

# HE STUDENT HANDBOOK

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*Disclaimer:*

*While every effort has been made to ensure the accuracy of the information in the HE Student Handbook we can accept no responsibility for any errors and omissions.*

*We reserve the right to update any or all of the content as the need arises.*

# HE STUDENT HANDBOOK

## SECTION 1

### INTRODUCTION



## Principal's Welcome

### Welcome to our HE Community

**Whether you have studied with us before, or this is your first course with our College, I'd like to welcome you to the Higher Education community at City College Norwich.**

You will find everything you need to succeed right here. Our expert, friendly, supportive and professional staff, backed up by great links with employers and our university partner (UEA), teaching and study spaces exclusively for HE students, as well as industry-standard training facilities, are all geared towards supporting you to achieve.

You are joining an academic and professional community of like-minded people and I hope you will take full advantage of the exciting opportunities this will provide for your academic, professional and personal development.

Students are at the heart of our HE community. We encourage you to be an active participant in shaping your learning, to get involved and to tell us about your experiences so that we can continue to respond to your priorities and views.

I encourage you to immerse yourself in all that you can and take up the many opportunities to get involved – from the variety of social events available and the

fantastic facilities, to contributing to the development of Higher Education through our HE Student Forum and the Students' Union.

We set high expectations for ourselves and for our students. Take full advantage of this during your time with us. Take up the challenge to do your very best and commit the time, talent and passion you bring with you towards achieving your goals.

Adjusting to the demands of Higher Education study – particularly when you are fitting this alongside other commitments in your life such as work and family – can seem daunting at first. Our teaching staff are here to help you make this transition successfully and to support you throughout your course. Do make full use of this support. We pride ourselves on the friendly, approachable and accessible support we can offer you as an HE student.

Your time with us will be full of challenging, stimulating and rewarding learning experiences. You will have to work hard but it will also offer you great opportunities – make the very best of them.

Once again, I wish you every success.

A handwritten signature in cursive script that reads "Corrienne Peasgood".

**Corrienne Peasgood**  
Principal

# Equality and Diversity at City College Norwich

The College aims to be:

- A College where everyone benefits from the wide diversity of staff and students.
- A College we can all access with equal ease and dignity, enjoy a sense of belonging, and where learning and working have been designed with all of us in mind.

To this end the College is committed to equality of regard and of opportunity for all, irrespective of age, disability, ethnic origin, gender, marital/partnership status, medical condition, religious belief or sexual orientation. The College will seek to enhance the self-esteem of all those it serves and provide a learning environment in which each individual is encouraged to fulfil their potential.

The commitment to equality of regard and opportunity is fundamental to the College's Strategic Framework which pervades all college activities and is endorsed by the Governing Body. The College values the diversity of its students, staff and the communities it is part of and all members of the College community are expected to ensure that their actions embody this commitment.

The College's commitment to Equal Opportunities is summarised in the College's Equality and Diversity Statement, with details the steps taken by the College to ensure that equality and diversity are embedded within the fabric of the organisation at all levels (not just within the classroom).

The College will take active steps to prevent discrimination against anyone, staff or student,

on account of age, disability, ethnic origin, gender, gender identity, race, religious belief or sexual orientation. All students, potential students, staff and visitors are expected to support the College's procedure statement enthusiastically. Discrimination or harassment will be dealt with firmly in accordance with disciplinary procedures.

If you have a complaint about harassment or discrimination please act promptly, do not delay.

- Take your complaint to the College.
- All complaints will be treated as confidential and details will only be shared with the people who need to know in order to implement this complaints procedure.
- You may speak to a member of the academic staff or a counsellor in the Advice Shop.

Some complaints can be resolved quickly and informally, however serious harassment or discrimination may lead to disciplinary procedures being used.

Such offences are specifically recognised and could lead to suspension or even exclusion from the College. If you wish to discuss any aspect of college procedures, please contact your Tutor in the first instance.

**The College's Equality and Diversity Statement can be found on Blackboard and on the College's website [www.ccn.ac.uk](http://www.ccn.ac.uk).**

# Welcome from the Director of Higher Education

Dear Student

Welcome to the School of Higher Education at City College Norwich! Whichever programme you are about to embark upon this is undoubtedly an exciting time for you and one that has the potential to be life-changing.

City College Norwich is not the typical Higher Education experience. We have an incredibly diverse student body with a high proportion of mature students, a high proportion of employed students and one of the largest populations of Higher and Degree Apprentices in the region.

This diversity is indicative of our role as a community college, one which reflects the local population and their needs as well as providing for the needs of our local economy and employers.

Our provision is ever-changing, with the Higher Education Student Handbook being a good example. This is the first year we've issued this solely as an electronic version. The Handbook will still provide you with plenty of useful information and reference points, but will also be more dynamic and provide links to the information you need.

This handbook is designed to be helpful to you throughout the two or three years that you will be with us. During that time, you will receive updates to keep you up-to-date with the important information you will need to help you on your academic journey.

Higher Education is well-served with acronyms, jargon and structure (we do like a committee) so we have included a glossary of the terms you will meet, a whole range of dates, guidance and information which we hope will be helpful. If you have suggestions as to how else to improve this handbook please let me know, either directly, or via your Academic Leader, Course Leader or Tutor. Alternatively, and

best of all, let us know through your HE Student Representative.

Student representation is hugely important to us at City College Norwich and there are a range of ways for you to let us know what works well – as well as what doesn't. We've been really focusing on this in recent years and the newly constituted Office for Students reflects the importance of listening to student needs.

Each year we need students to stand for nomination as Student Representative on Course, School or College committees including:

- Course Committees
- HE Student Forum
- HE Student Governor

This last one is the opportunity to be elected to serve as a Student Governor on the Corporation Board – the most senior committee in the College.

These are very real ways in which our students talk directly to Leaders and Managers across the College to inform change. Improvements to the structure and management of courses, marking feedback and trips are all examples of changes in the past year as a result of student feedback.

We'll ask you to complete some questionnaires and surveys as you progress – not too many – please give your honest and balanced views. These take different forms from the discursive Mid Module evaluations through to the online end of Module survey.

In the last year of your programme you will complete the National Student Survey (NSS). This is an externally run survey for all Higher Education Institutions and a key way in which our provision is monitored and benchmarked. It's really important to us, and to future students and we'll make every effort to make sure you are able to contribute.

Please refer to the Student Union section for more information about the mechanisms for election and support available to student representatives. These roles can, apart from being interesting and rewarding in their own right, look good on your CV so please give it your most serious consideration.

As a student, you may be based at our Main Campus on Ipswich Road or the newly refurbished Norfolk House in Exchange Street (or possibly both). Where your lectures and practicals take place will be dependent on the facilities needed with some of the more practical elements being those based at Ipswich Road. You'll also have access to a broad range of facilities and support across the College, whichever site you are based at.

I hope you will enjoy, and am sure that you will benefit from, your Higher Education programme here at City College Norwich and I wish you a successful and rewarding experience.

A handwritten signature in black ink, appearing to read 'Ed Rose', written in a cursive style.

**Ed Rose**  
Director of Higher Education  
[edward.rose@ccn.ac.uk](mailto:edward.rose@ccn.ac.uk)



**This handbook and all the documents referred to within it (or links to them) can be found on Blackboard under 'HE@CCN'.**

**If you require access to this handbook in other formats please contact the Advice Shop.**

# Higher Education Student Engagement and Partnership Charter:

## Ways of Working in the Higher Education (HE) School

This 'Student Engagement and Partnership Charter's democratic mission (written by students and staff in partnership) is to enhance learning (knowledge and skills). It is envisaged this Charter will provide a shared value based framework for staff and student, leading to developing learning processes and increased commitment, autonomy, leadership and employability.

### 1. Engagement and Partnership and 'Ways of Working' expected from the School of Higher Education Staff

#### Open and Informative

- To provide mechanisms to encourage students to safely express their views, engage, participate, and influence the running of their programmes.
- To provide regular and public information as to how the HE School has responded to requests.
- To provide appropriate access to learning resources and facilities, including, for example, Schemes of Learning, learning materials and assessment briefs.
- To provide clear, accurate and up-to-date course information.
- To provide information covering College HE Strategy, Rules, Regulations and Procedures.
- To provide a helpful induction to the College, facilities, information and resources.
- To provide timely assessment on learning and feedback.

#### Respectful and Fair

- To be fair, tolerant, supportive, and offer impartial advice to all students, regardless of their background.
- To provide a caring and safe learning environment.

- To promote mutual respect and tolerance for those of different faiths and beliefs (and those having none).
- To provide the right of appeal or complaint on academic and disciplinary matters.
- To abide by all College policies, especially those related to Equal Opportunities and Diversity for Students, Bullying and Harassment, Alcohol and Drugs, Student Disciplinary Procedure.
- To abide with the quality assurance procedure for Higher Education at City College Norwich e.g. NRF and the UK Quality Code for Higher Education.

#### Creative and Positive

- To provide a hard-working, positive, purposeful and enjoyable atmosphere for study.
- To seek new ways to improve learning and prepare our students for life in modern Britain.

#### Collaborative and inclusive

- To provide a democratic, collaborative and inclusive learning environment.
- Provide a prompt response to suggestions for change and any problem relating to College University experience which is drawn to our attention.

#### Consistent and Responsible

- To provide opportunity to enjoy the highest standards of professional, committed, specialist teaching, counselling and learning support.
- To operate within given College and Higher Education rules, regulations and procedures.

#### Exemplary and Tenacious

- Take positive approaches to generating new ideas and ways of working.
- To respond openly and impartially to questions, feedback and seek solutions.

- To take initiate and investigate ways to seek answers to given problems.
- To understand the importance of combatting discrimination and identify such behaviour.

### **Aspirational and Entrepreneurial**

- To provide equal opportunity for advice and guidance on higher education and career and employability options.
- To offer advice and guidance on alternative courses and assistance in changing course if original programme turns out to be unsuitable.
- To provide references when applying to higher education or employment.

## **2. Engagement and Partnership and 'Ways of Working' expected from the School of Higher Education Students.**

### **Open and Informative**

- To be open and informative when participating in Higher Education at College.
- To engage and participate in Higher Education at College decision making forums by bringing your own view into to forum, as well as to participating in the leadership, management, development and delivery your own educational experiences.

### **Respectful and Fair**

- To abide by all College policies.
- To behave in a way that ensures the health and safety of all those in College and take care of resources, facilities and buildings.
- To be fair, tolerant, and supportive of others regardless of their background.
- To promote respect, dignity and courtesy.
- To promote dignity and courtesy when using Social Media.
- To promote mutual respect and tolerance for those of different faiths and beliefs (and those having none).

### **Creative and Positive**

- To be positive, and take a creative higher education path to success.
- To continually seek new ways to improve learning.
- Contribute positively to the lives of those living and working in the locality of the College and to society more widely.

### **Collaborative and inclusive**

- To promote democratic values.
- To collaborate in programmes delivery.
- To take opportunities to participate in College Higher Education meetings and influence decision making.
- To participate fully in the chosen programme of study by maintaining full attendance in all timetabled activities, or examination that have been entered for, being punctual, completing assignments, set reading, and meeting required deadlines.

- To provide to HE Student Representatives reflections on Higher Education Learning and Teaching Strategy.

### **Consistent and Responsible**

- To operate within given College and Higher Education rules, regulations and procedures.
- To use the College Information Technology facilities in a responsible manner and not transmit inappropriate material over the college IT network as agreed on entry to College.
- Abide by the enrolment learning agreement (which outlines the commitment to Higher Education and to the College).

### **Exemplary and Tenacious**

- To not give up with the desire to learn, ask questions, improve and be successful.
- To ensure all work is submitted by given deadlines.
- To seek solutions that improve ways of learning.
- To seek an understanding of the importance of identifying and combatting discrimination.

### **Aspirational and Entrepreneurial**

- To take initiative and investigate ways to seek answers to given problems.
- To develop flexible techniques to work and learn independently.
- To develop interpersonal skills to ensure positive communication and success.
- To develop innovative skills.
- To develop employability skills and career paths.

# College Calendar for all Higher Education Courses 2018/19

<b>DATES FOR YOUR DIARY</b>	
Semester One Teaching Commences	17th September 2018
HE Graduation Ceremony	20 <sup>th</sup> October 2018
Half Term /Reading Week	22 <sup>nd</sup> – 26 <sup>th</sup> October 2018
Last day of Teaching before Christmas	29 <sup>th</sup> November 2018
Semester Two Teaching Commences	14 <sup>th</sup> January 2019
Half Term/Reading Week	18 <sup>th</sup> – 22 <sup>nd</sup> February 2019
Last day of Teaching before Easter Break	28 <sup>th</sup> March 2019
Semester Three Teaching Commences	23 <sup>rd</sup> April 2019
Half Term /Reading Week	27 <sup>th</sup> – 31 <sup>st</sup> May 2019
Semester Three Teaching Ends	5 <sup>th</sup> June 2019

**While these are indicative dates for the academic year they may be subject to change at short notice.**

**We therefore advise and recommend that it is in your best interests not to book holiday within term dates**

# Important HE Committees and Boards Calendar 2018/19

<b>DATES FOR YOUR DIARY</b>	
Mitigating Circumstances Panel	5 <sup>th</sup> September 2018
Referrals Board	6 <sup>th</sup> September 2018
HE Graduation Ceremony	20 <sup>th</sup> October 2018
HE Student Forum	6 <sup>th</sup> November 2018
JBOS	tbc November 2018
Mitigating Circumstances Panel	11 <sup>th</sup> December 2018
Module Assessment Boards	8 <sup>th</sup> January 2019
Awards Board	10 <sup>th</sup> January 2019
HE Student Forum	5 <sup>th</sup> February 2019
Mitigating Circumstances Panel	29 <sup>th</sup> April 2019
Module Assessment Boards	1 <sup>st</sup> May 2019
Awards Board	3 <sup>rd</sup> May 2019
HE Student Forum	23 <sup>rd</sup> May 2019
JBOS	tbc May 2019
Mitigating Circumstances Panel	16 <sup>th</sup> July 2019
Module Assessment Boards	24 <sup>th</sup> July 2019
Awards Board	26 <sup>th</sup> July 2019
Mitigating Circumstances Panel	4 <sup>th</sup> September 2019
Referrals Board	5 <sup>th</sup> September 2019
Graduation Ceremony	19 <sup>th</sup> October 2019

## SUBMISSION DATES

These are the last possible submission dates that can be set (without authorized extension) for each Assessment Board series:

<b>Autumn Term</b>	<b>30<sup>th</sup> November 2018</b>
<b>Spring Term</b>	<b>22<sup>nd</sup> March 2019</b>
<b>Summer Term</b>	<b>5<sup>th</sup> July 2019</b>
<b>Referral Board</b>	<b>23<sup>rd</sup> August 2019</b>

## Who's Who in Higher Education at City College Norwich.

Most of your time at City College Norwich will be spent in the company of your fellow Higher Education students and with your tutors. But there are a number of other people who are important to your student experience whom you may not meet so frequently but who we think you should know about.

<b>Clerk to the Corporation</b>	Clare Johnson	<i>clare.johnson@ccn.ac.uk</i>
<b>Chief Executive and Principal</b>	Corrienne Peasgood	<i>corrienne.peasgood@ccn.ac.uk</i>
<b>Deputy Principal</b>	Jerry White	<i>jerry.white@ccn.ac.uk</i>
<b>Director of HE</b>	Ed Rose	<i>edward.rose@ccn.ac.uk</i>
<b>Deputy Director of HE</b>	Fern Jest	<i>Fern.jest@ccn.ac.uk</i>
<b>HE OFFICE</b>		
<b>Senior Academic Administrator (HE)</b>	Tina Fuller	<i>tina.fuller@ccn.ac.uk</i>
<b>HE Co-ordinator</b>	Kat Lawson	<i>katherine.lawson@ccn.ac.uk</i>
<b>HE Administrator</b>	Jo Piffero	<i>jo.piffero@ccn.ac.uk</i>
<b>STUDENT SUPPORT SERVICES</b>		
<b>Assistant Principal Student Services</b>	Helen Richardson-Hulme	<i>helen.richardson-hulme@ccn.ac.uk</i>

## HE Programme Manager

	Responsible for	E-mail
Andy Chappel	<ul style="list-style-type: none"> <li>BSc (Hons) Professional Aviation Engineering Practice</li> </ul>	Andrew.Chappel@ccn.ac.uk

## HE Academic Leads

	Responsible for:	E-mail
Barbara Aldridge	<ul style="list-style-type: none"> <li>FdSc Health Studies (including Assistant Practitioner Higher Apprentices)</li> <li>BSc Health Studies</li> <li>BA (Hons) Integrated Health and Social Care Top-up</li> <li>BA (Hons) English</li> <li>BA (Hons) English with Social Sciences</li> <li>BA (Hons) Psychology with Sociology</li> </ul>	Barbara.Aldridge@ccn.ac.uk
Adam Chilvers	<ul style="list-style-type: none"> <li>FdA Early Years</li> <li>BA (Hons) Childhood Studies</li> <li>FdSc Mental Health Practice (including Assistant Practitioner Higher Apprentices)</li> </ul>	Adam.Chilvers@ccn.ac.uk
Samantha Ratcliffe	<ul style="list-style-type: none"> <li>BA (Hons) Business Management (inc Top-up)</li> <li>BA (Hons) Business Management Top-up</li> <li>Chartered Management Degree Apprenticeship Leadership and Management</li> <li>HND Electrical / Electronic Engineering</li> <li>HND Mechanical Engineering</li> <li>HND Civil Engineering</li> <li>HND Construction &amp; the Built Environment</li> <li>BSc (Hons) Applied Sport, Health and Exercise</li> <li>BA (Hons) Leadership in Public Sector (inc Top-up)</li> </ul>	Samantha.Ratcliffe@ccn.ac.uk



**This section of the handbook is intended to address some of the issues that are specific to Higher Education students and Higher Education programmes.**

### **Higher Education Course on offer at City College Norwich 2018/2019**

Every year we enrol approximately 1,000 Higher Education (HE) students at City College Norwich. Higher Education refers to the kind of courses and programmes that you might move on to study once you have taken an Access course, A-Levels or a National Diploma. While some are in their late teens, over half our students are over the age of 25.

#### **CREDIT VALUE OF AWARDS:**

**BA (Hons) - Bachelor of Arts**  
360 Credit Points

**BSc (Hons) - Bachelor of Science**  
360 Credit Points

**BA - Bachelor of Arts**  
300 Credit Points

**BSc - Bachelor of Science**  
300 Credit Points

**Foundation Degree Arts (FdA)**  
240 Credit Points

**Foundation Degree Science (FdSc)**  
240 Credit Points

**Diploma of Higher Education (Dip HE)**  
240 Credits

**Higher National Diploma (HND)**  
240 credits

**Higher National Certificate (HNC)**  
120 Credits

**Certificate of Higher Education (Cert HE)**  
120 credits



## **CITY COLLEGE NORWICH, AN ASSOCIATE COLLEGE OF THE UNIVERSITY OF EAST ANGLIA (UEA)**

City College Norwich is proud to be an Associate College of the University of East Anglia. UEA is ranked in the world top 200 (Times Higher Education World Rankings 2018) and is a leading member of the Norwich Research Park, one of Europe's biggest concentrations of researchers in the fields of environment, health and plant science. UEA is a UK top 15 university (Times and Sunday Times Good University Guide 2018) and was awarded Gold in the Teaching Excellence Framework 2017-2020).

The University has validated all of the Degrees and Diplomas offered at City College Norwich except for those awarded by BTEC, and in doing so has made a bold and clear statement of its faith in our academic standards and quality assurance processes. Therefore, you will embark upon a carefully designed and rigorously monitored programme of study and on successful completion will be rewarded with a UEA Degree.

Our relationship with UEA goes beyond the validation process. We are constantly working with the University to explore and develop articulated progression routes to Bachelor and Higher Degrees.

You can apply for a UEA campus card that will give you access to the University library facilities 24 hours per day, seven days per week.

Details of the application process are to be found in Section 2–17 of this handbook.

## **SUMMARY OF ENTITLEMENT TO THE USE OF UEA RESOURCES AND FACILITIES**

### **You have access to:**

- 24 hour Library facilities
- Campus card
- Library borrowing – using campus card
- Photocopying (payment by cash on the two coin-operated machines)
- IT account – on request
- Library catalogue and help sheets via the web
  - Separate web pages to help college students find information or resources.

### **You do not have access to\*:**

- E-resources – via Met@Lib or SFX
- Athens account
- Inter-library loans
- The Curriculum and Learning Resources Collection (CLRC)
- The Short Loan collection
- The Audio Visual collection
- Network printing or central file store
- 24hour IT lab.

