as to warrant a deferral and any re-assessment opportunity taken will be deemed as an initial assessment and will be able to be marked within the full range of marks available.
 - the circumstances are not such as to warrant a deferral and any re-assessment opportunity taken will be marked as a referral with a maximum mark of 40.
- C15.4.7 The Mitigation Panel will make a report to the relevant Board of Examiners in respect of each student:
- C15.4.8 All discussion of extenuating circumstances will remain confidential to the membership of the Mitigation Panel, except
- Where the written requirements of a programme of study accredited by a PSRB and accepted at the validation of that programme of study, require a wider disclosure.
 - Where a student subsequently requests and is granted an Appeal.
- C15.4.9 Each School should arrange for the extenuating circumstances of students to be considered prior to major re-assessment opportunities during the academic year which take place before the meeting of the Board of Examiners. Students should be informed of the outcome within five working days of the Mitigation Panel.
- C15.5 **Consideration of Extenuating Circumstances by Boards of Examiners**
- C15.5.1 Boards of Examiners will receive a report from a Mitigation Panel in respect of submitted extenuating circumstances setting out its decisions as provided for under Section C15 above.
- C15.5.2 The recommendations contained in the report from a Mitigation Panel may not be amended by a Board of Examiners. The Board of Examiners is empowered to adjudicate in respect of the student in the light of these recommendations, but is not authorised to make any amendment to them.
- C15.5.3 A Board of Examiners may at its discretion,:
- permit the student to be assessed in a form agreed by the Board
 - deem the student to have passed the assessment
 - award a mark
 - raise a mark or permit re-assessment to raise a mark
 - offer the relevant award if it is the final stage
- C15.5.4 Where the Board is satisfied as to the student's progress overall, the work relating to the level and the overall achievement of the learning outcomes it may deem the student to have passed the assessment(s) in question.

- C15.5.5 The Board may allocate a mark, where it is satisfied that the student's achievement overall in the programme of study is of high quality and the record of work relating to the level is good.
- C15.5.6 The Board in determining such an allocated mark may adopt one of the following:
- the average of the student overall, which would be the normal outcome
 - the average for that cohort in some cases
 - another mark, in exceptional cases where this can be justified
- C15.5.7 Where the student has passed the module(s) but where the grade or mark attained is lower than might reasonably be expected from the student's overall performance, the Board may permit the student either to be re-assessed in that module permitting the mark to be raised or award a higher mark.
- C15.5.8 Where the Board is satisfied as to the student's progress overall in the work relating to the programme of study it may deem the student to have passed the assessment(s) in question and offer the relevant award if it is the final stage.
- C15.6 **Confidentiality**
- C15.6.1 All submissions giving details of extenuating circumstances will be confidential to the College staff authorised to receive and consider them, except for the provisions of C15.6.3 below.
- C15.6.2 Discussion of extenuating circumstances by Mitigation Panels or Boards of Examiners will be confidential to those members of staff, except for the provisions of C15.6.3 and C15.6.4 in the circumstances outlined below.
- C15.6.3 Submissions of extenuating circumstances will not be disclosed outside the appropriate for a other than in the following circumstances:
- Where the written requirements of a programme of study accredited by a PSRB, and accepted at the validation of that programme of study, require a wider disclosure.
 - Where a student subsequently requests and is granted, an Appeal.
- C15.6.4 Where the written requirements of a programme of study accredited by a PSRB require wider disclosure, the following apply:
- All students on such a programme of study will be informed of this provision
 - Wider disclosure will be limited to the external examiner(s) and the Chair of the Board of Examiners.
- C15.7 **Request for an Appeal**
- C15.7.1 Students may submit an Appeal against a Decision of the Board of Examiners where there is significant new evidence concerning extenuating or mitigating circumstances which for good reason had not been available to the Boards of Examiners.
- C15.7.2 If, without good cause, a student fails to seek consideration of extenuating circumstances in accordance with College Regulations and Procedures, normally any Request for an Appeal on the grounds of these extenuating circumstances will be rejected.
- C15.7.3 If, with good cause, a student is unable to meet the requirements of C15. 5.3 and C 15. 5.5 above, he or she should follow the provisions for late submission which are detailed in the College Procedures.

C15.7.4 Submissions of extenuating circumstances will not be disclosed outside the appropriate for a unless the student subsequently submits a Request for an Appeal against a decision of a Board of Examiners or Examination Committee.

C15.8 **Student information**

C15.8.1 The College will make available to students sufficient and accurate information to enable them to submit details of any extenuating circumstances in accordance with College Regulations and Procedures.