*\*Some of these services may be available via the College's Information Store.*

### **UEA Sportspark**

- The Sportspark has an Olympic size pool, a gym, an outdoor track, outdoor pitches, a climbing wall, squash courts and much more. It also offers a variety of courses.
- As a student you are eligible for the discounted educational rate. Contact the Sportspark for details on **01603 592 398** or see [www.sportspark.co.uk](http://www.sportspark.co.uk)

### **Students**

UEA Clubs and Societies are run by the Union of UEA Students (UUEAS). Students may sign up to become an associate member of UEA clubs and societies (subject to a club's discretion, provided they are over 18 years of age) at:

<https://www.uea.su/>

You can use the Union's bars and shops including a supermarket, a Post Office, bank, book shop and two gig/nightclub venues (one on campus).

### **Some useful websites:**

#### **Union Shops and Bars:**

<https://www.uea.su/eat-drink-shop/>

#### **Union Entertainments:**

<https://www.uea.su/tickets/>

### **Ticket bookings (gigs, etc.):**

[www.ueaticketbookings.co.uk](http://www.ueaticketbookings.co.uk)

### **The Waterfront:**

<https://thewaterfront.ticketabc.com/venues/the-waterfront/>

The LCR is the gig/club venue on campus and popular club nights are Tuesday and Saturday (see the websites in previous column for full listings).

The Waterfront is in the city centre, near the Riverside area, and is smaller and tends to be more "alternative". The Meltdown club night on Saturdays is very popular.

You must produce your UEA Campus Card when asked to by a member of staff.

### **The Advice section:**

The Union also operates an Advice Centre on campus. As you are not a member of the Union you are not able to visit in person, but you can access most sections of their website for helpful advice. It is a good source of information on housing, finance and employment issues, with some easy to follow printable leaflets.

<https://www.uea.su/advice-housing>



**Twitter:** @CCNSUnion  
**Facebook:** Facebook.com/CCNSUnion  
**Tel:** 01603 773 077  
**Website:** [www.ccnstu.unioncloud.org](http://www.ccnstu.unioncloud.org)

## CITY COLLEGE NORWICH STUDENTS' UNION

Welcome to City College Norwich

We want you to feel welcome, and we can do this by making everyone feel involved. Everyone is different, including you, so make sure you take opportunities you're given to meet new people, experience life from a new point of view. We are the Students' Union, and we want you to feel united. We are all City College Norwich.

Whatever you want to do here, make it significant. You could choose to start a student group or be the person you believe will make a positive difference... whatever your contribution, have more fun than you could imagine and by doing these things, you could leave your legacy for the students of tomorrow! The very best way to do this is through making sure that the people who represent you are preserving and promoting the things that are important to you. Whatever differences we may have with one another, all students are united by one common goal: to achieve the best education possible.

Remember that there are roughly 7230 other students standing shoulder to shoulder with you. Membership of the Students' Union entitles you to a huge range of benefits.

These include the opportunity to purchase a NUS extra card (please visit [www.NUS.org.uk](http://www.NUS.org.uk) or drop into our office for the full range of discounts available),

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access to a wide range of student groups and societies that offer activities for a fraction of the cost that nonstudent member's pay, campaigns to help you financially as students and even friends for you to visit if ever you have any issues or achievements you wish to share.

We're here to support you during your studies and help wherever we can. Please feel free to like us on Facebook, follow us on Twitter and get in touch any way you can.

**Luke Mitchell**  
Students' Union President  
Tel: 01603 773 077  
Email: [luke.mitchell@ccn.ac.uk](mailto:luke.mitchell@ccn.ac.uk)

# GET INVOLVED

City College Norwich Students' Union is run by its members for its members, and is part of the National Union of Students (NUS). It is your responsibility to tell the College and Students' Union (SU) what works well and what could be 'even better if', to ensure that your college experience can be enhanced as much as possible. Without your input the SU cannot represent you effectively.

In May 2018 we, your President and Deputy President were elected. We are here to represent and support every student and enhance your college experience. We ask you to give us your views and we use your views to shape the direction of our work.

You also have the opportunity to shape our work by standing for student governor or one of the Executive Team roles. Elections for these are held during October. If you feel you'd make a great member of the team, we would absolutely love for you to run. Alternatively, you're very welcome to volunteer to help out with the Union whenever best suits you! If you don't want to get involved, then simply nominate someone who you believe will represent you and other students equally.

You can find further information about the SU by visiting us in the SU Office in room A40a in the Norwich Building of Ipswich Road campus. You can also keep up to date with everything we do by visiting our social media and website.

**You can also drop either us an email -**

[Luke.Mitchell@ccn.ac.uk](mailto:Luke.Mitchell@ccn.ac.uk)

[Jessica.Crowley@ccn.ac.uk](mailto:Jessica.Crowley@ccn.ac.uk)

[StudentUnion@ccn.ac.uk](mailto:StudentUnion@ccn.ac.uk)

Through the engagement of students in the SU we can ensure that focus remains on improving the experience of all students at City College Norwich. We hope you enjoy your time here and wish you every success with your studies. Please remember the SU door is always open and we are here to

help you at any time, even if it is just for a chat.

**City College Norwich Students Union  
President:** Luke Mitchell



**City College Norwich Students Union  
Deputy President:** Jessica Crowley





## NUS EXTRA / TOTUM

As a student of CCN, you are eligible to purchase an NUS Extra Card (now called Totum) from the National Union of Students. NUS Extra is a student discount card which provides discounts on some of the biggest and most popular brands in the UK. No other student card can give you access to discounts which save you pounds, whether you are shopping in person or online from the high street, including clothing stores, travel companies, restaurants, as well as access to half price unlimited music, student rates on your TV and much more across the UK. There are so many we couldn't fit them all on this page!

To see all the discounts and offers available please visit the NUS/Totum website:

[www.nusextra.co.uk](http://www.nusextra.co.uk)

### How much?

The price is currently £12 for 12 months, there is an option to purchase a 2 or 3 year card, which can save you further money as you can get a 3-year card for only £32.

### Where can I get one?

You can get one printed on weekdays at the Students' Union Office which is situated in the Norwich Building of the Ipswich Road Campus (room A40a). Don't forget to do your hair - we'll need to take a picture!

Alternatively, you can buy your card online. It will take 7 working days to arrive and NUS will send it to your home address

Section 1 – 22 **City College Norwich Higher Education**

(they do charge an extra £1 for delivery) or alternatively you can have the card delivered to the College free of charge, the Students' Union Office will let you know via your student email account when it has arrived for you to collect.

If you have any questions about NUS Extra, please feel free to give us a call on **01603 773077**.

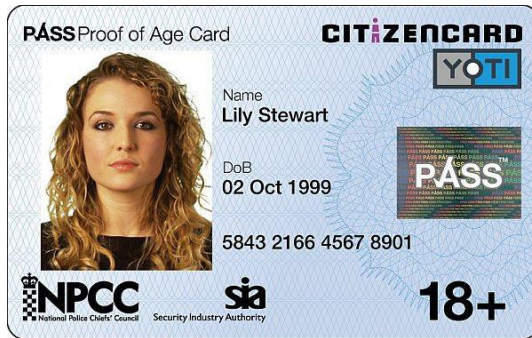
*PS, make sure you stay up to date on all of the best NUS Extra deals by downloading the app for Apple and Android smartphones. It will tell you what deals are on near you as well as which are the most popular.*

### Extra online option...

#### Like to travel?

Upgrading your NUS extra card to an International Student Identification Card when you buy your card will give you access to over 40,000 discounts in over 120 countries from Brazil to the USA, Spain to Switzerland!

For just £2.99 you can transform your NUS extra card into a combined NUS extra / International Student Identification Card. A standalone ISIC card costs £9, giving you a saving of £6! For further information on the ISIC card and associated discounts visit [www.isiccard.com](http://www.isiccard.com). Please visit the NUS Extra help/advice section of [nus.org.uk](http://nus.org.uk) for any help or email [enquiries@nusextra.co.uk](mailto:enquiries@nusextra.co.uk)



## CITIZEN CARD

A CitizenCard is an official UK ID / proof of age card recognised as such by the Home Office and almost all UK retailers and public transport providers including UK airlines. The adult 18+ ID card displays POLICE, SECURITY INDUSTRY and TRADING STANDARDS logos and all CitizenCards bear the PASS hologram.

As well as using them for proof of age, students are able to access the Lealta Discount Scheme, potentially making significant savings in a wide range of stores across the UK. Full details are on the website at [www.citizencard.com](http://www.citizencard.com)

A Standard application normally costs £15 online, however as a student of CCN you get to apply for one for FREE!

### How to apply...

Student application forms are available from the Students' Union Office (A40a). Once completed, a passport photo will be required to be glued to the form. The application will be checked against the details held by the College register and then sent on to the CitizenCard applications office.

When the cards are printed (usually within three-four weeks of application receipt), they'll be posted back to the College who will inform you via your student email account that it is ready to collect.

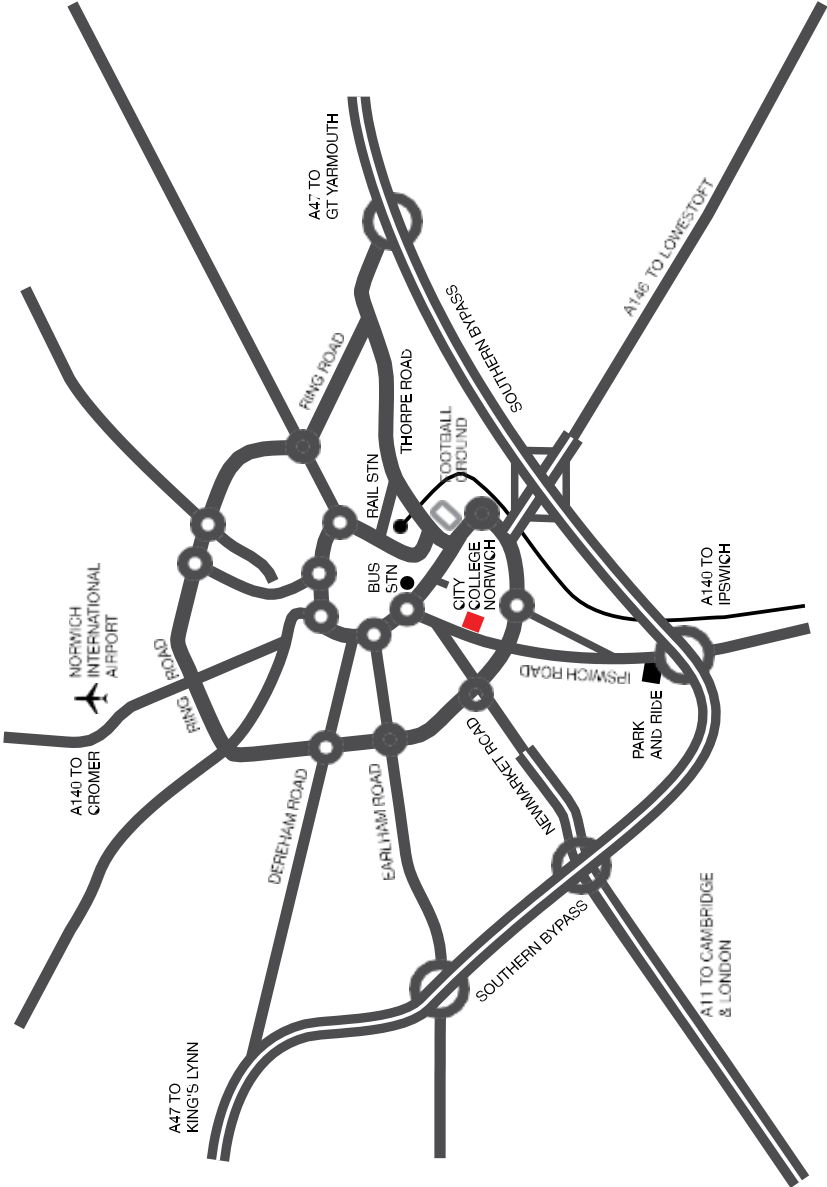
# MAPS OF NORWICH



The Higher Education Centre at Norfolk House is at the heart of the city centre on Exchange Street. There is no car parking available for students on site but it is a short walk to St Andrews Multi-Storey. The nearest bus stops are on Castle Meadow, Tombland or Prince of Wales Road.











# CAMPUS PLAN OF CITY COLLEGE NORWICH, IPSWICH ROAD

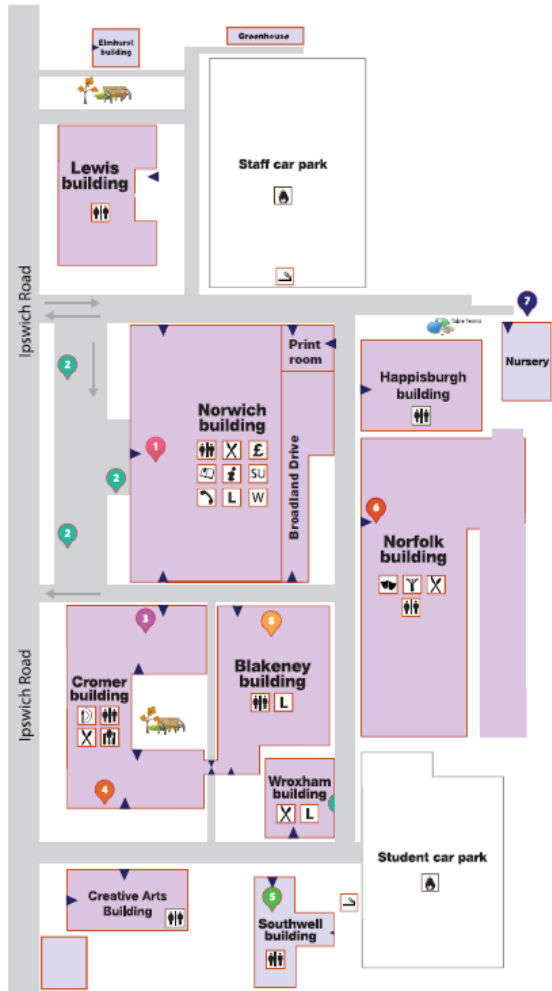


Welcome to City College Norwich.

If you experience any difficulties or concerns whilst on the premises, please ask any member of staff for assistance. All staff members will be wearing an official identity card.

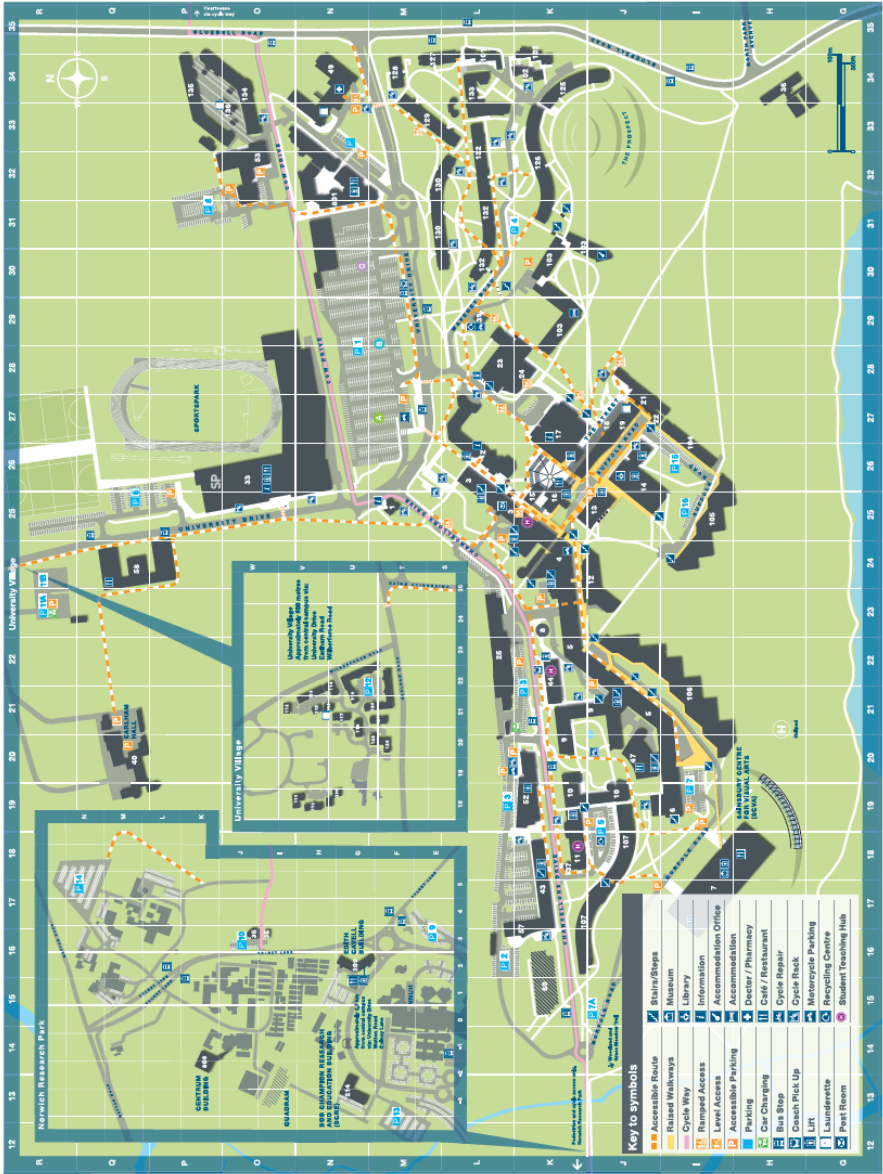
-  **1 Main entrance & reception**
-  **2 Visitor parking**
-  **3 Salon Solutions**
-  **4 Debut Restaurant**
-  **5 Southwell building reception**
-  **6 Platform theatre, gym & sports hall entrance**
-  **7 Nursery**
-  **8 StartUp Lounge**

The ► symbol denotes building entrance/exit ways.



- |   |   |   |   |  |
|---|---|---|---|--|
|  Fire Assembly Point |  Toilets         |  Cafe/Restaurant |  Cashpoint             |  Debut Restaurant   |
|  Telephone           |  Smoking Area    |  Gym             |  The Information Store |  The Advice Shop    |
|  Lift                |  Salon Solutions |  Theatre         |  Students' Union       |  The Wellbeing Zone |

# CAMPUS PLAN - UNIVERSITY OF EAST



# ANGLIA



# THE STUDENT HANDBOOK

## SECTION 2

### SUPPORT AND HANDY HINTS

## Foreword

Studying at Higher Education level, whether as a degree student, an apprentice or on any of our other awards is a challenging, rewarding and developmental experience.

Although the level of study is different, the key difference is how you engage in this study and the skills that you develop to do so. There is a clear difference in the intensity but over the first few weeks and months you will begin to develop the tools to enable you to manage and thrive in this environment.

Independence is a key facet of Higher Education study. There are rules and regulations, as well as staff to guide you, but the responsibility to manage your way through these lies primarily with you. Take time to understand the culture of Higher Education and the Norfolk Regulatory Framework that governs Higher Education at CCN.

You may be concerned about how you will fit in, and whether this is right for you. Concerns are natural and the staff we have here at CCN are used to working with you through those wobbles – whether they occur in the first weeks, or closer to the end of the first year.

### **As an HE Student, you:**

- tend to be self-directed
  - have a rich reservoir of experience that can serve as a resource for learning
  - are frequently affected by your need to know or do something
  - are generally motivated to learn from within (internally/intrinsically) as opposed to being obligated, or subject to, external or extrinsic forces
- found on Blackboard

- tend to have a life, task, or problem centred orientation to learning as opposed to a subject-matter orientation

Adult learners, as they return to, and progress through their education, often question and re-evaluate their original assumptions and motivation.

*(Adapted from Imel, Susan, Guidelines for Working with Adult Learners. ERIC Digest No. 154 ERIC Identifier: ED377313, 1994-00-00).*

### **Your learning will be more successful if you:**

- Take an active role in planning, monitoring, and evaluating your education.
- Discard preconceived notions about what college is and is not; open your mind to the experience.
- Choose subjects and courses that are most relevant to your job/profession or personal life that fit into your academic programme.

*(Adapted from University of St. Thomas study guides).*

### **Completion of the Award**

To complete an award, students must:

- Attain a satisfactory standard and satisfy the assessors in submitting each of the pieces of work for each specified module as set out in the module specifications.
- Amass the requisite volume of academic credit at the levels defined for the programme as set out in the programme specification and the Norfolk Regulatory Framework, all of which can be

## Concerns

Sometimes things just don't go according to plan. We understand this and have provisions in place to help wherever we can. Sometimes there are limits to what we can do and it's important to remember that there will be procedures to follow. Those procedures are outlined later in this Handbook. The following paragraphs will explain what happens if you leave entirely ('withdrawal'), if you wish to move from one programme to another ('transfer') or you need temporarily to suspend your studies ('intercalation').