C15.8.2 Students will have access to the following information:

- the current College Regulations and associated Procedures
- the name of the person designated to receive submissions in respect of extenuating circumstances
- the location to which submissions should be directed
- sufficient advance notice of the dates by which such submissions must be submitted to enable them to be presented
- appropriate sources of advice and guidance.

C15.8.3 Discussion of problems or difficulties with a member or members of College staff does not in itself constitute a submission of extenuating circumstances. Any relevant statement to be presented to a Mitigation Panel arising from previous discussion with or disclosure to a member of College staff need to be requested from that member of staff by the student and be in writing or other documentary form.

C15.8.4 It is the responsibility of the student to do the following:

- Inform the College of any Extenuating Circumstances which he or she wishes to be taken into consideration in respect of assessed work.
- Ensure that the request is submitted in the appropriate manner and ensure that the notification is received.

C15.8.5 In determining assessment recommendations, Board of Examiners will take into account validated and properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances which have not already been mitigated through mitigation at the point of assessment.

C15.9 **Retention of Information**

C15.9.1 Records of extenuating circumstances will be securely retained as follows:

- one year after the academic year in which the outcome of consideration was that a form of mitigation was granted to the student
- six years after the academic year in which the outcome of consideration was that mitigation was not granted to the student (including on account of late submission of the request)

These provisions also apply to requests for mitigation at the point of assessment Section (C15.2).

C15.9.2 Such information will be retained for the purposes of Appeal against a decision of a Board of Examiners or Examination Committee (if appropriate).

- C15.9.3 At the end of the period of retention, records of extenuating circumstances will be destroyed in a manner which ensures that confidentiality of the information is not breached.
- C15.9.4 The existence of valid extenuating circumstances does not negate the requirement for students to demonstrate that they have satisfactorily achieved the required learning outcomes.
- C15.9.5 A disability and/or learning difficulty does not of itself constitute an extenuating circumstance.

C16 Cheating, Plagiarism and Other Forms of Unfair Practice

C16.1 General

- C16.1.1 The College regards any attempt by a student to gain an unfair advantage in assessment as a serious academic offence that undermines the academic standards of the College. Unfair practice in any form of assessment will be penalised and may lead to the award not being conferred or to the termination of a student's study programme .
- C16.1.2 The College will ensure that all forms of assessment are conducted in such a way that no student should be able to gain unfair advantage over other candidates for an award.
- C16.1.3 The College will ensure that rigorous and robust procedures are in place to investigate any attempt to gain benefit by unfair practice.
- C16.1.4 The College will ensure that any student suspected of engaging in unfair practice will have a fair hearing; the right to accompaniment or representation; the right to appeal a finding of unfair practice; and the opportunity to present his or her case before a decision is reached.
- C16.1.5 Prior to assessment, students will have been given full and clear information on what the College considers to be cheating, plagiarism or other forms of unfair practice.
- C16.1.6 Students will be made aware of the regulations with respect to academic unfair practice, (including the principle of confidentiality within professional programmes) and the penalties that apply, at the start of the programme and, in particular, the importance of academic integrity, what is meant by plagiarism and how to avoid it.
- C16.1.7 Students are required to confirm that each piece of assessment submitted is their own work and has been submitted only for the module(s) it was designed for. It must not have been submitted in similar or identical form towards other assessment or qualification by the student or any other person. For group work, all group members are required to sign a common confirmation statement.
- C16.1.8 Where cheating, plagiarism, or gaining an unfair advantage is suspected, but is unresolved at the time of the appropriate Board of Examiners meeting, the Board will not consider the student's assessment result until an investigation has been conducted and the matter resolved.
- C16.1.9 The Unfair Practice Board may determine to do any one of the following:
- A. the mark for the reassessed work will be a maximum of 40% / Letter of Warning
 - B. the mark for the reassessed work will be a maximum of 20% / Letter of Final Warning

- C. the student has failed the level and is required to withdraw from the programme of study / Letter of Withdrawal

Tariff of Decisions Available to the Unfair Practice Board

Level	Offence Occurrence			
	1	2	3	4
Level 4	A	A	B	C
Level 5	B	C	N/A	N/A

Notes:

Students are asked to re-submit work in all cases as part of the penalty applied to proven cases of Cheating, Plagiarism and Unfair Practice. This will normally be a different piece of assessment and will count towards the limits of re-assessment outlined in the HE Academic Regulations.

Students may submit extenuating circumstances pertaining to their proven case for consideration by the Unfair Practice Board. Plagiarism penalties at Level 4 are carried forward to Level 5.