**PLEASE NOTE:** *Before you make any decisions or take any action in any of the circumstances described below please talk to us. Talk to your Course Tutor, Academic Leader, the HE Office or the Deputy Director of HE. The sooner you let us know there is a problem the better the chance that we will be able to help you find the best solution.*

## Intercalation

Sometimes illness or injury, the responsibilities in your home or work life or other unpredicted but significant changes in your circumstances make it impossible to carry on with your programme for an extended (but not permanent) period. The Intercalation Procedure, in its simplest terms, enables you to stop where you are (this may be immediately or at the end of the current semester) and resume at a later date when circumstances allow. Generally, intercalation will be for a minimum of one term and, initially, a maximum of one year. Your Tutors will keep in touch during the period of intercalation with a view to managing your return to study.

## Transfer between programmes

Sometimes students enrol on a programme which after some time studying they decide is not the right programme for them.

Depending on a number of factors transferring from one programme to another can be straightforward or quite complicated.

These factors include:

- Similarity between the programmes involved.
- Timing of transfer – the earlier in the academic year the better – the more similar, the easier it is.
- Mode of study (part-time / full-time)
- The Awarding Body involved.

If you are considering transfer it is imperative that you discuss the matter with your Academic Leader, the Deputy Director of Higher Education or the Director of HE as early as possible.

If you want to transfer to a programme in another institution (University or College) then you are entering a whole world of complexity. It can be done but there will be additional charges involved. The credit you get for any modules you may have completed on your first programme will be entirely dependent on the College or University you want to try to transfer to.

## Withdrawal

When you complete the enrolment process you enter into a legally binding agreement with the College – a contract with rights and responsibilities on both sides. These terms, rights and responsibilities are set out in various documents including the enrolment form, the HE Student Engagement and Partnership Charter, the Norfolk Regulatory Framework, the CCN Fees Policy (Course Fees and Eligibility Statement) and Rules, Regulations and Procedures for Students.

If, having enrolled, you change your mind or your circumstances alter to the extent that you decide to withdraw from the programme entirely you must understand



the consequences. Upon withdrawal your liability for tuition fees will be recalculated based on your withdrawal date. If you withdraw during Term 1 you will be charged 25% of the fee and if you withdraw in Term 2 you will be charged 50% of the fee. No fee reduction is made for students who withdraw in Term 3. If you have applied for a Student Loan and the loan has been applied to pay your debt to the College you will remain liable to the Student Loan Company.

You must understand that the College will seek to recover from you the full amount of the fee and only in very exceptional circumstances will the Principal, upon whose sole discretion such a decision depends, agree to forego any part of this debt.

## **Personal Tutorial System**

All students are allocated a Personal Tutor. Your Tutor will be a member of academic staff who teaches on your programme. Personal Tutors monitor your progress over the duration of your period of study and are your first point of contact regarding any general issues or queries concerning the course.

You can make an appointment to meet with your Tutor if you wish to speak with them in person or you can contact them via 'phone or email (using your college e-mail account). If you are absent from college for a period of time, or there are issues that are affecting your study, it is important that you keep your Tutor informed.

A lot of the information that you need to support you in successfully completing your course can be found in this handbook, your course information insert or on HE@CCN on BlackBoard. If you have any queries that are not covered by these, your Personal Tutor will be able to advise you. Details of all official policies and procedures relating to your programme are available on-line on HE@CCN on BlackBoard.

## **Talk to us**

It's worth repeating: in all these circumstances the single most important thing you must do is talk to your Tutor or the School Managers as soon as you become aware of a problem.

## Communicating with you

There are many reasons why it's important that we can communicate with our students:

- (1) To advise of events and activities.
- (2) To give notice of course team meetings, deadlines, Governors' meetings, HE Student Forum meetings.
- (3) To let you know and invite consultation on changes to timetable, rules and regulations, processes and procedures.
- (4) Notification of important assessment information:
  - Assignment deadlines
  - Dates of assessment and awards boards...to give a few examples.

### Email

When you enrol you are allocated a unique 'student@ccn.ac.uk' email account.

#### **We expect you to use this account.**

College email is the main method of contact between the college and student and it will be assumed that you have read all emails sent by the College within 5 working days of emails being sent.

There is plenty of advice and support to help you access this email account, and most students will simply link it to their phone. Just ask and we'll help.

It's worth noting that formal notices and notifications sent to your CCN student email account which have a delivery receipt will be considered to have been properly sent. You will be assumed to have read and understood the contents.

**Please note, staff cannot reply to messages sent from personal e-mail accounts.**

### Notice Boards

#### **Electronic:**

Keep up to date and access key information about Higher Education at City

Section 2 – 4 **City College Norwich Higher Education**

College Norwich by going to 'HE@CCN' through Blackboard. (BLACKBOARD / INFO / HE@CCN).

Here you will find (amongst loads of other stuff):

- Announcements
- The Norfolk Regulatory Framework (NRF)
- Rules and Regulations
- Programme Outline Information (which includes Programme Specifications and the Module Catalogue).
- Agenda & Minutes of the HE Student Forum (in 'Meetings')

#### **Physical:**

Large notice boards are located in Norfolk House – so look out for notices from:

- The School of Higher Education
- The Information Store
- The Students' Union
- Student Services (Finance / Careers / Counselling, etc.)

Please get used to reading the notice boards regularly.

## Information for International Students

Firstly, we are delighted to welcome you to our College, our School of Higher Education and to the programme on which you have chosen to enrol. We value the enrichment and cultural diversity that students from overseas bring to our community.

During the application and enrolment process our International Student Advisor (ISA) will have explained much of what you need to know to ensure that your experience is as enjoyable and rewarding as it can be.

The ISA remains an important source of advice and guidance and can be found, usually by appointment, in the Advice Shop or through the Student Services rep at Norfolk House.

### It's worth pointing out a few things:

(1) The language of instruction and assessment is English. Students whose first language is not English have had to demonstrate competence to at least IELTS 6.5 so we make no allowances for your English language capability, written or spoken, in assessment. If you do begin to experience difficulties with English as perhaps you progress through your programme you must (a) let us know and (b) seek help to improve your English skills. We can provide advice on how to access appropriate support – contact the ISA, Student Services, course tutor or your manager for help.

(2) CCN is a secular organisation which respects diversity and actively promotes inclusivity. We have a robust policy on discrimination of any kind and will not tolerate it by any member of our community. If you feel that you are being discriminated against, being bullied or being made to feel uncomfortable or unwelcome by another individual or group then let us know and we will take action to resolve it.

(3) Norwich is a city which welcomes a diverse and cosmopolitan community. As such there are many groups, clubs, societies and associations which cater for the needs and interests of many kinds. Contact the ISA in the Advice Shop for more information.

# Guidance on College Procedures for the Submission of Assignments and Coursework.

## Achievement Tracking System (ATS)

**At City College Norwich we developed and introduced a unique and fully integrated system of online submission and achievement tracking.**

### Underlying principles:

- That the system preserves our policy of Anonymous Assessment. Neither the first marker nor the internal verifier will know the identity of the author of coursework when they access it for marking.
- That all work submitted through this system can be scanned through the Turnitin Plagiarism Detection software. The report of the scan will be accessible to the first marker before s/he starts to mark the work.
- The system must be absolutely foolproof and utterly reliable.
- The system must work effectively for students and staff.
- Students should be able to submit work right up until the submission deadline.
- At midnight the system will close for a short time for those whose submission deadlines have just passed.

### Principal characteristics:

- We will take the time of submission as being when you start the process of uploading a file, not when it ends (this allows for slow internet speeds, breaks in transmission etc.)
- You can add new or amended files up to the deadline – at that point the last version

will be deemed to be your submission. You can manage version control in your submission drop box.

- The system will continue to accept work after the deadline and up to end of the third calendar day after the deadline and will record it as late unless an authorised extension has been recorded on the system, in which case the system will accept submission until 23:59:59 on the date the extension expires.
- The submission deadline for 'normal' assignment submissions is always midnight on the submission date. Warnings that the submission portal is about to close will appear on the system – the last warning will appear at 23.59.
- Staff can access the work for marking the next working day after the deadline.
- Staff can mark work online or offline.
- Your feedback and provisional mark or grade will be provided online.
- As soon as our internal verification process has been completed your feedback and provisional mark/grade will be published in the first instance as a provisional mark (it will be shown with a yellow background to indicate 'PROVISIONAL MARK'), but this provisional mark cannot be released for publication until the internal verification process has been completed.
- Provisional Marks can be changed up or down by the Module Assessment Board.
- Once presented to and agreed by the Module Assessment Board, the marks/grades are confirmed and will be shown with a green background. After this point marks can only be changed through the process of Academic Appeal (see the College Academic Appeal / Academic

Complaints Procedure) or if there has been a genuine error, the Chair of the Board can authorise a correction.

- Every detail of the assessment submission, marking, verification and confirmation process is recorded and can be reported.
- Your profile of academic achievement is fully integrated in the system and will be the information used to decide your award and any classification.
- External Examiners will have access to the whole process which will improve and speed up our quality assurance processes.

The system is managed by a highly skilled team which can intervene to correct any human error in the use of the system.

### **Submitting your coursework**

There are only a very few types of coursework that cannot be submitted using this new system:

- Art works (sculptures, paintings etc).
- Performances/presentations/observations (these should always be assessed by at least two qualified assessors and should be video recorded to enable effective moderation by External Examiners).
- Certain scientific or mathematical papers, but only where they cannot be properly formatted using college software.
- Portfolios of work

For a more detailed explanation on the process of manual submission of some assignments please go to Section 2-12 of this handbook.

### **Accessing the Submission Portal**

You can access the Portal to submit your work in several ways, including via Blackboard. The recommended method is to sign in to a live internet enabled system and go to: <https://ilp.ccn.ac.uk> (**bookmark this website**). This is the direct web link and is a much more quicker and more reliable access route to your eLP and submission portal.

#### **Files and File size**






















The system accepts Microsoft WORD Microsoft EXCEL, files for documents and spreadsheets respectively and anything in .pdf format. These files have a normal maximum file size limit of 20mb.

Please note you must not include 'Special Characters' in the filename. This stops the file being opened.

Video and other file types can be larger (up to 100mb) – please refer to Table with current file types and size limits.

The College system cannot read files created on and/or submitted from Apple devices (Mac Books / iPhones / iPads). Files submitted from these devices will be treated as NON-SUBMISSION – FAIL.

## Current list of file types and maximum upload sizes:

	Description	Ext	MB Limit
 	Default	*	20.0
	3GPP Multimedia File	3gp	100.0
	3GPP2 Multimedia File	3g2	100.0
	Access 2007 Database File	accdb	100.0
	Advanced Systems Format File	asf	100.0
	Apple QuickTime Movie	mov	100.0
	Audio Interchange File Format	aif	100.0
	Audio Video Interleave File	avi	100.0
	AutoCAD Drawing Database File	dwg	100.0
	Comma Separated Values File	csv	100.0
	Drawing Exchange Format File	dxf	100.0
	DVD Video Object File	vob	100.0
	Excel Spreadsheet	xls	100.0
	Flash Video File	flv	100.0
	Interchange File Format	iff	100.0
	Keynote Presentation	key	100.0
	Media Playlist File	m3u	100.0
	Microsoft Access Database	mdb	100.0
	Microsoft ASF Redirector File	asx	100.0
	Microsoft Excel Open XML Spreadsheet	xlsx	100.0
	MIDI File	mid	100.0
	MindGenius Mind Mapping Software File	mgmf	100.0
	MP3 Audio File	mp3	100.0
	MPEG Video File	mpg	100.0
	MPEG-2 Audio File	mpa	100.0
	MPEG-4 Audio File	m4a	100.0
	MPEG-4 Video File	mp4	100.0
	PowerPoint Open XML Presentation	pptx	100.0

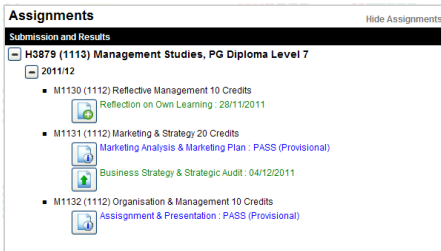
✓	PowerPoint Presentation	ppt	100.0
✓	PowerPoint Slide Show	pps	100.0
✓	Real Audio File	ra	100.0
✓	Real Media File	rm	100.0
✓	Shockwave Flash Movie	swf	100.0
✓	SubRip Subtitle File	srt	100.0
✓	WAVE Audio File	wav	100.0
✓	Windows Media Audio File	wma	100.0
✓	Windows Media Video File	wmv	100.0
✓	Works Spreadsheet	xlr	100.0
✓	XML File	xml	100.0

# Process

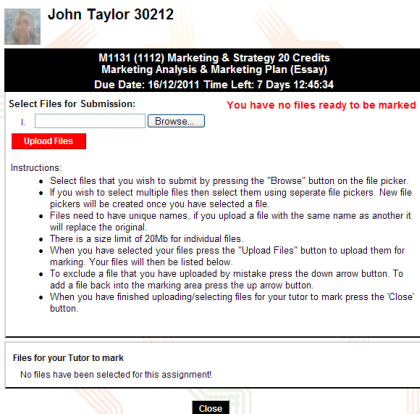
To access the online submission system follow these steps:

- Sign into your eLLP using the web address **https://ilp.ccn.ac.uk**. Other than password access, it should make no difference whether you access from on or offsite (e.g. from a computer in the College; or at home or work).

- Click on 'About Me'. You will be presented with your current 'Assignments', which should look something like this:

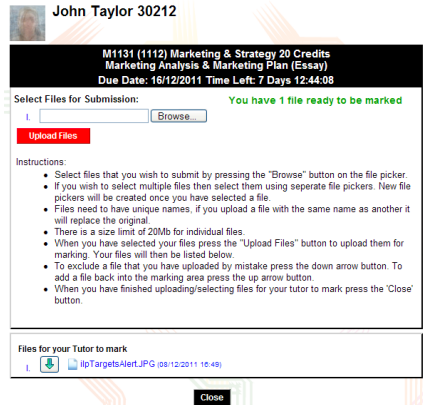


- Click the button next to the assignment you wish to submit. You would now see the following screen:



The below example is for John Taylor, a student on a two year Management Studies course.

*Note: You will be given this information with the screen grabs in colour for clarity.*



- You will see that there are extensive onscreen instructions to guide you through the process.

- Once you press the 'Upload Files' button the files you have selected will be uploaded to a secure system folder, where they will remain until they are released to your Tutor for marking. This will happen very shortly after the files have been automatically processed through Turnitin.



## Process continued...

Our online system is under continuous development and improvement. You should expect to receive updates on enhancements to the system throughout the year so another good reason for regularly reading college emails and looking out for notices and announcements on HE@CCN.

Once the deadline for submission has passed, the files will become available for marking by your Tutor. Tutors will be required to mark your work and then prepare and submit their feedback and a provisional mark electronically. As soon as the provisional marks and feedback have been internally verified using our normal processes, they will be released to you and you can access the feedback and provisional mark through the 'About me' page of your eLP.

Because there is no physical handling of the assignment or associated documentation involved, we expect this system to be much quicker and completely secure.

For assessed work which is not submitted electronically, and of course for examinations, we shall require you to use your barcode labels as the means by which we identify and record your submission and therefore your results. You will not be required to do anything other than remember to have your barcode labels with you at the appropriate time and to attach one to the relevant form when asked to do so by your Tutor.

If you run out of or lose your barcode labels please apply online on Blackboard (homepage, left hand side), go to the Advice Shop (ground floor, main building, just off main Reception) or contact the HE Office.

*Note: A small charge may be made.*

Marks remain provisional until they have been confirmed by a properly constituted

Assessment Board. The original provisional mark can be adjusted (up or down) only under recommendations made by the External Examiner and endorsed by the Assessment Board or by the Tutor following a successful appeal (see section on Academic Appeals).

It is your responsibility to read, and act upon, the feedback you are given. This is especially important if you have been awarded a provisional mark of less than 40%, in which case your feedback should give clear guidance as to what you have to do to improve the work to achieve the required standard in the event that the Assessment Board confirms the decision as a Refer for a particular piece(s) of work.

# Making Your Views Known

## HE Student Forum

The Student Forum is comprised of representatives from the HE student body, the College Students' Union, college academic staff and managers, and the UEA Partnerships Office. The dates of meetings in 2018/19 are shown in Section 1, page 12 of this handbook.

The Forum provides the opportunity for HE students from across the College to meet together to identify and discuss issues, proposals and developments that affect the whole HE community in the College.

The discussions and recommendations are recorded in minutes, which are presented to the Academic Management Board of the College and then to College Governors.

College responses are fed back to the Forum for dissemination to the general HE student population. The minutes are also published on Blackboard to ensure that its proceedings are accessible to all. The Forum sends representatives to the Joint Board of Study (JBoS) at UEA and the College Student Parliament.

Training for student representation is provided free of charge by the College Students' Union.

## The National Student Survey (NSS)



There are many ways to provide feedback about your course and HE in general – and surveys in each year of your studies will provide one of the key opportunities.

A survey of all students allows you to let us know what works and what doesn't about your course, the College and the School of Higher Education.

In your final year of study, the National Student Survey, which compares our provision to all other HE across the country is completed by all students.

The results of all surveys are reported through to the School Leadership team, the College's Executive team and Governors. They are used to inform changes to the way we do things and have historically had a significant impact on quality improvement.

# Support Available for HE Students

## Careers information Introduction

Statistically graduates are less likely to be unemployed and more likely to enjoy higher salaries than non-graduates, but this does not mean that securing a good job when you graduate will be easy. Throughout your course you will have opportunities to add to your skills and expertise.

It's always a good idea to start career planning early in your degree. From your first year onwards, City College Norwich staff can help you to work towards your goals. Whether you are hoping to go on to a rewarding job or further study, we can help you plan to succeed.

For many of our students, a career change or progression is a conscious driver for taking an HE qualification and we'll work with you to help that to happen.

The value of a Degree, Foundation Degree or Higher National Diploma, when you are job hunting cannot be over-estimated. However, the message from employers is clear; it is not just your qualifications that make you attractive to them, it is also your personal skills and attributes. We hope we may be able to help you maximise these in your search for employment.

*"Many graduates have to broaden their skills, acquire extra ones and broaden the range of careers they will consider."*

**Education Guardian**

## Where can I find information?

You can make an appointment to see the College Careers Adviser by calling in at The Advice Shop or by phoning 01603 773773.

For online careers advice for graduates see [www.prospects.ac.uk](http://www.prospects.ac.uk)

Look on Blackboard under Student Services, Moving on from College, Careers Section 1– 13 **City College Norwich Higher Education**

Advice and Guidance for other information and notices about careers and job vacancies.

The Information Store has a careers section, where you will find careers information, employment directories, employer training/ recruitment information and postgraduate directories and prospectuses.

## Workshops and Presentations

Tutors are encouraged to request these for students in their final or earlier years, or you can ask them to do so.

## Other sources of reference information:

- The best by far is: [www.prospects.ac.uk](http://www.prospects.ac.uk), which is the colleges and universities 'virtual careers service'.
- AGCAS Booklets: Association of Graduate Careers Advisory Services – these booklets contain information available to HND/Degree holders in certain groups of disciplines.
- Prospects Today/Prospects for the Finalist: A fortnightly term-time publication with graduate/HND vacancy details. Copies are available in The Information Store.

**The best way for us to help you is if you book an appointment to come and see one of our Careers Advisers to discuss your options.**

# Handy Hints for HE Study and Support

## HE Assessment, Learning and Studying

Some guidance and handy hints for studying on a Higher Education course:

### 1. Introduction

#### (a) Study time and the work/life balance

The amount of study time you commit to the course will largely be dictated by the other commitments you have as an individual.

If you have a very demanding job or professional role or diverse family commitments (or both) you will probably find juggling these commitments with your studies a less than straight-forward exercise. However, do not underestimate the time management skills that you already possess as an adult learner – experience suggests that mature students often possess a range of 'life skills', which enable them to engage successfully in part-time study despite all the other demands on their time and energy.

Students often ask how many hours a week they will need to dedicate to their studies. There is no simple answer to this question. The amount of time you are willing or able to commit will vary according to your circumstances and in accordance with what you want to get out of your studies.

As with many other aspects of life, the more you put in the more you will get out. However, as a rough indication you should, as a full time student (pro-rata part time), try to allocate at least 20 hours a week to independent study (for background reading, finding sources, coursework preparation, visiting key research resources etc) in addition to your weekly class sessions. Other commitments may make it difficult or impossible to allocate time each week in a rigid manner, and it may be necessary to

vary the time you spend in study on a weekly basis.

Higher Education study can be highly rewarding and enjoyable, but to study successfully will require a certain degree of self-discipline and application.

#### (b) Getting engaged

Experience suggests that one of the most enjoyable aspects of your course will be the weekly contact you have with your Tutor and fellow students. Do try to engage with both. You are likely to be studying with people from a wide variety of educational and social backgrounds, each of whom will bring with them a wealth of life experiences, skills and personal qualities. Getting to know your fellow students can be a real pleasure and lasting friendships are frequently forged on continuing education courses.

Student groups can provide a very supportive environment in which to study and it is not uncommon for students to support and help each other with aspects of their studies. For example, students often share information with each other (e.g. website tips, or sources of cheap books and other learning resources), comment constructively on each other's coursework, or collaborate in group projects. If you get to know your fellow students well this is likely to add a welcome and positive dimension to your studies.

#### c) Learning

It is always worth remembering that students learn in different ways and respond differently to different teaching and learning strategies. Try to keep an open mind at all times and respect the diverse needs and learning styles of other group members. The approach taken by individual Tutors may also vary considerably and you may be exposed to teaching formats/approaches which are

unfamiliar to you or which fail to conform to past experiences at school, college, or work.

**Again, it is worth remembering that Higher Education study is not about being a passive receiver of knowledge and your Tutor is likely to encourage students to be proactive in class and in the field, and to engage in active learning activities (e.g. group work), which develop and test knowledge, skills and understanding in different ways.**

## 2. Guided Reading

There are many books that contain advice and guidance on how to undertake and derive maximum benefit from your HE studies, some of which focus on workbased learning, personal and professional development. Many of these books can be found in The Information Store and others are held in the UEA library.

These include:

### (a) Work-based Learning and Professional Development

Gray, D., (2004) Learning Through the Workplace: A Guide to Work-based Learning. Cheltenham: Nelson Thornes

Thompson, N., (2006) Promoting Work Place Learning, 3rd edn. Bristol

Moon, J., (2005) Reflection in Learning and Professional Development: Theory & Practice. Routledge

### (b) Work-based Learning and Professional Development (Health)

Bayley, H., Chambers, R. and Donovan, C. (2004) The Good Mentoring Toolkit for Healthcare. Oxford: Radcliffe

Gray, D. et al., (2005) Learning Through the Workplace Cheltenham: Nelson

Thornes. Carnwell, R. and Buchanan, J.(eds), (2005)

Effective Practice in Health and Social Care A Partnership Approach. Milton Keynes: Open University Press.

### Websites:

[www.standards.dfes.gov.uk/learningmentors/](http://www.standards.dfes.gov.uk/learningmentors/)

### (c) Successful HE Study

Buzan, T., (1974), Use Your Head. London: BBC Publications.

Chambers, E., and Northedge, A., (2008) The Arts Good Study Guide. Milton Keynes: Open University Press.

Cottrell, S., (2008), The Study Skills Handbook 3rd edn. London: Macmillan Palgrave

Cottrell, S., (2010). Skills for success: the personal development planning handbook. 2nd ed. Basingstoke: Palgrave Macmillan

Northedge, A., (2005) The Good Study Guide, Oxford: Oxford University Press

Peck, J., and Coyle, M., (2005), The Student's Guide to Writing, Basingstoke: Macmillan Study Guides.

## 3. Preparing for Higher Education Study

### 3.1 Reading Skills for Higher Education Study: Some Survival Tips

#### (a) Introduction

Reading academic texts (whether in book, article or electronic form) is important to develop an understanding of the subject you have chosen to study. This can be time consuming, however, so it is important that you use the time you have available effectively.

What follows is some guidance which is intended to help you develop effective reading skills and to 'get to grips' with reading for academic study at Higher Education level. Your Tutors will draw your attention to reading material during the course, and may recommend specific texts which help you to:

- Develop your general understanding of the subject in question.
- Achieve a better understanding of key issues/themes or controversies relating to it.
- Respond to or contribute to class discussions.
- Prepare coursework for submission.

### **(b) What are your objectives in reading a text?**

Before tackling a text, try to have a clear sense of what it is you need to gain from it. For example, are you trying to obtain:

- A broad overview of a subject?
- A detailed knowledge of the subject or a specific topic?
- Answers to some specific questions?

### **(c) How should I read it?**

Once you are clear about what you hope to obtain you can adapt your reading accordingly by either:

- Skimming quickly through the whole text.
- Reading selected passages/chapters.
- Making a detailed study of the text.

Careful use of the contents page of a book/report, or the index, will help you to ascertain which bits of it are pertinent. Rarely are students required to or expected to read a whole book unless it is a set text on a literature course/unit.

### **(d) Some survival tips**

When reading a text try to:

- Establish a clear sense of the aims and conclusions of the author and the methodology (approach) employed.
- Make notes as you go, but try to keep these as brief as possible. Some students prefer to organise their notes around key questions they have been set or which they have set themselves.
- Others prefer to use a diagrammatic approach akin to a flow chart with key notes/points arranged spatially in relation to one another. There is no right or wrong way to take notes, though you might find it useful to show your notes to your Tutor so that he/she can comment on them and help you to develop your note-taking technique.
- Make a note of any sections/points that you feel are apposite to your needs and which might be suited to inclusion – for example, in the form of a 'quote' – in your coursework.
- Divide the reading into manageable chunks – since concentration spans tend to be limited to 30-40 minutes you will probably find it easier to read a text in stages than in one sitting.
- Pay particular attention to the introduction, conclusions and the first and last paragraph in each chapter or section. These are where explanations and useful summaries are normally to be found.
- Draw a distinction between statements of fact and statements of opinion.
- Explore your own responses to the text in question – did you enjoy reading it? If so, why? Was it difficult or hard work? Again, try to understand why.
- Keep an eye on your own writing style.
- Try to emulate examples of what you consider to be accessible or particularly engaging writing. Pay close attention to the use of language, structure, and the presentation of evidence.
- Think about how the author uses diagrams to complement the text. If you found an illustration or map particularly easy to understand, try to identify why and then emulate its characteristics in your own maps or illustrations.

## **(e) Difficult texts**

Sometimes you may find it difficult to understand what is being said. Do not let this worry you – we all experience this from time to time. It is normally a fault of the writing style of the author rather than a fault or lack of intelligence on your part. If you experience difficulties it may help to:

- Re-read the text more than once.
- Try to pick out and make note of what appear to be key/salient points/arguments or conclusions.
- Use a dictionary to find the definitions or meaning of any technical terms
- Put the text aside for a few hours or a day and then come back to it afresh.
- Share the text, or parts of it, with a fellow student and pool resources in this way.
- Ask your Tutor for guidance. If the Tutor is familiar with the text, he or she may be able to clarify aspects of it for you.

Remember, however, that there are thousands of texts for most subjects and your Tutor would not have been able to read them all!

## **(f) Coping strategies**

At the beginning of the course or unit you will be provided with a syllabus, which will normally contain a reading list. In some cases (for example in a course handbook), the reading lists may be quite lengthy. Do not be intimidated by this – the information is there to help you, not frighten you. On receipt of a book or reading list you may wish to adopt the following coping strategies:

- Select what appear to be the most relevant texts. Normally you will be given a brief list of key texts – this is a good place to start.
- Seek guidance from your Lecturer to determine, for example, which texts are most pertinent to a specific assignment.
- Select the most appropriate reading method (discussed above). Remember that the objective of effective reading is not to

read every word, but to extract facts, opinions, arguments and ideas as necessary.

- Define your reading tasks and set realistic targets, reviewing them as necessary. For example, if reading around a topic for an essay, limit yourself to a set number of texts and stick to it. There is often a temptation to carry on reading long after the point has arrived when you should start writing.

## **(g) A word of reassurance**

Most students (yes, even the really confident or apparently bright ones) experience problems in their reading at one stage or another.

These problems might include:

- Remembering material which has been read.
- Maintaining concentration.
- Tackling difficult texts.
- Coping with the quantity of reading in the time available.
- Finding the right texts.

Experiencing problems like these is actually quite normal and most students eventually develop their own unique survival strategies which enable them to overcome them or at least limit their effects.

As you gain experience and confidence and obtain feedback from your Tutor or Lecturer, you will be better placed to find the strategy which suits you best. You may wish to discuss how you study with your Tutor, who may be able to suggest ways in which you can fine-tune your reading skills and thus make more effective use of your time.

## **3.2 Note-taking Skills**

### **(a) Introduction**

Developing an effective means of taking notes is an important skill to learn during your Higher Education studies. This is a

skill which will almost certainly also have benefits in your daily life, since we all occasionally find ourselves in situations where it would be useful to record information in an organised manner. We all think and work in different ways, however, and a technique that suits one student will not necessarily suit another.

You should concentrate, therefore, on experimenting with different methods until you find one that suits you.

Taking notes ranges from scribbling down a few points to recording a detailed account of a verbal discussion, a lecture, a text or a field session. In order to determine the most effective means or method to use, you need to be clear about why you are bothering to take notes at all.

### **(b) Why take notes?**

For example, is your aim to:

- Create a personal record of the text/material/discussion.
- Record and organise key points in order to inform an assignment (e.g. an essay, a report or an oral presentation).
- Collect or condense material for revision purposes.
- Transform learning into a proactive experience (rather than merely a passive one).

### **(c) The advantages of taking notes**

Taking notes can help you to:

- Focus your attention on a text or a lecture.
- Become more actively involved in learning by deciding what to record and what not to, and then applying the information and learning acquired.
- Develop your concentration and recall skills.
- Develop a kind of auxiliary memory bank by committing to paper more information than you can commit to memory.
- Develop mental organisational skills which will serve you well when preparing coursework.

- Revise.

### **(d) When to take notes?**

There are a variety of contexts in which you may find it useful or necessary to take notes:

- In lectures.
- Whilst reading a periodical, book or website.
- In class seminars or discussions.
- Tutorials (one-to-one or small group discussions with your Tutor).
- When watching a video or TV programme.
- When listening to a radio programme.
- In a field session. On some courses students are expected to submit field notebooks so it is important to develop a note-taking discipline early on.

### **(e) How to take notes?**

Firstly, it is important to stress that there is no right or wrong way to take notes, though it could be argued that some methods are more effective than others. Moreover, the way in which you take notes needs to suit your own needs and your own style of learning. We all learn in different ways and use strategies that suit our strengths and weaknesses as individuals. You may try several different methods before finding one which suits you, or you may continue to use different methods in different situations.

There are a number of commonly used styles of note-taking:

- Outline notes – These can be quite brief and simply record key points or a discussion or textual argument. They can include section headings, bullet points and some form of hierarchy of points. Time and space can be saved by using abbreviations as appropriate. Emphasis can be given to particular points by use of a highlighter pen, underlining etc.
- Summary notes – These may be very brief indeed, and just summarise an argument or discussion using a handful of bullet points or a sentence that sums up the thrust of a discussion.



- Flow diagrams – These can be used to organise information spatially or in a sequence on a sheet of paper.
- Mind maps (or spider diagrams) – These can be used to articulate key points spatially and according to linkages or relationships between topics/points. The norm is to provide a summary of the main topic in the middle of a blank sheet and enclose it in a box or circle. Draw radiating lines to sub- topics and to subtopics of subtopics. These types of notes can be useful for analysing ideas.

### **(f) Some useful note-taking tips**

When taking notes you may find it useful to:

- Record the source from which notes were taken at the top of the page.
- Keep notes of page numbers in the margin along the way so that a page specific reference/citation can be provided later (e.g. in an essay or a report).
- Record your own observations/thoughts in boxes on the page as an aid to later interpretation.
- Keep your notes as neat as possible and well organised so that you can read them and find them when you need them.
- Listen first, take notes later. If listening to a lecture you may find it more useful to make only the most basic notes, or simply listen rather than making any notes at all, so that you can understand, assimilate and perhaps even question what is being said.
- The same applies to a seminar discussion. You can then draft a summary of the key points immediately afterwards whilst they are fresh in your mind. The key is to find the right technique for you – one that suits your learning style.
- Try to pay attention to how the information in a book or lecture is organised, for example, a Lecturer may use of series of headings on an OHP or on a flip chart. These headings may provide you with a simple structure for your own notes.
- Do not worry if you are unsure whether you are taking too many or too few notes – getting the balance right is not easy! Like anything else, you will probably get better at it as you get more practice.

- Occasionally review your notes at home to see whether they are actually useful. If their value seems limited you may wish to revise your approach to note-taking.
- Use card index boxes. You can summarise key arguments, facts and other details in a condensed form on small card index sheets – these are more manageable than A4 sheets and can be spread around a table in order to get ideas, facts and arguments into a visual sequence. They can also be arranged alphabetically enabling you to keep track of key sources.

## **4. Coursework and Assessment**

**The aim of assessment is:**

- To help students get the best out of the course.
- To help students develop their critical faculties.
- To provide students with an opportunity to demonstrate the achievement of the stated learning outcomes of the course.
- To ensure that real learning has taken place on an individual as well as a group basis.
- To help Lecturers contribute to the student's learning through a process of sympathetic and constructive criticism of the student's work.

The type of assignment will vary and your Tutors will provide full details and guidance.

**The types of assignment vary from programme to programme and from module to module but include:**

### **Practical in-class individual and team-based exercises.**

These test students' subject knowledge as well as their interpretative, observational, team working, listening and communication skills.

### **Oral presentations**

These enable students to demonstrate the key transferable skill of effective oral communication and competence in different

forms and styles of presentation, including the use of visual and AV (Audio visual) aids.

### **Essays**

These are intended to provide students with an opportunity to:

- Focus on key themes/topics covered within the pathway.
- Critically analyse and compare key sources.
- Demonstrate a grasp of key issues, debates and controversies raised in the secondary literature.

### **Group-based assignment (e.g. Business Game)**

These allow students an opportunity to work towards completion of objectives as a cohort.

### **Seminar papers**

These provide students with an opportunity to share with their peers (and Lecturers) their research on a particular topic within a wider discussion in class. In some cases the student's seminar paper will provide the focal point for discussion.

### **Workplace-focused reports and investigations (work-based)**

These give students a chance to explore a work-related problem or topic in detail using a combination of work-based evidence and academic material. This approach will always be a strong feature of Foundation Degree programmes.

### **Critical reviews of published works**

These provide a chance for students to employ their skills of close textual analysis to undertake a critical evaluation of published sources (e.g. journal articles, industry reports).

### **Initial research proposal for a project or dissertation**

This tests students' project design skills and their ability to identify clear objectives, research methodologies, evidence and research questions that are to be addressed.

### **Dissertation/work-based project**

This is a major piece of work that provides an opportunity for students to pursue/research a topic of particular interest in considerable depth under close supervision, and to produce an original piece of work which relates to a specific area of the academic field of study and/or (for workbased programmes), their professional role(s) and the organisation in which they are working.

## **5. Teaching and Learning**

Programmes will be taught by a team of Tutors who are experts in their respective fields. A range of teaching methods and materials will be employed. Students will be given guided reading before and during the course and will be expected to undertake preparatory reading in advance of class sessions and in relation to coursework.

Whilst some coursework will be completed individually, some may involve group work.

Guidance will be given on reading and on appraisal of source material so that students may embark on independent study with confidence.

### **Teaching and learning strategies will include:**

- Lectures
- Problem solving exercises
- Practical workshops
- Seminar discussions
- Simulations
- Role playing exercises
- Student-led presentations (individual and group)
- Independent study exercises
- Team working and team leading exercises (e.g. via the buddy system of peer mentoring)
- Mentoring in the workplace
- The application of skills and knowledge in the workplace through workplace-based exercises and assessments

- Workplace-based research.

The teaching, learning and assessment strategies for individual modules and for the programme of study as a whole are specified in the programme and the module specifications validated for the programme. Section 3 of this handbook contains some of this detailed information and you will be provided with an outline of each module and its associated assessment tasks at the commencement of each module.

## Tutorials

Tutorial sessions are built into the structure of most modules. They provide opportunities for the Tutor to engage in a dialogue with individual members of the group and to discuss expectations and concerns, to give guidance on study skills and also the techniques required to tackle assignments.

They also allow for a more detailed review of assignments submitted. If additional help is needed, this may be arranged between the individual student and the Tutor or Programme Manager.

The school operates a personal tutorial system and dedicates resource to this which is recorded on the eLP.

Further details of this will be made available to you during induction.

## 6.1 Writing an Essay

### (a) Think about the question

Choose a topic that interests you. Think about the title you have chosen. Work out exactly what you are being asked (or have set out) to do. You may even want to define the meaning (or at least your interpretation) of some of the words or terms which appear in the essay title. For example, if the term 'Byzantine art' appears in the title,

you should be specific about how you intend to interpret this in your essay.

### (b) Research

Look for relevant material. Make short notes. Record the source of your information. Keep your notes in a retrievable form.

### (c) Planning

Think about the approach you intend to take. Make a plan or diagram of the essay's main points. Arrange your material in the order you intend to use it.

### (d) Writing

Bearing in mind that you will almost certainly need to write a second draft, get your ideas onto paper/screen and then revise them.

Before revising, check the word length. Pruning may be necessary. If the word length is substantially short of the recommended word limit then you probably need to do some more research!

### (e) Structure

#### (i) Introduction

This should give some indication of the scope of the essay and the approach you intend to take. The introduction should also provide a rationale for your study – why did you choose this topic and why do you perceive it to be important? Remember that the purpose of an introduction is to supply sufficient background information so that the reader can understand and evaluate your conclusions without needing to refer to previous publications on the topic.

#### (ii) Discussion and development of argument

#### Remember to:

- Answer the question set.
- Use evidence to support your assertions.
- Keep to the point.

- Keep specific and avoid generalisations.
- Include a reproduction of the work/image (properly labelled), or refer the reader to a generally available source where the work is illustrated when discussing a work of art, or any other form of graphic image.
- Credit your sources.
- Explain how statistical data has been obtained and how it has been manipulated.
- Use quotations, especially those from primary sources, but keep them short and relevant
- Use footnotes to incorporate additional information which might impede the flow of the main text.

### *(iii) Conclusion*

This should sum up your argument and possibly refer to the title with which you began. At this stage, look back to your introduction. Sometimes the final sentence can help to inform the opening one.

The type, number and nature of the conclusions you draw will depend upon the methodology adopted and the characteristics of the research techniques and evidence employed.

Since a number of key points/issues will have been raised, discussed and considered in each section/paragraph of your essay, your conclusions should be brief and clearly stated, providing a summary of the principal findings of your research. You can, if you wish, point out potentially fruitful avenues of future research.

### *(iv) Acknowledgements*

Credit any significant technical help or assistance you receive, the source of any equipment or other materials, and any outside support (e.g. a work colleague, an employer or manager). If your research has required the support of local organisations their assistance and co-operation should also be acknowledged.

### *(v) A final tip*

It is all too easy to become too immersed in your own material. Get someone else (preferably someone you trust to provide honest feedback) to read through your essay prior to submission.

## **6.2 Writing/preparing a report**

What is the difference between an essay and a report? If you have read the previous section on essay writing, you will know what an essay is. You have been used to writing essays at school or college.

Essays tend to be more literary in style, they have an introduction, development and a conclusion – the classic beginning, middle and end principle – but they tend to use flowing prose and do not reflect the style of the organisational world. People with busy working lives do not have time to wander around the theoretical underpinnings and conjectural discussions typified by the better essay. The following guidance notes have been collected (and lightly adapted) from various websites.

### **(a) What is a report?**

A report is a clearly structured document that presents information about an investigation that you have undertaken. The clear structure allows specific parts of that information to be easily located by the reader.

### **Different types of reports**

There are many different types of reports. At university, however, the most common types of report you may be asked to write are:

- Analytical reports that focus on investigations into events, organisations, situations, issues and processes. Their purpose is often to provide the reader with information that can be used to make decisions and take further action. They are common in the social sciences, business courses, and engineering.

- Practical/scientific reports that give an account of what has happened in a test situation, a practical session or as part of an experiment. They are common in science based courses.
- Your assessment guidelines should make it clear which type of report is required of you. This guide refers specifically to analytical reports as these are the kind of reports most likely to be required of a student on a programme at City College Norwich. For information on preparing practical/scientific reports see the learning guide 'Writing Practical Reports' by going to the webpage and following the link (see overpage).

*Note: If there are any apparent contradictions between the advice given here and your assessment guidelines, it is important to follow the assessment requirements. For example, you may be required to include some, but not all, of the sections discussed in this guide.*

## (b) Sections and stages

The following table shows the most common sections typically contained in the two different types of reports, and the various parts or stages making up each section. The headings in a report are used to identify the content of each section and stage

SECTIONS AND STAGES OF A REPORT AND THE HEADINGS USED			
Sections	Stages	Headings	
		Analytical Reports	Practical/Scientific Reports
<b>Preliminary Section</b> Provides the context and background information		Title Page	Title Page
		Table of Contents	Table of Contents (if required)
		Executive Summary/Abstract	Abstract/Synopsis
<b>Main Section or body of the report</b> Presents the key aspects of the report: what was done, what was found, what this means	<b>Stage 1</b> Introduces this section	Introduction	Introduction
			Materials and Methodology
	<b>Stage 2</b> Presents the findings and your analysis of these	(Headings identifying the aspect dealt with in each sub-section)	Results
			Discussion
	<b>Stage 3</b> States the implications of the findings and analysis	Conclusion	Conclusion
			Recommendations (if required)
<b>Supplementary Section</b> – Contains extra information		References/Bibliography	References/Bibliography
		Appendices	Appendices

*Acknowledgement: Taken and adapted from: University of South Australia, <http://www.unisanet.unisa.edu.au/learningconnection/student/learningAdvisors/reports.asp>, [October 2007]*

## How to write in a report style

To be completely successful, a report that makes recommendations must ensure that the persons for whom the report is intended:

- Reads it without unnecessary delay.
- Understands everything in it without undue effort.
- Accepts the facts, findings, conclusions and recommendations: Decides to take the action recommended.