C17 Students with Disabilities and/or Learning Disabilities

C17.1 General

- C17.1.1 Assessment and examination policies, practices and procedures will provide disabled students, and those with specific learning difficulties, with the equivalent opportunity to their peers to demonstrate the achievement of learning outcomes.
- C17.1.2 Where study or attendance is interrupted as a direct result of a disability-related cause, this will not unjustifiably impede a student's subsequent academic progress.
- C17.1.3 Discrete arrangements for disabled students or those with specific learning difficulties shall be consistent with academic rigour, professional requirements and equity.
- C17.1.4 The College supports the operation of appropriate special arrangements for students undertaking assessment including timed examinations where a valid claim has been made and agreed in accordance with the relevant procedures.
- C17.1.5 Clear and appropriate information on provisions for disabled students and those with specific learning difficulties will be available to students at all stages of their programme of study.
- C17.1.6 Requests for special arrangements may be refused where students have not followed the process.
- C17.1.7 The responsibilities of students in respect of these regulations and procedures will be clearly identified to them.
- C17.1.8 The regulations and procedures will provide for due and appropriate confidentiality.

C17.2 Application

- C17.2.1 A "disabled student" is any student who comes within the current definitions adopted by current legislation and who has registered his/her disability with the

- College. This includes those with temporary impairments arising from a recent accident.
- C17.2.2 A disabled student, or a student with specific learning difficulties, shall have the right to request 'alternative arrangements' for, or methods of, assessment. Such a request must be made in accordance with the relevant Procedures.
- C17.2.3 An alternative assessment contract is a statement of the methods of assessment to be used and the special arrangements for the assessment.
- These are agreed, as appropriate, between:
- Learning Support staff
 - the student in question
 - the School.
- C17.2.4 All students requiring alternative arrangements must first be registered with the relevant College department. See the relevant Procedures for further detail.
- C17.2.5 Requests for alternative assessment arrangements should, where possible, be made prior to admission, but may be made at any time during the student's study programme .
- C17.2.6 Such an alternative form of assessment must be consistent with academic rigour, professional requirements and equity with respect to other students and acceptable to programme staff.
- C17.3 **Responsibility of Students**
- C17.3.1 It is the responsibility of the student to register with the relevant College department in order that special arrangements can be made.
- C17.3.2 Requests for alternative assessment must be made within the timescales specified in the relevant Procedures.
- C17.3.3 It is the responsibility of the student to provide such evidence as may be necessary for an assessment of their needs to be made (proof of needs assessment carried out by an independent assessment centre, medical certificates and psychological reports etc).
- C17.4 **Responsibility of Staff**
- C17.4.1 After a request for alternative arrangements has been made in accordance with the procedures, Learning Support staff will make a full assessment of the student's needs.
- C17.4.2 Learning Support Staff are responsible for confirming appropriate evidence, agreeing an alternative arrangements contract and endorsing the claim.
- C17.4.3 The Director of School (or nominated Manager) is responsible for determining the extent to which the request can and should be met.
- C17.4.4 Requests for alternative assessment methods or arrangements shall not be unreasonably refused.
- C17.4.5 The student will be informed about whether the request will be met, the extent to which it will be met and any modes of assessment which are unacceptable on academic or professional grounds, with proposed alternatives if available.
- C17.4.6 The Director of School (or nominated Manager) is responsible for ensuring that the agreed method and arrangements for assessment are fully implemented.
- C17.4.7 The Director of School (or nominated Manager) is responsible for ensuring that any prescribed assessment other than written or practical assignments and

examinations eg group work, presentations, field trips or placements are discussed with disabled students at appropriate points throughout their programme of study and agreed alternatives are arranged where necessary.

C17.4.8 The Chair of the Board of Examiners or Examination Committee will be advised of any special methods of assessment or arrangements for assessment and the student(s) to whom these apply.

C17.5 **Limitations on Seeking Assessment after the Event**

C17.5.1 A disabled student or a student with specific learning difficulties shall not normally be permitted to seek alternative assessment after the event when he or she, without good reason, has not previously requested that alternative arrangements be put in place.

C17.6 **Extenuating Circumstances**

C17.6.1 Provided that the agreed alternative assessment arrangements have been fully implemented a student shall not normally be permitted to request further extenuating circumstances to be taken into account where these relate to the disability for which these arrangements were made.

C17.6.2 Circumstances in which a request for consideration of extenuating circumstances to be taken into account are not precluded are where:

- any mode of assessment is not covered by a special arrangement
- the agreed method of assessment or arrangements for assessment have not been fully implemented.

C17.6.3 Medical evidence and/or a psychologist's report will be treated confidentially as provided for in the current procedures.