## Sections and stages of a report and the headings used

Your assessment guidelines may also require you to include additional components such as:

- Letter of transmittal
- Literature Review
- Glossary of terms and abbreviations
- Acknowledgement

Achieving this demands more of you than merely presenting relevant facts accurately. It also demands that you communicate in a way that is both acceptable and intelligible to the readers.

## Selectivity

Careful choice of words can enable you to convey many subtleties of meaning.

## Accuracy

Check that everything you write is factually accurate. The facts should be capable of being verified. Moreover, arguments should be soundly based and your reasoning should be logical. You should not write

anything that will misinform, mislead or unfairly persuade your readers.

If you do, you will be doing a disservice not only to yourself, but also to your department and organisation. Accurate information is essential for effective communication and decision making.

## Objectivity

A report should not be an essay reflecting personal emotions and opinions. You must look at all sides of a problem with an open mind before stating your conclusions. Making it clear that you have an open mind when writing your report will, in most cases, make your conclusions and recommendations more acceptable to your readers. The emphasis, therefore, should be on the factual material presented and the conclusions drawn, rather than on any personal beliefs, biases or prejudices.

## Conciseness

Veni, Vidi, Vici (I came, I saw, I conquered). That is how Julius Caesar reported his visit to our shores. While none of your reports will be as short as this, you should aim to keep them concise. In doing this, do not mistake brevity for conciseness. A report may be brief because it omits important information. A concise report, on the other hand, is short but still contains all the essential details. To ensure you do not include material which can safely be left out, you should not ask: 'Can this information be included?' Rather, you should ask: 'Is it necessary for this information to be included?'

## Clarity and Consistency

The best way to achieve clarity in your writing is to allow some time to elapse between the first draft and its revision. Try to leave it over the weekend, or at least overnight. If you are really under pressure and this is simply not possible, at least leave it over a lunch or coffee break. It is essential to have a period of time, no matter how short, when you can think of other things. In this way, when you come back to the report, you can look at it with a degree of objectivity.

## Simplicity

Usually, if your writing is selective, accurate, objective, concise, clear and consistent, it will also be as simple as it can be. You should guard against over-simplifying. For example to the point of missing out information which the reader needs to fully understand what you are trying to say. You should again keep your readers firmly in mind and keep asking yourself whether or not they will be able to follow the logic of your presentation.

## Avoid pointless words

Some words and phrases – like ‘basically’, ‘actually’, ‘undoubtedly’, ‘each and every one’ and ‘during the course of our investigation’ – keep cropping up in reports. Yet they add nothing to the message and often can be removed without changing the meaning or the tone. Try leaving them out of your writing. You will find your sentences survive, succeed and may even flourish without them.

## Writing a report and how to revise it

If sufficient time and thought have been devoted to preparing and planning, and possibly revising, the skeletal framework, and to collecting and handling the information, you will now have a practical blueprint for the entire report. Writing will entail amplifying the points in each section and ‘putting flesh on the bones’.

The order of writing and reviewing is important, and should be as follows:

- Pre-write the main body and appendices

- Review the main body and appendices
- Draft the conclusions, recommendations, introduction and summary
- Check and amend the report
- Issue the report

## Pre-writing

Take an overview of your report before you begin to draft it. There are three aspects to this (five if you are making recommendations), namely:

- Targeting: Remember your readers. It is all too easy to write for yourself and not for them.
- Outlining: Remember your purpose and objective(s). Make sure your outline (general plan) is just wide enough to encompass them – no more and no less.
- Structuring: Refer to your skeletal framework. Is it still the most suitable? Or will it need to be revised, perhaps to highlight some particularly important finding.
- Developing: What will you recommend to overcome problems identified.
- Checking: Are you sure that these recommendations are practicable

## **Drafting the main body and appendices**

These components should be written first. Begin with the section or subsection of the main body, or with the appendix you feel most confident about.

## **Reviewing the main body and appendices**

Once you have written your detailed findings, try to forget about them for a while. Then come back with a fresh mind. Assess what you have actually written and how it comes across, rather than still thinking about what you had intended to write and get across.

## **Drafting the conclusions, recommendations, introduction and summary**

These sections should not be written until after the main body and appendices have been completed, reviewed and, where necessary, redrafted. Each of these sections can now be directly related to what has actually been written in the main body and appendices. The first section can now be an accurate summary of the report. Another advantage of this approach is that it avoids the danger of writing the report twice: it is very easy for an introduction to develop into a report if the detailed findings have not been written first of all.

Most writers draft these sections in the order in which they appear above, namely:

- Conclusions
- Recommendations
- Introduction
- Summary

## **Checking and amending the report**

'Hold it two weeks' is a classic rule in advertising. For the report writer this may not be practicable. However, once you have completed your first draft, try to forget all about it for a few days – or at least a few

hours. Then re-read it. Does it flow? Are there adequate links and signposts for the reader? Can you justify everything that you have written?

Finally, ask yourself whether you would be willing to say what you have written to the recipients, face-to-face. If you would not be willing to say it, do not write it either.

## **(c) Rules for Report Writing: Preparation and planning**

To fail to prepare is to prepare to fail. The importance of preparation and planning cannot be stressed too highly. Often, however, writers simply ignore this aspect or dismiss it as too mechanical to be worthwhile. As a result they plough too quickly into the writing process itself and end up failing to realise their full potential. Anything you commit to paper before your overall plan has taken shape is likely to be wasted; it will be like a bricklayer starting to build the wall of a house before the architect has drawn up the plans.

### **Before you write a single word you must:**

- Set your objective
- Assess your readership
- Decide what information you will need
- Prepare your skeletal framework
- Test and revise your skeletal framework.

Collectively these activities constitute the planning stage of report writing, and the amount of time and thought you spend on them will make a vast difference to the effectiveness of all the work that will follow, by:

- Continually reminding you of your overall objective.
- Making you constantly 'think readers'.
- Ensuring you know what information you will need to gather.
- Giving you clear guidelines to follow when writing each section.



- Enabling you to rise above the detail and obtain an overview of the entire report at any time.

## Setting your objective

It is vital to establish your precise objective. You must first be absolutely sure of the purpose of your report. Only then can you even begin to think about what you are going to write and how you are going to write it.

### A clearly defined objective has a number of important benefits:

- It helps you decide what information to include and leave out.
- It helps you pitch the report at the right level.
- It makes it easier to write the report.

## Assessing your readership

The next stage is to identify and assess your readership. In many cases, you know who will be reading your report and the detailed content, style and structure can then be matched to their level of knowledge and expertise:

- Concentrate on points they will care about.
- Explain things they do not know.
- Address questions and concerns they would be likely to raise.

Deciding what information you will need For some reports, you will need to collect very little information, while for others you will require a great deal. You will need to think this through carefully, either on your own or with other people. It is often useful to discuss this with the person who commissioned the report and with prospective readers, particularly any key decision makers. Are there any specific areas they would like covered? The very fact that people have been consulted at this early stage will involve them and, psychologically, this will greatly increase

the likelihood of them accepting your conclusions and any recommendations you subsequently may make.

You are now in a position to think about the overall plan of your report. This is known as the skeletal framework. It is like drawing up the plans for a new house. Not only will it show its overall structure, it will also remind you of the materials (information) you will need to gather before the process of construction can begin. There are three stages involved in the preparation of a skeletal framework:

- Write a working title.
- Consider the overall structure of the report.
- Consider how information will be presented within the main body.

All reports have a number of commonly recognised components, including:

### The Beginning:

- Title page
- Foreword
- Preface
- Acknowledgements
- Contents page
- Summary or abstract
- Introduction

### The Middle:

Main body, including substructures.

### The End:

- Conclusions
- Recommendations
- Appendices
- References
- Bibliography
- Glossary
- Index

Do not be concerned about the large number of components that may be used; no report ever uses all of them. However, it is as well to know something about each of these components for two reasons:

- You can then choose the ones best suited to your report, and

- You may be asked to include one or more of them.

## 7. Giving an oral presentation: How do I do that?

During your studies you may well be required to deliver an oral presentation in front of your Tutor and your peers. There is no right or wrong way to give an oral presentation, but here are some tips you may wish to keep in mind when developing and delivering your own presentations.

### Developing your presentation

- Choose a topic which interests you.
- Try to keep your topic as focused as possible by concentrating on a small topic rather than a large, open-ended one. For example, rather than trying to summarise the pattern of Bronze Age settlement in Norfolk, try to illustrate the evidence for Bronze Age settlement in one parish or a small group of parishes as a means of engaging with wider themes and controversies.
- Design your presentation around a series of flip charts, acetates, or slides. These can provide you with useful prompts or signposts along the way.
- Try to get the text of your presentation onto two sides of A4, which can then be handed out to fellow group members before, during or after your presentation as a record of the event.
- Limit and choose carefully the visual materials/slides/acetates you produce to support your presentation.
- Practice and time your presentation at home once or twice before actually delivering it in class

### Delivering your presentation

- Have a title appropriate to the content of your presentation.
- Indicate at the start the subject and scope of your presentation.

- Present relevant information (e.g. evidence necessary to support a hypothesis or argument).
- Employ appropriate visual materials.
- Provide a summary or conclusion of some kind – a bullet point style review of salient points/findings will normally suffice.
- Include an appropriate response to questions from your audience.
- Maintain good eye contact with your audience.
- Project your voice effectively and vary your delivery so as to avoid sounding monotonous or bored.
- Avoid classic anxiety behaviour (e.g. clinking coins in a pocket or saying 'um' too many times).

## 8. Contributing to seminar discussions

### Introduction

A seminar can best be described as a classbased discussion that is focused around a particular topic and, which is normally structured either by the Tutor or by members of the class. This format of learning is particularly common at Higher Education level and is a characteristic of continuing education courses. To get the most out of this type of learning you will need to develop your seminar skills. Seminars come in many shapes and sizes. Some may take the form of brief discussions focused around a particular topic; some may be longer, taking up a whole session or a series of sessions.

On some courses, all sessions might take the form of seminar discussions. On others, seminars might be only a part of a more diverse learning strategy which includes lectures, field sessions, group visits, Tutorials and practical exercises.

In order for you to get the most out of studying at university level, you are encouraged to contribute as much as you can to seminar- style class discussion. One of the frequent learning outcomes on our courses is that students will be able to

respond orally to issues and themes raised by the study of your subject.

Your responses, questions, thoughts, and chosen quotations are valuable for yourself and the other students – and for the Tutor too.

We are not looking for polished recitals of facts so much as proof that you are engaging with the material covered in the class. Seminar skills require a balance between listening and responding, following the thread of an argument and bringing your own knowledge and ideas into play when appropriate.

It is not always easy to launch into a discussion when you are feeling unconfident and do not necessarily know everyone else in the group. For this reason you will frequently be given the opportunity, during class sessions, of working in pairs and small groups, responding to some questions or discussion points raised by the Tutor, and then reporting them back to the wider group. Alternatively, you may find you have so many thoughts and questions that it is difficult for you to listen to other group members as you want to do a lot of speaking yourself.

**Here are some tips for successfully participating in class seminars and discussions. Following them will not only ensure success in an assessment of seminar skills, but will also equip you to participate in group discussions outside a classroom context.**

### **Preparing for a class**

- If you have been given any reading or researching to do for the forthcoming session, make a few notes as you go along – even if you are not preparing to write an essay or a report. A few striking quotations, a question or two, or a few ideas of your own about a particular subject will be very useful material for a classroom discussion.
- Borrow a book from The Information Store. Even if you do not have time to read it all the way through, glancing through the contents and index will give you an idea of where to find relevant or interesting information. Make a few notes (remembering to reference properly!).
- Think about how you can broaden the context of your subject. If you are studying a particular site, for example, try to find out whether there are comparable sites elsewhere or how the site reflects key aspects of contemporary society. Use the internet as a quick research tool
- If you do not understand a discussion, something you have read or any material covered in previous sessions, make a note to check with the Tutor in the next session. It may be that other students were puzzled too and would appreciate any clarification.
- Think about your own experience and knowledge so far in relation to the subject.

If you are studying history or archaeology, for example, has anything you have visited, studied previously, heard or seen on the radio or TV any relevance and could you share it with the group? Does your prior experience of professional work or experience of working with colleagues in a workplace setting allow you to provide an insight into a particular theme or issue?

### **In the class**

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- Listen to the Tutor or student if they are giving a presentation. In addition to given handouts, make a few short notes on any interesting issues raised. Be guided by whether the Tutor has invited questions throughout their presentation or talk, or has requested people save discussion to the end.
- If you are given some time to work in pairs or small groups, always practice giving your responses to a given subject.
- Speaking up in small groups makes it much easier to speak up in larger groups. Note down one or two interesting outcomes of the small group exercise or discussion, even if you have not been nominated note taker for a particular small group.
- In small groups or pairs, from time-to-time, summarise what you think has been said by yourself and others. This will give you and the others a chance to clarify the responses and rectify any misunderstandings.
- If you are particularly enthusiastic about an aspect of your course, say so – and explain why. Enthusiasm is contagious!
- In the same way, if someone else is explaining their enthusiasm – listen to them. You may well feel a renewed interest in the particular subject area.

### **Seminars**

- Do not be afraid to introduce a text or a discussion point. If the Tutor asks a general question or invites general responses, try to offer your own angle or point of view, highlighting themes and issues which seem relevant to you.
- Remember that you do not have to be word- perfect or polished: the aim is to communicate your ideas, rather than make a speech.
- Do your best to respond to particular points. Consider how what you have learned already in the class could be brought to bear in the discussion.
- Contributing to discussion involves thinking about your information in a way that is relevant. Do not just recite facts that you know; select the ones that are relevant.

- Do allow your knowledge of the subject to come into play. You may have more ideas as the discussion continues. Some background reading or other preparation will stand you in good stead for expanding your ideas.

- Introduce a broader context: Remember that any connections you have with the broader context may well be useful for the subject under study. You already have a wealth of experience and probably know more than you think. This may involve having read some key books on the subject, watched a key television programme, attended a public lecture or having visited particular websites. You may remember facts from radio programmes or conversations, as well as from broader references your Tutor may have pointed out in class.

- Putting a subject in its context – as long as you do not stray away from the subject altogether – will always raise the level and awareness of the discussion.

- **Be bold:** Your Tutor will help facilitate the discussion, gather threads together, and highlight the important themes and issues. Follow their lead – but if you have a burning issue which has not been addressed, dare to broach the topic yourself.

- Always be courteous to other students and the Tutor, even if you disagree with them, and let everyone have their say. If you find a particular comment interesting – say so! Do not be negative about others' comments, in the same way that you would not wish other students to be offhand or dismissive about your own contribution. Ask for clarification when necessary. If someone asks you for clarification, do not be unnerved – just restate your idea as simply and clearly as you can.

- In every class discussion, do try to contribute something, at least in a small way. It will break the ice and help you to feel part of the group. You are studying your subject because you are interested in and enthusiastic about it. Seize the chance to speak about it with a group of people who feel the same way – being in a class of like-minded people, with a knowledgeable tutor, is a unique opportunity to share interest and generate enthusiasm and a

passion for improving skill and finding out more. Who knows where it might lead?

## 9. Presentation of coursework

### Word processing

It is important that all of your assignment work is produced to the highest standard of presentation.

You must word process all text-based assignments and you will submit your completed work using the new online submission system.

- You must use Microsoft Word.
- Keep your own copy of each assignment.
- Follow the guidelines for formatting and structure given in your assignment brief or by referring to the Handy Hints section of this handbook.

If you need help with word processing then consult your Tutor and/or seek advice from the Student Support Services available in The Information Store.

### Pagination

(a) Completed work should have properly numbered pages with text on one side of the page (the facing page) only.

Illustrations, tables, graphs etc., should be properly integrated within the sequence of pagination if this is possible.

(b) Page numbers should be placed in a footer at the lower right corner or centre bottom of each page.

## 10. Academic Referencing Conventions

When writing an assignment you need to include details of all sources that you have used in your research, and which you have used directly in the text of your work. This includes books, journal articles and any online sources you may have used. This not only enables your sources to be

checked for accuracy, but also avoids any suspicion of plagiarism.

The purpose of the academic conventions set out below is to facilitate communication between you and your readers. Properly documented work makes it possible for your reader to follow your exposition and to verify your arguments and conclusions. There is no right or wrong way to employ academic conventions, though some methods are more widely used and recognised than others.

## Harvard Referencing

The Harvard system of referencing is used across the College. All information used from another source must be referenced.

On the following pages are examples of the most common references you will need. For additional information refer to the book 'Cite them Right' or ask at The Library.

Pears, R. and Shields, G. (2013) *Cite them right: the essential referencing guide. 9th edn.* Basingstoke: Palgrave Macmillan.

There is often confusion surrounding the terms used when discussing referencing and bibliographies.

Referencing is the term used when giving information on the sources used within the text. Any source that is either quoted or referred to directly within the text must be identified.

Bibliography is a list of all the sources which have been referenced within the text and that have also been used indirectly for research purposes. All these MUST be listed at the end of the assignment in alphabetical order.

Citation is another word for quote and this term is used when either quoting directly or indirectly from another source within the text.

## When to reference?

Whenever you use any source of information for:

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- Inspiration or ideas.
- Facts, theories or research results which you have derived from an author's work.
- Specific data or statistics.
- A direct quotation.
- Paraphrasing an author's words.

## In-text citations

When citing ideas or quoting directly within the text (whether from a printed or an electronic source) the following information needs to be inserted appropriately within the text.

- Author's name, year of publication and page number for printed sources.
- Author's name, year of publication on the web for electronic sources.

When including a quote that is less than one line, the quote needs to be included in the body of the text in quotation marks:

As Veal (2005, p.2) stated, "within the scientific model, it should be possible for research to be replicated".

Quotes which are longer than one line need to be indented. No quotation marks are necessary:

As Raj (2009 p.78) stated:

Events can have several types of impact on a host city, ranging from cultural, economic, social and environmental. Events have both positive and negative impacts on their host cities, but the emphasis is often on their economic impact.

When using an author's ideas then the following citation should be used within the body of the text:

According to Honey (2008, p.105) sound ecotourism requires careful planning and implementation....

All these references should be listed in the bibliography or reference list at the end of the assignment.

## **Bibliographies and reference lists**

Check with your lecturer whether they require a reference list, a bibliography or both.

## **Books and ebooks**

Surname, Initial(s). (date) *Title in italics*.  
Edition. Place of publication: Publisher.

Boyd, D. and Bee, H. (2013) *The developing child*. 13th edn. New York: Pearson.

Breeze, M., Cronin, M. and Spafford, A. (2010) *BTEC Level 2 First Public Services*. London: Hodder Education.

## **Helpful hints:**

- If a book is edited, use (eds) after author responsibility.
- Where there are two or more authors use 'and' to link them never '&'.
- Where there are more than three authors use first author's name followed by 'et al.' in the in-text citation (all authors should be included in the full reference in the reference list).
- Use 'edn.' for edition only for 2nd or subsequent editions.
- Refer to the title page for information on publication date, publisher and place of publication.

## Secondary referencing

You may quote a piece of work referred to in something you have read, but you will not have read the original piece of work. This is called secondary referencing. You need to make it clear that you are referring to the information from a secondary source (It is best practice to read the original if at all possible).

Pearce (2006, quoted in Mason, 2008, p.35) talks of the negative consequences of tourism...

You will not cite Pearce's book in the bibliography as it has not been read, but Mason will be included.

## Chapters in books

Author of chapter or section (date) 'Title of chapter or section' in author or editor of book. *Title of book in italics*. Place of publication: Publisher, page number(s).

Aldgate, J. (2010) 'The role of assessment in social work' in Long, L. A., Roche, J. and Stringer, D. (eds.) *The Law and Social Work: contemporary issues in practice*. 2nd edn. Basingstoke: Palgrave Macmillan, pp. 126-145.

## Dissertations

Author (year of submission). *Title of dissertation in italics*. Degree statement. Degree awarding body.

McPherson, W. (2009) *Portrayal of Life and Death Through Poetry*. BA (Hons) dissertation. University of East Anglia.

## Journal articles: print and electronic

Surname, Initial(s). (date) 'Title of article', *Title of journal in italics*, Volume (issue), page nos. doi (if available).

Wright, H. (2013) 'From individual choice to social good', *Higher Education, Skills and Work-based Learning*, 3(2), pp.141-148. doi: 10.1108/20423891311313171

## Helpful hints

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- Referencing multiple pages: p. for one page, pp. for multiple pages.
- Multiple authors need to be listed.

## Conferences

Author (Date) 'Title of paper', *Title of conference: subtitle in italics*. Location and date of conference. Place of publication: Publisher, Page numbers.

Hall, H. (2010) 'Getting real about Social Media', *Internet Librarian International: Get Real, Stay Relevant*. Novotel London West, 13-15 October. London: Information Today, pp.35-46.

## Websites

Responsible authority or author if available (date) Title of internet site in italics. Available at: URL (Accessed: date).

BBC (2010) *University Funding*. Available at: <http://www.bbc.co.uk/news/education-11727892> (Accessed: 8 December 2010).

Active Norfolk (2010) *Cameron orders rethink on school sports cuts*. Available at: <http://www.activenorfolk.org/> (Accessed: 8 December 2010).

## Helpful hints:

- If no obvious date, check for the copyright date.
- If no author, use the responsible authority.
- For online government publications, refer to Cite them Right.
- Truncate long URLs to the base URL as long as the route is clear.

## Internet databases

Responsible authority or author (Date) 'Title of extract'. Available at: URL (Accessed: date).

Keynote (2009) 'Marketing in the Digital Age'. Available at [www.keynote.co.uk](http://www.keynote.co.uk) (Accessed: 2 July 2010).

## YouTube

Name of person posting video (Date) *Title of film in italics*. Available at: URL (Accessed: date).



Firstscience (2007) *The difference between normal and genetically modified food*. Available at: <http://www.youtube.com/watch?v=feTtsaZ0pQ> (Accessed: 30 November 2010).

### Facebook

Surname, Initial(s). (Year) *Title of page in italics*. Day/month of posted message. Available at: URL (Accessed: date).

North Tyneside Council (2012) *Tynemouth outdoor pool*. 29 August. Available at: <http://www.facebook.com> (Accessed: 31 August 2012).

### Twitter

Surname, Initial(s). (Year) Day/month of posted message. Available at: URL (Accessed: date).

Fry, S. (2010) 13 January. Available at: <http://www.twitter.com/stephenfry/favourites> (Accessed: 18 January 2010).

### Blogs

Author of message (Year) 'Title of message' *Title of internet site in italics*. Day/month of posted message. Available at: URL (Accessed: date).

NES Library News (2015) 'World Book Night 2015' *The Information Store*. 20 April. Available at: <https://ccnlibraryblog.wordpress.com/2015/04/20/world-booknight-2/> (Accessed: 2 June 2015).

### DVDs and films

*Title of film in italics* (date) Directed by First name(s) Surname [DVD] or [Blu-ray]. Place of distribution: Distribution company. *Breathless* (2000) Directed by Jean Luc Goddard [DVD]. UK: Optimum Releasing.

### Tutor's notes from Blackboard

Surname, Initial(s). (date) 'Title of item'. Name of academic module. Available at: URL of VLE (Accessed: date). Williams, J. (2010) 'Week three: Retail Management'. Retail Management. Available at <http://www.blackboard.ccn.ac.uk/> (Accessed: 3 February 2010).

### Interviews

Surname, Initial(s) of person interviewed (date) 'Title of interview'. Interview with/by First name Surname. *Title of publication in italics*, Date of interview.

Jacobs, R. (2009) 'Evaluation of Hospitality Events'. Interview with Janet Evans for *Dissertation*, 10 May.

### Helpful hint

- Refer to Cite them Right for additional interview styles.

### Images and pictures

*These need to be credited. If you are using an image from the internet make sure that you have read the copyright statement before using the image.*

Author (Date image created) *Title of work in italics*. Available at URL (Accessed: date).

Pepsi (2009) *Pepsi Can Designs*. Available at <http://www.pepsi.co.uk/MaxYourPepsi.aspx> (Accessed: 19 June 2009). In this example you would give the reference beneath the image as: Pepsi, 2009.

### Help and advice

Contact your Library Services Officer or ask at The Library.

## 11. Study Skills

### Books

Becker, L.M. (2009) *The mature student's handbook*. Basingstoke: Palgrave Macmillan.  
Cottrell, S. (2013) *The study skills handbook*. 4th edn. Basingstoke: Palgrave Macmillan.

Creame, P.I. and Lea, M. (2008) *Writing at university: a guide for students*. 3rd edn. Maidenhead: Open University Press.

Dolowitz, D.P., Buckler, S. and Sweeney, F. (2008) *Researching online*. Houndmills: Palgrave Macmillan.

Greetham, B. (2009) *How to write your undergraduate dissertation*. Basingstoke: Palgrave Macmillan.

Lewis, M. and Reinders, H. (2003) *Study skills for speakers of English as a second language*. Basingstoke: Palgrave Macmillan.

Lowe, M. (2006) *Beginning research: a guide for foundation degree students*. London: Routledge

Payne, E. and Whittaker, L. (2006) *Developing essential study skills*. 2nd edn. Harlow: FT Prentice Hall.

Ridley, D. (2012) *The literature review: a step-by-step guide for students*. 2nd edn. London: Sage.

Swetnam, D. (2004) *Writing Your Dissertation*. 3rd edn. Oxford: How to Books.

Van Emden, J. (2010) *Presentation skills for students*. 2nd edn. Basingstoke: Palgrave Macmillan

*The Information Store has a wide range of study skills books, many of which are available as ebooks. Please check the catalogue.*

### **Suggested websites:**

Gillett, A. (2007) Using English for Academic Purposes: A Guide for Students in Higher Education (School of Combined Studies University of Hertfordshire UK) [Online]. Available at [www.uefap.com](http://www.uefap.com)

Flinders University Student Learning Centre (undated) Academic Skills leaflets. [Online]. = Available at [www.flinders.edu.au/SLC/pubs.html](http://www.flinders.edu.au/SLC/pubs.html) (Accessed 2/09/07)

Landsberger, J. (2007) Study Guides and Strategies [Online]. Available at [www.studygs.net/](http://www.studygs.net/) (Accessed 12/11/07) Learning Space (Study Skills) [Online]. Available at <http://openlearn.open.ac.uk> (Accessed 12/11/07)

Mangrum-Strichart (undated) Learning Resources [Online]. Available at [www.howtostudy.com](http://www.howtostudy.com) (Accessed 3/11/07) University of New England (2007) Study Skills Fact Sheets [Online]. Available at [www.une.edu.au/tlc/students/factsheets/](http://www.une.edu.au/tlc/students/factsheets/) (Accessed 12/10/07)

University of the West of England (2006) Referencing [Online]. Available at <http://hsc.uwe.ac.uk/referencing/journal.asp> (Accessed 15/10/07)

JISC Plagiarism Advisory Service (2007) Writing Your List of References, Harvard System [Online]. Available at [www.jiscpas.ac.uk/apppage.cgi?USERPAGE=6397](http://www.jiscpas.ac.uk/apppage.cgi?USERPAGE=6397) (Accessed 07/10/07)

### **Coping with the Pressures of Higher Education Study**

Learning is exciting. But it can also be very pressured and stressful, especially when you are combining study with work and/or family commitments and responsibilities. A lot has to be achieved in the limited time available.

This section focuses on some of the anxieties or concerns that you are likely to encounter as you embark on your course and suggests ways of coping.

#### **(a) What difficulties might I encounter?**

Student life can be a period of transition. You do a course because you think it will enable you to do or have something that you want, such as increased job opportunities or enhanced enjoyment of life. Studying is a part of a process of change. Change can cause a lot of anxiety.

#### **Changing identities**

You may go from being a biggish fish in a smallish pond (as a sixth former at school, as a full-time parent or as a full-time manager in a company) to being a smallish fish in a biggish pond. You may feel differently about yourself and other people may react to you differently. You will be

making new friends and have a chance to make a fresh start. You may be working with peers who are your intellectual equals for the first time in your life. You may find you are cleverer than you thought – or not so clever! It takes time to adjust to this new sense of who you are.

Studying at the College will bring new opportunities. There may be sports, social and political activities open to you which you have never tried before. This has two aspects: it can be very exciting, but it can also be terrifying.

Do not get swept away! Recognise how much you are dealing with at once and go at your own pace.

### **Family relationships**

Relationships with your family may change too. This can be especially difficult if you are the first one ever to go on to Higher Education, or the first of your gender.

Other family members can have complicated feelings about this. They may secretly envy you, or be afraid that your new experiences may make you no longer 'one of us'.

Their reactions may cause you to feel insecure, lacking in confidence or guilty about having this opportunity. But there can also be problems if everyone in the family has been to university. Can you live up to their standards?

Do you have to work in the same field as them or do they feel threatened by your choice of subject? The pressure to succeed may also contain a hidden message about not being too successful. The most important thing with family situations of this kind is that these feelings need to be acknowledged by being talked about. This makes them easier to deal with.

### **(b) How will I deal with practical issues?**

#### **Get advice**

Finance, travel and childcare can all present daunting problems. Ask for help. Do not be proud. You are not alone in your difficulties. There are many sources of advice and information at the College, including The Advice Shop and the Students' Union. The College provides a range of services that may be useful to you, including the Careers Service, an excellent counselling service and academic guidance via a series of highly qualified Student Advisers.

For assistance with regulatory issues or anything to do with the quality of the student experience as a Higher Education student at City College Norwich you should contact the HE Office.

Take advantage of social opportunities, the beginning of a course is a key time for making new friends. If you are shy you may find it very difficult to join in. But it is important to remember that there will be many students who are feeling nervous too and are putting on a brave face.

If there is something that especially interests you, such as music or sport, find out if there is a society that focuses on this. Once you have found some kindred spirits life becomes more manageable.

### **(c) How will I cope with the academic work?**

Inevitably you will feel anxious about this to start with. Will I be good enough? Can I keep up?

#### **The basics**

Get the basic information you need right from the start. How many lectures, seminars or weekend workshops are compulsory or necessary? With regard to assignments, what exactly are you being asked to do?

For example, with written work, what is the question you are being asked to address? How many words are you expected to write? What is the deadline for handing it in? What resources are available? Where is

The Information Store; what hours is it open, and how many other students are going to be wanting to read the same book, at the same time? Is there a photocopying machine and do you have to pay to use it? Are handwritten essays acceptable or do you have to use a computer? If your Tutors do not make themselves clear, ask questions and be persistent.

### **Managing time**

Make yourself a realistic timetable. When you are assigned a task, estimate how long you think it will take you and then add on a little bit more time, as you have probably been over optimistic in the first place. Then set a time each day, or each week, to do it. Thinking ahead also involves taking into account any resources you will need to complete the task. It is better to allow too much time and then find the bonus of a couple of hours off, than to stay up all night, drinking black coffee, in a panic.

Set clear priorities and be aware of the consequences of not doing so. You need to make hard choices. You may want to go to that meeting, film or party, but the essay has to be handed in tomorrow. Part of the art of survival is to make realistic assessments of consequences.

If you are late handing in an essay, what is the penalty? Try to negotiate with your Programme Manager before a deadline and ask for an extension, if necessary. What will happen if you do badly in a piece of coursework?

### **Get support**

Taking responsibility for your own learning sometimes needs some support. Each student has an adviser (normally your module Tutor), who can act like an academic mentor. Be prepared to ask for support and help from central student services like careers and counselling. Learning Resource Advisers are available for support with finding information effectively, research and referencing.

### **(d) What if the work gets too much?**

If you feel things are getting on top of you it is important to acknowledge this at an early stage before you fall too far behind. The first thing to do is to seek objective advice from your Tutor who will know you, your work and the standards required. It may be that your work is fine, but your personal standards are too high – you think your work is not good enough, while others are satisfied with it.

On the other hand, it may be that you have not yet learned to organise your work realistically or that you have a problem with deadlines. Your workload may seem overwhelming because you are experiencing emotional problems, which are affecting your ability to concentrate and work effectively. These may be to do with unresolved difficulties from your past education or to do with current problems. It is important to seek help and support if you are distressed. In either case the earlier the problem is acknowledged the more likely it is that a solution can be found.

### **(e) Support for students with learning difficulties, disabilities, physical and/or mental health conditions**

If you have a diagnosed learning difficulty (e.g. Dyslexia), disability, physical and/or mental health condition, the College has in place systems and procedures to help. If you would like any additional support, you should apply for the DSA (Disabled Students Allowance) which may be able to fund additional support. If you would like to know more about this or help applying for this, you can speak to one of the Specialist Advisers in C22, or pick up one of the DSA booklets available in the Advice Shop or the HE Office.

If you are new to the College and have a Specific Learning Difficulty (SpLD) such as Dyslexia you should take the evidence of this need to the Special Learning Difficulties (SpLD) Tutors. They will discuss your learning support needs with you and

inform your Tutors of what needs to be put in place. To see a SpLD tutor, you should make an appointment at the Main Reception at College.

If you already have a diagnosed Specific Learning Difficulty registered during previous studies at the College you still need to go and see the SpLD Tutors, but they should have your records there already. If you suspect that you have an undiagnosed Specific Learning Difficulty that is affecting your studies, then you can make an appointment to see a SpLD tutor at the Main Reception, but it may also be a good idea for you to speak to your tutor about this as well.

Once your learning difficulty is registered with the SpLD Tutors you are also entitled to get pink forms from them called 'Marker Guidance Forms', which you should attach to every piece of written assessment work (including examinations) you submit to the Advice Shop. For electronic submission the SpLD Tutors will update your eILP record to show your entitlement to this consideration. These forms will require your Tutor/ Assessors to take your Specific Learning Difficulty into account when marking your work.

You also need to complete a Special Allowances claim form, available from Blackboard (HE@CCN), which you will need to discuss with and present to your Programme Manager or Tutor who will introduce the claim on your behalf to the Head of Higher Education. The majority of students who require additional support on Higher Education courses do so through the DSA. This is likely to be able to assist you with areas of support which would be relevant to your individual needs; this may cover a specialist equipment allowance, non-medical helper support and/ or exceptional travel costs.

In order to apply for the DSA you must submit evidence of your learning difficulty, disability, physical and/or mental health condition; in the case of acquiring evidence

or diagnosis of a Specific Learning Difficulty, this is possible through the SpLD tutors. In all cases of reports or diagnosis there will be a charge but the College is committed to supporting you and it might be possible to gain financial assistance for these assessments by applying for the Adult Learner Fund (ALF) – you can get forms for this from the Advice Shop or from one of the Specialist Advisers in C22.

## **(f) Support for students with Autistic Spectrum Disorders (ASD)**

The RUGROOM is a purpose-built social space and inclusive learning environment for people at the College with ASD. It is an innovative, award winning design that meets the needs of the individuals with ASD and has a direct impact on the way learners work, and how learners and staff interact.

Situated in the Norwich Building, it is an inclusive environment allowing students to access Further and Higher Education. People with ASD can have unique skills and abilities, but can find social interaction, communication and change difficult. So the RUGROOM offers a safe haven for students throughout the day. There are different social spaces in the form of two pods and social seating.

There is also a den which is used for lunchtime clubs, meetings, lessons and gaming. There is a kitchen to make drinks and eat and there are individual IT workstations at which students can work. Importantly, there are also spaces which allow students to withdraw and seek silence when needed.



## **Opening times of the RUGROOM**

Monday to Thursday – 8.30am to 5.00pm,  
Fridays – 8.30am to 4.30pm.

For more information:

[www.rugroom.net](http://www.rugroom.net) and

[www.regionalcentreASD.org](http://www.regionalcentreASD.org)

### **(g) What if things go wrong?**

Always let us know when you are encountering difficulties, whether they are to do with the academic demands of your course, domestic or personal issues, problems and crises or other events which

have an adverse impact on your studies. Programme Managers have limited discretion to grant extensions of time for the submission of coursework and in other circumstances you will be advised to complete and submit a Mitigating Circumstances claim, which if successful will empower an Assessment Board to take decisions in your favour such as allowing longer extensions or re-assessments with or without penalty.

If you do not tell us what has gone wrong there is nothing we can do to help.

# HE STUDENT HANDBOOK

## SECTION 3

### QUALITY ASSURANCE

# Quality Assurance of Higher Education at City College Norwich

## Reference Points

### An overview:

**At City College Norwich we pride ourselves on the robust and effective Quality Assurance Processes that are implemented across all our programmes to ensure that they meet consistently the highest quality standards.**

Recent external reviews of our quality management system, confirm that you can have confidence in the claim that we are committed to a significant level of student involvement in our Quality Assurance and evaluation processes.

### Internal:

- The College Quality Framework
- Published Programme Module Specifications.
- The Norfolk Regulatory Framework.

### External:

- The UK Quality Code for Higher Education.

### External Examiners:

- UEA Validation Handbook.
- Generally accepted principles and practice of Higher Education in the UK.





## Our Quality Assurance and Review Processes:

### Course Approval

All programmes are subject to detailed scrutiny by external specialists during the design and approval process. On successful completion of this rigorous process, the University of East Anglia will validate the programme and give the College approval to commence the course.

### Module Evaluation\*

You will be invited to complete an evaluation of every module as it is delivered to you. These evaluations will be used by module lecturers to improve delivery of modules on subsequent occasions and by Programme Managers and the Director of Higher Education to evaluate the overall quality of provision.

### Annual Monitoring Reports (AMR)

Each year the Programme Manager is responsible for the production of an AMR, which evaluates the quality and effectiveness of the whole programme each year.

The AMR draws upon a wide variety of evidence including module evaluations, the report of the External Examiner, the outcomes of the National Student Survey and the College's own Student Satisfaction Survey. Additional information will come from employers and internally generated statistics and evaluations.

Each AMR is also individually scrutinised to confirm that its associated Action Plan is comprehensive and addresses any issues identified.

### Joint Board of Study (JBoS)\*

JBoS is a committee of the UEA, which oversees the College's quality management and operational processes to ensure that they conform with its

expectations as set down in the Partnership Agreement between the College and the University.

### Higher Level Committees<sup>1</sup>

Informed by the reports of JBoS and its own HE Development Strategy, Academic Management Board, the Corporation Board and its sub-committee consider and determine all of the strategic plans for the longer term development of Higher Education at City College Norwich. Students are represented on all of these committees and the College welcomes the valuable contribution that students make to the formation of its plans and strategies for Higher Education

### Complaints

The College is committed to ensuring the best possible experience on campus and on your programme for all students. The College is always disappointed to hear when things have not gone according to plan but understands that the only way to improve is to listen to and respond to issues and/ or complaints made by its students. The College will endeavour to resolve all issues informally and expediently where possible. You will find all relevant complaints procedures and documentation at HE@CCN on Blackboard as how to formally raise concerns about assessment results and the outcomes of the Boards and Panels which make decisions on progression, awards and classifications (Academic Appeals) and how to raise concerns about academic matters that have a direct impact on a student's academic experience (Academic Complaints).

Any non-academic complaints should be raised via the College's Complaints procedure, which is also available online at Blackboard/HE@CCN/Regulations & Procedures.

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<sup>1</sup> *Higher Education Students are elected by you to sit on all of the bodies or which*  
Section 3– 2 **City College Norwich Higher Education**

*involve students in the Quality Assurance Process*

### **Ethical Considerations**

On Higher Education courses, students are often required to undertake research that can involve direct contact with members of the public, other students, fellow employees or other people. Before embarking on any research activity of this kind that includes questionnaires, interviews, focus groups, etc you must ensure that the subjects of your research have given their informed consent. In order to do this, you will be asked to complete an Ethical Approval Form available from Blackboard or your course tutor that must be signed off by your module tutor or Project Supervisor before you commence any research activity.

Failure to do this can result in rejection of your work leading to a fail and bring the College and the University into disrepute. Advice and guidance on these and more complex issues can be provided by your tutor. You can also find information about Ethics in Research on the web.

### **Course Regulations**

Full current versions of all college policies, procedures and the Norfolk Regulatory Framework are available on Blackboard at HE@CCN - 'Regulations and Procedures' and constitute the definitive versions.

All HE programmes at City College Norwich operate under the Norfolk Regulatory Framework. This is a set of detailed rules and regulations covering all aspects of the design, admissions progression, assessment and administration of the HE programmes validated to run at City College Norwich.

The Norfolk Regulatory Framework (NRF) incorporates academic policies and procedures, which are published separately in detail:

- Cheating and Plagiarism
- Academic Appeals / Academic Complaints
- Internal Verification
- Mitigating Circumstances and Special Allowances

## General points

**Apart from the rules and regulations themselves, there are some other things to remember:**

- You are expected to attend scheduled lectures/tutorials, workshops seminars etc, as set out on your timetable. Attendance at scheduled class meetings is monitored and recorded.
- Assessment is central to the process by which the awarding body, on the recommendation of the academic staff, will determine whether or not you qualify for an award and, if appropriate, at what grade or classification.
- The **Norfolk Regulatory Framework** is there to protect your interests in that it is one part of a mechanism to ensure the quality, standard and integrity of the qualification you finally achieve.
- You are expected to make a bona fide attempt at any assessment exercise – turning up for an exam and writing your name and a couple of scribbled lines is unlikely to count!
- The standard of presentation and the quality of written English used in your assessed work will also contribute to the process of grade determination so if you experience any difficulty in this regard seek out the appropriate assistance from Student Support Services and ensure your Tutor is aware of the problem.
- City College Norwich regards cheating in any form as an extremely serious offence. In the most serious cases the penalty for cheating is expulsion from the College. Plagiarism is a form of cheating.
- You must always ensure that if ever you use the words/intellectual property of another person you are under a strict obligation to acknowledge it as theirs – not yours.

# HIGHER EDUCATION LEVEL DESCRIPTORS



**City College Norwich  
uses the level descriptors  
4, 5, 6 and 7 as set out  
in the QAA UK Quality  
Code (UKQC) Chapter 2.  
Go to [www.QAA.ac.uk](http://www.QAA.ac.uk)  
for more detail.**

**The FHEQ is incorporated  
into the new UK Quality  
Code for Higher Education  
which can be found  
on the QAA website:  
[www.qaa.ac.uk](http://www.qaa.ac.uk).**

## **LEVEL DESCRIPTOR: Level 4**

### **Development of Knowledge and Understanding (subject specific)**

These will be largely subject specific and defined by increasing levels of autonomy and responsibility expected of the student.

#### **The Student:**

- Has a given factual and/or conceptual knowledge base with emphasis on the nature of the field of study and appropriate terminology.
- Can demonstrate awareness of ethical issues in current areas of study and is able to discuss these in relation to personal beliefs and values.

### **Cognitive/Intellectual skills (generic)**

#### **The Student:**

- Can analyse with guidance using given classifications/principles.
- Can collect and categorise ideas and information in a predictable and standard format.
- Can evaluate the reliability of data using defined techniques and/or Tutor guidance.
- Can apply given tools/methods accurately and carefully to a well-defined problem and begin to appreciate the complexity of the issues.

### **Key/transferable skills (generic)**

#### **The Student:**

- Can work effectively with others as a member of a team and meet obligations to others for example, Tutors, peers, and colleagues.
- Can work within an appropriate ethos and can use and access a range of learning resources.
- Can evaluate own strengths and

weakness within criteria largely set by others.

- Can manage information, collect appropriate data from a range of sources and undertake simple research tasks with external guidance.
- Can take responsibility for their own learning with appropriate support.
- • Can communicate effectively in a format appropriate to the discipline(s) and report practical procedures in a clear and concise manner.
- Can apply given tools/methods accurately and carefully to a well-defined problem and begin to appreciate the complexity of the issues.

### **Practical Skills (subject specific)**

These will be largely subject specific and defined by increasing levels of autonomy and responsibility expected of the student. The student will also be expected to demonstrate the application of ethical understanding to specific contexts.

#### **The Student:**

- Can operate in predictable, defined contexts requiring use of a specified range of standard techniques.
- Can act with limited autonomy, under direction or supervision, within defined guidelines.

Some or all of the following skills will be identified by subject specialists:

- (a) Investigative skills
- (b) Laboratory skills/fieldcraft
- (c) Data and info processing/IT
- (d) Content/textual analysis
- (e) Performance skills
- (f) Product development
- (g) Professional skills/methods of enquiry
- (h) Spatial awareness
- (i) Management of resources

## LEVEL DESCRIPTOR: Level 5

### Development of Knowledge and Understanding (subject specific)

These will be largely subject specific and defined by increasing levels of autonomy and responsibility expected of the student.

#### The Student:

- Has a detailed knowledge of major theories of the discipline(s) and an awareness of a variety of ideas, contexts and frameworks.
- Is aware of the wider social and environmental implications of area(s) of study and is able to debate issues in relation to more general ethical perspectives.

### Cognitive/Intellectual skills (generic)

#### The Student:

- Can analyse a range of information with minimum guidance using given classifications / principles and can compare alternative methods and techniques for obtaining data.
- Can reformat a range of ideas and information towards a given purpose.
- Can select appropriate techniques of evaluation and can evaluate the relevance and significance of the data collected.
- Can identify key elements of problems and choose appropriate methods for their resolution in a considered manner.

### Key/transerable skills (generic)

#### The Student:

- Can interact effectively within a learning group, giving and receiving information and ideas and modifying responses where appropriate.
- Can develop professional working relationships within the discipline(s).
- Can evaluate own strengths and

weakness, challenging received opinion and develop own criteria and judgement.

- Can manage information, by selecting appropriate data from a range of sources and develop appropriate research strategies.
- Can take responsibility for own learning with minimum direction.
- Can communicate effectively in a format appropriate to the discipline(s) and report practical procedures in a clear and concise manner in a variety of formats.
- Can identify key areas of problems and choose appropriate methods for their resolution in a considered manner.

### Practical Skills (subject specific)

These will be largely subject specific and defined by increasing levels of autonomy and responsibility expected of the student. The student will also be expected to demonstrate the application of ethical understanding to specific contexts.

#### The Student:

- Can operate in situations of varying complexity and predictability requiring application of a wide range of techniques.
- Able to act with increasing autonomy, with reduced need for supervision and direction, within defined guidelines.
- Some or all of the following skills will be identified by subject specialists:

- (a) Investigative skills/methods of enquiry
- (b) Laboratory skills/fieldcraft
- (c) Data processing/IT
- (d) Content/textual analysis
- (e) Performance skills
- (f) Product development
- (g) Professional skills
- (h) Spatial awareness
- (i) Management of resources

## **LEVEL DESCRIPTOR: Level 6**

### **Development of Knowledge and Understanding**

These will be largely subject specific and defined by increasing levels of autonomy and responsibility expected of the learner.

#### **The Student:**

- Has a comprehensive/detailed knowledge of a major discipline(s) with areas of specialisation in depth and an awareness of the provisional nature of knowledge.
- Is aware of personal responsibility and professional codes of conduct.
- Can incorporate a critical ethical dimension into a major piece of work.

### **Cognitive/Intellectual skills (generic)**

#### **The Student:**

- Can analyse new and/or abstract data and situations without guidance, using a range of techniques appropriate to the subject.
- With minimum guidance can transform abstract data and concepts towards a given purpose and can design novel solutions.
- Can critically review evidence to support conclusions/recommendations, including its reliability, validity and significance and can investigate contradictory information/ identify reasons for contradictions.
- Is confident and flexible in identifying and defining complex problems and can apply appropriate knowledge and skills to their solution.

### **Key/transferable skills (generic)**

#### **The Student:**

- Can interact effectively within a learning or professional group, recognise, support or be proactive in leadership, negotiate in a professional context and manage conflict.
- With minimum guidance can manage own learning using full range of resources for the discipline(s) and can seek and make use of feedback.
- Is confident in application of own criteria of judgement and can challenge received opinion and reflect on action.
- Can take responsibility for own learning and can criticise own work.
- Can engage effectively in debate in a professional manner and produce detailed and coherent project reports.
- Is confident and flexible in identifying and defining complex problems and the application of appropriate knowledge and skills to their solution.

### **Practical Skills (subject specific)**

These will be largely subject specific and defined by increasing levels of autonomy and responsibility expected of the student. The student will also be expected to demonstrate the application of ethical understanding to specific contexts.

#### **The Student:**

- Can operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques.
- Able to act autonomously, with minimal supervision or direction, within agreed guidelines.



# Guidelines on Marking Standards

## General Assessment Criteria

### Mark Range 70 – 100

**Assessed work within this range attracts such marks because it demonstrates:**

- Analysis at a penetrating level, fluently at ease with the topic.
- Arguments which are lucid, coherent and convincing.
- Communication which is fluent and well organised: if written it will be highly literate and free of solecism.
- Research which shows strong evidence of a full explanation of key issues and a critically incisive engagement with relevant secondary issues.
- Presentation which is error-free and conforms to acceptable conventions of good scholarly practice (referencing, footnotes, etc.).
- Work of an overall quality which goes beyond the manifest content of the module and exhibits independent thinking.

### Mark Range 60 – 69

**Assessed work within this range attracts such marks because it demonstrates:**

- Analysis – good powers of analysis systemically deployed.
- Arguments which are clear, well-structured and plausible.
- Communication which is articulate and organised; if written it will be literate and grammatically sound.
- Research which shows strong evidence of a full exploration of key issues and a familiarity with relevant secondary issues.
- Presentation which is largely error free and conforms to the accepted conventions of good scholarly practice (referencing, footnotes, etc.).
- Work of an overall quality which has a sound understanding of, and reflective engagement with, the area of inquiry.

### Mark Range 50 – 59

**Assessed work within this range attracts such marks because it demonstrates:**

- Analysis – reasonable powers of analysis, but inconsistently deployed.
- Arguments which are clear and structured.
- Communication which is orderly; if written it will be literate and on the whole grammatically sound.
- Research which shows strong evidence of an engagement with key issues and some familiarity with relevant secondary issues.
- Presentation which is tidy and conforms to the accepted conventions of good scholarly practice (referencing, footnotes, etc.)
- Work of an overall quality which has an understanding of, and some ability to engage with, the area of inquiry.

### Mark Range 40 – 49

**Assessed work within this range attracts such marks because it demonstrates:**

- Analysis – limited powers of intellectual analysis, inconsistently deployed.
- Arguments which are sufficiently identifiable and free of obvious logical contradiction to be evaluated.
- Communication which is at least effective; if written it will be competent and intelligible.
- Research which shows evidence of familiarity with key issues.
- Presentation which conforms to the accepted conventions of good scholarly practice (referencing, footnotes, etc.).
- Work of an overall quality which shows ability to understand and engage with the area of inquiry at least to the point of presenting the ideas contained therein.

### Mark Range 0 – 39

Work within this range fails to achieve appropriate learning outcomes. It is characterised by failure to meet one or more of the criteria identified for work which is deemed to be of pass level.

# HE Quality Improvement Dissertation / Major Project Assessment Criteria

The College publishes guidelines on marking standards. These standards and these assessment criteria, specific to the assessment of a major project or dissertation are the same as those published by UEA. The grading for individual modules is based on both the learning outcomes of the module and the College guidelines, as detailed in the descriptions below:

## **A = 70% or above = Outstanding Work = First Class Honours (1st)**

In this instance, all of the module learning outcomes are met in full through the exceptional design, completion and dissemination of a practice relevant dissertation. The writing is exceptionally clear and insightful and the analysis and arguments presented are fluent, incisive and coherent within a well-structured and logical text.

The analysis and argument evidences a full exploration of key issues and addresses relevant secondary issues, in this the material is informed by a critical engagement with literature, research and practice methods.

The presentation of the dissertation is error free and conforms to good scholarly practice (i.e. referencing and bibliography). Overall the quality of the work goes beyond the manifest content of the module and reflects well-grounded independent thinking.

## **B = 60%-69% = Very Good Work = Second Class Honours, division one (2:1)**

In this instance, all of the module learning outcomes are met, some to the standard outlined above. The dissertation is relevant and is presented through analysis and arguments that are clear, well-structured and plausible within an articulate and well-structured text.

The material demonstrates a full exploration of key issues and addresses relevant secondary issues, in this it is informed by a strong familiarity with contemporary literature, debates, research and practice methods.

The presentation of the dissertation is largely error free and conforms to accepted scholarly practice (ie: referencing and bibliography). Overall the quality of the work demonstrates a sound understanding of, and reflective engagement, with the content of the module.

## **C = 50%-59% = Average Work = Second Class Honours, division two (2:2)**

In this instance, all of the module learning outcomes are met through the completion and dissemination of a practice relevant dissertation. The analysis and arguments presented are clear and structured but inconsistently deployed within a text that is literate and generally grammatical. The material demonstrates an engagement with key issues and some familiarity with relevant secondary issues through the review and use of relevant literature, research and current practice methods.

The presentation of the dissertation is tidy and conforms to accepted scholarly practice (i.e. referencing and bibliography). Overall the quality of the work demonstrates an understanding of, and some engagement with, the content of the module.

**D = 40%-49% = Below Average  
Work = Third Class Honours (3rd)**

In this instance, all of the module learning outcomes are met but the content of the dissertation, and its relevance to practice is minimal or sometimes irrelevant.

The text generally lacks clarity although the general line of argument seems to be justified.

The analysis and argument presented is limited and inconsistent, descriptive rather than critical, although comprehensible.

The material demonstrates a familiarity with key issues that emerge from a limited engagement with literature, research and practice methods. The dissertation is not well presented, containing unnecessary errors and not consistently conforming to generally accepted scholarly practice (i.e. referencing and bibliography).

Overall the quality of the work demonstrates a partial, uncritical and non-reflective understanding of the module content.

**Refer/Fail = 0%-39%**

In this instance one or more of the module learning outcomes have not been met, and/or it may be that the core assessment criteria of the programme have actually been contravened.

The text is not well-structured, logical or insightful and there is no evidence of analysis or critical reflection.

The discussion may be primarily descriptive and thereby may not identify key issues that emerge from an engagement with literature, research and practice methods.

## Keeping in Touch

When you enrolled in the School of Higher Education you will have been provided with a College email account (ending in @student.ccn.ac.uk). It is important that you access this course at least once a week during your studies. This e-mail account will be used for all communications during your time on programme (and for a short period after). Emails from tutors, support staff and the College more generally will come through this account – including updates on your course and information on how to engage with us to improve the School. As it's part of the Office 365 suite, it is easy to link this to your mobile or other device. Unfortunately, if you email us from any other account we will not be able to respond to you.

Your email account and internet access will remain active for 1 month (30 days) after you've finished on your course.

We're always happy to hear from ex-students and there will be a range of ways in which you can keep in touch as a City College Norwich graduate.

## Graduation

During the online registration for graduation you will be asked to check your official name as it is currently held on our records. You will be asked to confirm if your official name is correct. Selecting 'No' will give you the opportunity to email the HE Office with the correct version of your official name. If you fail to ensure your official name is correct prior to the pass list being produced, and as a result a new pass list and/or certificate is required; you will be charged an administration fee of £120

# HE STUDENT HANDBOOK

## SECTION 4

### GLOSSARY

# HIGHER EDUCATION GLOSSARY

These terms and acronyms appear frequently in the handbook and in other documents used in the College:

**Academic Leader**

Management role within the School, responsible for designated areas of the curriculum

**ATS: Achievement Tracking System**

The software system used internally to CCN for the submission and marking of assignments.

**Advance HE**

Organisation promoting innovation and development of teaching, learning and assessment in Higher Education

**CIEAP: Course Improvement & Enhancement Action Plan.**

This is the document which outlines how each programme will be developed in response to feedback, surveys and other data.

**DoHE: Director of Higher Education**

Responsible for management and operation of the school

**EE: External Examiner**

The External Examiner scrutinises a sample of student work for each module before the module marks are presented at a Module Assessment Board to ensure quality and rigour within the assessment process.

**eILP: Electronic Individual Learning Plan**

City College Norwich's secure system for recording student achievement and monitoring progress through tutorial comments

**HEFCE: Higher Education Funding Council for England**

Government Agency. Provides and manages funding for all HE programmes in England

**HEI: Higher Education Institution**

A university or university college with Degree awarding powers

**HER: Higher Education Review**

A system of peer review for Higher Education provision. Designed to provide a clear independent assessment of the quality and standards within the institution. Reports are published on the QAA website

**Institute for Apprenticeships**

The governmental body responsible for the quality and approval of apprenticeships

**JBoS: Joint Board of Study**

UEA committee overseeing City College Norwich's HE provision

**JISC: Joint Information Steering Committee**

Organisation supporting IT integration and development in HE

**Office for Students**

The new regulatory body with oversight of HE in England.

**QCF: Qualifications and Credit Framework**

Stratification of all education provision within the National Qualifications Framework

**NRF: (The) Norfolk Regulatory Framework**

The rules governing HE programmes at City College Norwich

**PSRB: Professional Statutory or Regulatory Body**

Organisation that has a stake in the approval, accreditation or validation of a programme; usually to endorse practitioner status

**QAA: Quality Assurance Agency**

Agency of government charged to ensure maintenance and enhancement of quality across the whole of the HE sector in England

**RPEL: The Recognition of Prior Experiential Learning**

A similar process to APL, but for learning achieved and evidenced from (usually) work

**RPL: The Recognition of Prior Learning**

Allows claims for module credit for previous certificated learning

**UEA: (The) University of East Anglia**

City College Norwich's current HEI partner

**UKQC: UK Quality Code**

QAA framework for Higher Education in the UK

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# THE STUDENT HANDBOOK

## SECTION 5

### RULES AND REGULATIONS

# City College Norwich Rules, Regulations and Procedures for Students 2018-19

Please read these conditions carefully. You shall be bound by the terms of this contract, when you and the College's representative have both signed the Learning Agreement.

In this document you will find the following

## **IMPORTANT INFORMATION: -**

- Your rights to cancel this contract.
- The College's obligation to you, the student.
- Details of the information you must provide to the College about you and keep up to date.
- How the College will protect the information you provide in line with the Data Protection Regulation (GDPR) & Data Protection Act 2018 (DPA 2018).
- How to get the learning support or additional help you require.
- What action the College will take if you are not punctual to class or do not attend your classes regularly.
- Your health and safety responsibilities as a student of the College.
- Where you can find other College policies, regulations and procedures.
- When the College is legally able to search a student or their possessions, even without their consent.
- Costs you will be charged if you withdraw before the end of the academic year or if you fail to complete your course or achieve the qualification by its planned end date.
- What action the College will take if you or a third party fail to pay your tuition fees.

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## SUMMARY OF THIS CONTRACT

The following conditions form the terms of the contract between City College Norwich of Further and Higher Education ("the College") and you, as a student. In them the College is referred to as "we"/"us"/"our" and the course you enrol on as "the Course". The contract between you and us shall be made, and you and we shall be bound by the terms of that contract, when you and the College's representative have both signed the Learning Agreement.

## YOUR RIGHTS AND OBLIGATIONS

### 1. Entire Agreement

Please read these conditions carefully. You shall be bound by the terms of this contract, when you and the College's representative have both signed the Learning Agreement.

### 2. Right to Cancel

You have the right to cancel the contract with the College within 14 days of your enrolment date. Notification of a cancellation of contract must be made in writing to the Principal.

### 3. Fees

#### 3.1 Course Fees

You will have to pay or arrange for payment on your behalf for the following ("the Fees"):

- Tuition Fees for all programme elements that are not fully funded.
- Registration, Examination and Assessment Fees.
- Additional consumables, protective clothing, equipment, books and study materials needed for your chosen course which are identified in the appropriate prospectus and on the College website under course information ([www.ccn.ac.uk](http://www.ccn.ac.uk)).

#### 3.2 Examination Fees

Where the awarding body requires entry to an examination to be made by the student directly (i.e. not through the College) the Examination Fee will not be included in the Fees. This affects a small number of courses as identified in the appropriate prospectus and on the College website under course information ([www.ccn.ac.uk](http://www.ccn.ac.uk)).

#### 3.3 Higher Education Failed Module Retake Fee

Section 3 – 10 City College Norwich Higher Education

If you are a Higher Education student and you are granted permission by an Assessment Board to retake a failed module the following Fee will be applied and must be paid in full prior to enrolment on to the retake module: -

- Retake of the Assessment only = £50.
- Retake of the Assessment with tutorial = £50 plus £35 per hour tuition.
- Retake whole module will be charged as follows: -
  - Initial annual tuition fee charge / 12 = charge per 10 credits.

#### 3.4 Further Education and Commercial Retake Assessment Fees

If you are enrolled on a Further Education programme (inc Access) and you fail to complete your Course or achieve the qualification by its planned end date, as stated on the Learning Agreement, the following Fee will be applied and must be paid in full prior to the retaking of the assessment: -

Retake of the Assessment only = £50.

- Retake of the Assessment with tutorial = £50 plus £35 per hour tuition.

#### 3.5 Examination Fees

If you fail to attend an examination (without authorisation), for which the College has incurred cost, you will be liable for the examination costs.

#### 3.6 Failed/Missed Examination Retake Fee

If you wish to retake an examination the College will charge you the awarding body entry fee prior to the booking of the retake. Examination entry fee charges are available by contacting the Examinations Team at [examinations@ccn.ac.uk](mailto:examinations@ccn.ac.uk).

#### 3.7 Fee Calculation

Fees will be calculated on the basis that you fully and correctly provide accurate information. If there is any error or omission, the amount of the Fees will be adjusted accordingly.

#### 3.8 Fee Changes

The Fee for each year of the Course is determined by the Course Fees and Eligibility Statement which identifies the rates that apply for that year and is reviewed by the Governing Body on an annual basis.

#### 3.9 Fee Remission

If you receive Tuition Fee remission in accordance with our Course Fees and Eligibility Statement, then you must inform the College via the Advice Shop immediately if your circumstances change.

### **3.10 Failure to Complete Your Course within the Expected Timeframe**

If you fail to complete your Course or achieve the qualification by its planned end date, as stated on the Learning Agreement, and you stay on at the College to complete all or part of your Course then you will be liable for the costs associated with the retake of the relevant assignment/module. Charges are detailed in item 3 above.

## **4. Refund of Fees**

### **4.1 Withdrawals**

You must notify the College immediately if you are considering or wish to withdraw.

### **4.2 Further Education Learners (including Access Courses)**

If you are enrolled on a Further Education programme (inc Access) and you withdraw before the end of the academic year, the Fee will be recalculated as follows: - (plus a £50 admin fee will be applied)

- Withdrawal in Term 1 = 33% of the Fee will be charged
- Withdrawal in Term 2 = 66% if the Fee will be charged
- Withdrawal in Term 3 = 100% of the Fee will be charged (full fee payable)

### **4.3 Higher Education Learners**

If you are enrolled on a Higher Education programme and you withdraw before the end of the academic year, the Fee will be recalculated as follows: - (plus a £50 admin fee will be applied)

- Withdrawal in Term 1 = 25% of the Fee will be charged
- Withdrawal in Term 2 = 50% of the Fee will be charged
- Withdrawal in Term 3 = 100% of the Fee will be charged (full fee payable)

### **4.4 Apprenticeship Learners**

Your employer is responsible for any fee related to your apprenticeship programme. Full Apprenticeship Fee details are available within the College Fees and Eligibility Statement which is available on request.

### **4.5 Commercial Courses**

If you are enrolled on a Commercial Course the College holds a strict no -refund policy. The student will be liable for the entire fee, even if they withdraw before the end of the course.

### **4.6 International students**

The College holds a strict no-refund policy. The student will be liable for the entire fee, even if they withdraw before the end of the course.

International Students are required to pay a 25% deposit at enrolment and this is non-refundable.

However, if an International Student is unsuccessful in their visa application after paying a 25% deposit or the full tuition fee, the deposit or full tuition fee will be refunded, minus a £250 administration charge.

### **4.7 Registration, Examination and Assessment Fees**

Registration, examination and assessment fees are non -refundable.

### **4.8 Ancillary Fees**

Costs for additional consumables, protective clothing, equipment, books and study materials are non -refundable.

### **4.9 Course Cancellation**

In the event that the College cancels a Course, the College will make every endeavour to secure you an alternative suitable course placement either at the College or another education provider. If the College cancels a course, Fees paid will be refunded in full.

## **5. HE Student Refund & Compensation Policy 2018/19**

*This policy applies to only to HE students who are registered and studying with CCN and makes provision for:*

- a. Refunds for students in receipt of a tuition fee loan from the Student Loans Company.*
- b. Refunds for students who pay their own tuition fees.*
- c. Refunds for students whose tuition fees are paid by a sponsor.*

### **5.1 Tuition fee refunds**

- Tuition fee liability is set out in section 4.3 above. In the event that an HE student ceases their studies and leaves the College, a refund of tuition fees will be made if the fees paid exceed the calculated liability.
- The policy is updated annually. The policy that applies to HE students is therefore dependent on the nature of the course studied and the course start date.
- There is no variation in policy in relation to a HE student's fee status be they categorised as being liable for fees at the Home, EU or International rates.
- The refund would be paid to whomever paid the tuition fee.



- This Refund and Compensation policy will be made available to applicants via the College website and drawn to the attention of applicants as part of the offer information

## 5.2 Refund policy for international HE student deposits

- The deposit paid will be reimbursed in full if evidence of a visa rejection is received and verified from the relevant UK visa office. Refunds will not be given however if the reason for the visa rejection is due to the failure to follow UK Visas and Immigration guidance or submission of fraudulent documents.
- Refunds will also be made to conditional offer-holders who pay their deposit then fail to meet the conditions of the College's offer of a place.
- Any offer-holder who wishes to defer their place to the following year will have any deposit deferred as well, the deposit will not be refunded
- Offer holders who change their minds and decide not to take up their place will not be entitled to a refund of the required deposit paid
- Refunds will only be made to the individual or organisation who originally paid the deposit. If a third party has paid the deposit on behalf of the applicant, we are unable to refund the deposit directly to the applicant.
- Please note that refund requests will only be authorised within 3 years of the deposit payment date.

## 5.3 Refunds/Compensation in the event of a change of location of their course

In the event that the college decides to change the location of a course, for an enrolled student, from its existing facilities to a new CCN facility outside of the Norwich city centre, then the College will review the impact on currently enrolled students to minimise financial hardship and loss and offer compensation, where appropriate, on a case by case basis.

## 5.4 Compensation

**The College's approach to course closure is to teach all HE students through to the completion of their studies. The College's course closure process ensures plans are put in place to enable all students registered on the course to complete their studies. There are no courses identified where there would be an increased risk of non-continuation.**

**5.4.1** In the exceedingly rare event that the College was not able to preserve the continuation of study the College would provide a transcript and where appropriate an HE exit award in relation to the credits passed and awarded, and seek to relocate the student, so they can complete their studies and achieve the intended qualification aim, at another provider.

**5.4.1.1** In the event students transfer to complete their studies at another HE provider, the College would provide a compensation payment that would cover: -

- a) In the case of students on a course with an unregulated fee,
  - i. the difference in tuition costs between the fee that would have been liable at CCN and the fee at the new provider to complete the course.
  - ii. relocation expenses of up to £1,500 on the provision of receipts.
  - iii. the fee for any single academic year of additional study at, and required as a condition of registration, by the new provider and a sum of £3,500 towards maintenance costs for this year of additional study.
- b) in the case of students on a course with a government regulated fee: -
  - i. relocation expenses of up to £1,500 on the provision of receipts.
  - ii. the fee for any single academic year of additional study at, and required as a condition of registration, by the new provider and a sum of £3,500 towards maintenance costs for this year of additional study.

**5.4.1.2** In the event an alternative HE provider cannot be found that is acceptable to the student the College would refund all tuition fees, and make a compensation payment which would take into account maintenance costs and the duration of study.

## 6. Non-payment of Fees or Instalments

### 6.1 Non Payment of Fees

You must notify the College immediately if you are experiencing financial difficulty and are unable to pay your Fees. The College will make arrangements to discuss payment options that may be available to you. Failure to pay the Fees, or any agreed instalment, by the due date, will result in you being suspended from the College and the following action being taken by the College, until such time that a payment arrangement has been agreed: -

- Your access to College IT systems will be restricted.

- You will not be permitted to attend class.
- You will not be able to progress onto a subsequent year/semester.
- Your work will not be marked.
- Your results will not be published on your e -ILP or confirmed in writing.
- If you are a Higher Education student, your award will not be confirmed until such time all tuition fees have been paid in full; following which your award will be taken to the next scheduled Awards Board.

Failure to contact the College in relation to the non -payment of the Fees will result in your exclusion from the College. If you are excluded then all rights and privileges enjoyed as a student of the College will cease from the date of exclusion. Exclusion will be notified in writing. Your outstanding debt will be transferred to a third party debt recovery agent and/or the small claims court. You will be refused other support offered by the College, such as counselling services and use of facilities, such as the Gym.

### **6.2 Non Payment by Third Parties**

If a third party has been invoiced for all or part payment of the Fees on your course, but fails to pay within 30 days of the start of the course then you (the student) are liable for the unpaid fees and the College may take action against you as noted in point 6.1 above, if the Fee remains unpaid.

If you withdraw as a result of a third party failing to pay all or part of the Fees on your behalf, the Fee will be recalculated as noted under item 4 above. You are liable for any unpaid fees and the College may take action against you as noted in 6.1 above if the Fee remains unpaid.

### **6.3 Exclusions Non Payment**

No refunds will be paid to any student who is excluded on the grounds of non -payment of Fees, additional costs or instalments. Exclusion for non -payment of Fees, additional costs or instalments will not require referral to the student disciplinary procedure.

### **6.4 Emergency Loan**

The College operates an emergency loan facility where a student is able to access funds in the case of an emergency. All enquires are to be made via the Advice Shop. Please note that this is a loan facility and as such any money loaned to you by the College must be paid back. Failure to repay money that has been loaned to you, may result in you being suspended from your studies and action taken by the College as per item 6.1 above.

## **7. Administration**

### **7.1 Accuracy of Information**

The College collects the following types of personal data about you:

- Name, address, contact details
- Previous educational establishment and qualifications on entry
- Course details, attendance record and marks/awards received
- Financial information relevant to your fees and/or funding
- Information relating to your health where relevant to your learning needs, access and/or pastoral care
- Ethnic group information
- Digital image (enrolled students only) and information relating to your activities whilst visiting the College's campus sites (including CCTV records).

Please refer to the College's Privacy Notice for Applicants and Students which can be found on Blackboard for more information about your rights under the GDPR/Data Protection Act 2018.

### **7.2 Personal Data**

You must provide accurate personal data to the College and keep this information up to date. You may ask us to correct or remove information we hold about you if it is inaccurate.

### **7.3 Proof of Attendance**

At your request, the College will provide you with written confirmation that you are a student of the College for purposes such as Council Tax reduction. Should you lose this information or require it again for any reason, there is an administration charge of £10.

### **7.4 Identity Badge**

You must display your student Identity Badge at all times and you must immediately give full and accurate details of your name and the name of your School/Centre at the College if a member of College staff requests you to. Should you lose your ID badge the College will provide you with one replacement free of charge. Any further requests for a replacement ID badge will incur a charge of £5.

### **7.5 Unspent Criminal Convictions**

All applicants are required to indicate if they have an unspent criminal conviction or charges pending when completing a College application form and when enrolling (all information will be dealt with sensitivity and in confidence).

### **7.6 Changes of Details**

You must notify the Advice Shop at the College immediately if there is any change in the details you provided on the Learning Agreement.

### **7.7 Changing a Course during the Academic Year**

You are not entitled to change Courses without the approval of the Head of School/Centre; there is no obligation for the Head of School/Centre to give that approval.

## **8. Academic Regulations**

### **8.1 Refusal of Admission**

The College holds the right to refuse to admit you on to any course if you do not attain the necessary entry qualifications for the Course; or if we cannot meet your support needs; or if you are, in our reasonable opinion, unlikely to benefit from the Course. Please refer to the College's Admissions Statement and Procedure.

### **8.2 Diagnostic Testing**

We may require you to undergo a diagnostic test before agreeing to admit you on any course.

### **8.3 Attendance**

You must attend all classes, tutorials and examinations which form part of the Course. If you have a genuine reason for absence you must call the absence line on 01603 773631 immediately or fill out the Learner Absence Form via Blackboard, by 8:00am on the day of absence.

### **8.4 Lateness and Punctuality**

You must arrive punctually at all learning sessions, including work experience. This includes you being prepared, bringing the right equipment and being ready to learn. If you are not present at the timetabled start of the lesson, you will be marked late. Persistent lateness and/or non-attendance may result in your being withdrawn from the Course.

### **8.5 Long Term Absence**

If you are absent from classes and/or tutorials for a period of 4 weeks or more without our consent; or fail to respond satisfactorily to the College absence code of

practice; you will be deemed to have withdrawn from the Course and you will be excluded from any further Course activities and charged as detailed under item 4 above.

### **8.6 Withdrawal**

Where you are deemed to have withdrawn from the Course or are required to withdraw on the basis set out above, you will not be entitled to any refund of the Fees and must immediately pay any outstanding Fees that are due.

### **8.7 Regulations and Procedures**

You must comply with the academic regulations and procedures that apply to your Course, details of which are available from your Course Tutor and in the Course handbook.

### **8.8 Submission of Work**

You must submit all work which is required as part of the Course in accordance with the deadlines and study guidelines that we set. You must do your best to complete all work required as part of the Course to a standard acceptable to us. All work submitted for assessment must be your own and if it contains extracts, literal or paraphrased, from the work of others, the authors and sources of the extracts must be explicitly acknowledged. Your submitted assignments may, at our discretion, be checked for plagiarism and external plagiarism detection services may be employed for this purpose. Plagiarism is a serious academic offence; disciplinary action will be taken in cases of suspected plagiarism and this could result in exclusion from the College.

### **8.9 Failure to Submit Work**

If you fail to submit work in accordance with the deadlines and study guidelines or to a standard acceptable to us, we will not be obliged to mark or consider that work. If your work persistently fails to meet those requirements you may be excluded from the Course. Exclusion on these grounds or for the reasons set out in 8.5 or for failure to comply with points 8.6 or 8.7, will be authorised by the relevant Head of School/Centre or member of the Executive Team or the Assessment Board for the Course and will not require reference to the student disciplinary procedure.

### **8.10 Equipment and Materials**

Where we provide you with equipment, books or study materials relating to the Course, you must look after and return all such items to us in good condition before the end of the academic year.

Failure to return any such items (in good condition) will result in you being charged for the replacement of the item. The College will pursue you for any unpaid charge (including library fines) and failure to pay may result in action taken by the College as per item 5.1 above.

### **8.11 Mobile Devices**

Mobile devices are to be used appropriately in the learning environment. Mobile telephones are to be switched off in all lessons, examinations, other learning and assessment environments and in any circumstances in which the work of others may be disturbed.

### **8.12 Examinations**

It is your responsibility to acquaint yourself with the regulations concerning entry to examinations (both external and internal) and assessments and it is your responsibility for ensuring that you are entered for the relevant examinations and assessments.

### **8.13 Additional Help and Special Allowance in Examinations**

It is your responsibility to request any additional help or special allowance in examinations or assessments (called an access arrangement) to which you may be entitled on educational, medical or other grounds. Advice on this can be obtained from your Course Tutor, Lecturer or the Examinations Officer. You should book an appointment at the Advice Shop to see the SpLD team to get extra time, rest breaks, coloured paper etc for your exam.

### **8.14 Learning Support**

You can find details of the learning support the College can offer you on the website ([www.ccn.ac.uk](http://www.ccn.ac.uk)). You need to make us aware of your disability or difficulty and tell us that you want support by replying to the letter you receive upon application. You should tell us if you have an EHCP before you come to the College and we will contact you to discuss your support needs. If you don't want support but have a disability or difficulty you should still disclose this to us.

## **9. General Regulations**

### **9.1 College Policies**

You must abide by College policies, rules, regulations and procedures and codes of practice at all times (especially those related to Equality and Diversity, Bullying and Harassment, Alcohol and Drugs), all of which are located on Blackboard under the 'CCN Student Info' tab/Student Charter and Policies.

### **9.2 Disciplinary Procedure**

The College reserves the right to take disciplinary action against students who infringe College rules, regulations and procedures. This could, in serious cases, lead to dismissal from the College. You will be subject to our disciplinary procedures (details of which are available from personal tutors and on Blackboard under the 'CCN Student Info' tab/Student Charter and Policies) and must act within the spirit of our Student Charter and these Terms and Conditions.

### **9.3 Information Technology Facilities**

You must use the College Information Technology facilities in a responsible manner at all time and not transmit inappropriate material over the College IT network as agreed on entry to College.

### **9.4 Epilepsy, diabetes and other medical conditions requiring medication**

If you have a medical condition which is managed by the use of prescription medication or emergency medication, please inform the College Nurse within the first week of attending the College and supply all appropriate information to them. They can keep records of this information enabling them to assist appropriately in times of need.

### **9.5 Prescription Medicine**

Please inform the College Nurse if you regularly carry or use prescription medicine.

### **9.6 Food and Drink**

Food and drink may be consumed only in the designated restaurants, refectories and cafeterias and must not be consumed in classrooms, laboratories, workshops, the library or other teaching or learning areas.

### **9.7 Breakages**

You will be required to pay in full for all breakages, loss or damage caused by you to any College equipment, buildings or fixtures and fittings.

## **10. Health and Safety Regulations**

### **10.1 Legal Duty**

You have a legal duty to take care of your own health and safety and that of other students who might be affected by your acts or omissions and you must comply at all times with the College's health, safety and welfare requirements and policies.

### **10.2 Reporting an Accident or Incident**

You must immediately report to a member of staff any accident or incident which takes place on the College premises that you are aware of and which results in any injury to any person or damage to College property or creates a potential hazard to health or safety.

### **10.3 Personal Protective Equipment and/or Clothing (PPE)**

You are responsible for providing protective equipment and/or clothing (of the type and standards that we specify) suitable for any class which takes place in a hazardous environment (e.g. workshops, laboratories, kitchens) as identified in the appropriate prospectus and on the College website under course information ([www.ccn.ac.uk](http://www.ccn.ac.uk)). If you are not wearing the required protective clothing you will not be allowed to attend the class.

### **10.4 Contagious Diseases**

If you are suffering from any contagious disease or have been in contact with anyone whom you know to have been suffering from a contagious disease then, in order to protect the health of all students and staff, you must not enter the College premises and when informing your personal tutor (or equivalent) of your absence (as you are required to) you must also notify them that you are suffering from or have been in contact with the contagious disease and give details of the disease.

### **10.5 Smoking**

The College operates a strict 'no smoking' policy. You are permitted to smoke only in those locations on the College premises that are specifically designated as smoking areas. Any form of 'electric/vapour cigarettes' are only to be used outside.

### **10.6 Violent Crime Reduction Act 2006**

In accordance with Section 46 of the Violent Crime Reduction Act 2006, the College has the power to search any student for weapons (without the individual's consent) where it has reasonable grounds for suspicion.

### **10.7 Drugs and/or Alcohol**

The College reserves the right to conduct searches of students and classrooms where required or if there is suspected possession of drugs and/or alcohol. The College also reserves the right, from time to time, in cooperation with the police to invite a drugs dog onto the premises for an out of hours search.

## **11. Our Obligations and Services**

### **11.1 Educational Service**

We will use reasonable endeavours to provide you with an educational service which shall include one or more classes (and, where appropriate, tutorials) or other learning experiences designed to prepare you for relevant and appropriate assessments, examinations and qualifications having regard to the contents of the Course and your academic standards.

### **11.2 Course Viability**

Notification of cancellation or other changes affecting the operation of a Course will be given at the earliest opportunity. In the event that a Course is cancelled, the College will make every endeavour to secure you an alternative suitable course placement either at the College or another education provider, this however cannot be guaranteed.

### **11.3 Course Hours**

We will endeavour to ensure the number of hours as agreed on the Learning Agreement are available to you within the academic year, though we are not bound to offer you any particular number of classes per week or deliver the Course by any particular method and we may, at any time, alter your timetable, increase the number of classes or taught hours relating to the Course, alter the location and dates when the Course is delivered and alter the methods by which the Course is delivered.

## **12. Liability**

### **12.1 Personal Property**

We shall not be responsible for any loss or damage to your property (including, but not limited to, your motor vehicle or cycle) whilst on the College premises.

### **12.2 Personal Injury**

We shall not be responsible for any personal injury that you suffer whilst on the College premises unless it is caused by our act or omission.

### **12.3 Breach of Terms & Conditions**

We shall not be liable for any loss that you suffer as a result of our breach of these conditions or any other act or omission by us, our employees or agents of a type other than direct loss or damage to physical property or personal injury.

### **12.4 Our Negligence**

Except in the case of death or personal injury resulting from our negligence our liability to you for any breach of these conditions or any other act or omission by us, our employees or agents will be limited to the Fees that you have actually paid.

### **13. Circumstances beyond our Control**

#### **13.1 Part Course Cancellation**

We may, suspend, alter or merge all or any part of the Course where this is caused by any circumstances beyond our control.

#### **13.2 Definition**

The expression "circumstances beyond our control" in these conditions means matters such as (but not limited to) actions by the Government, war, riot, civil commotion, fire, flood, epidemic, act of God, strikes, labour disputes, student sit - ins, civil disturbance, death or unforeseen absence of staff or absence of staff through illness or injury, damage to buildings and property and the enforced closure of buildings.

### **14. References**

#### **14.1 Referees**

We may require you to provide the names of two referees who are not members of your family where we deem this to be appropriate.

#### **14.2 Alternative Referees**

We may ask you to provide one or more alternative referee(s) where we consider that the person(s) you propose as referee(s) may not necessarily be a reliable source of information or opinion about you.

#### **14.3 Unsatisfactory References**

Where we consider that the references supplied are not satisfactory in view of the nature and/or content of the Course we will be entitled to withdraw you from the Course and refund (or release you from your obligation to pay any future instalments of) a proportion of the Fees equal to that part of the Course which you are not allowed to attend. Refund of those Fees (or that release from payment of

future instalments) will be the full extent of our liability to you for withdrawing you from the Course in those circumstances.

#### **14.4 Other Checks**

For certain Courses we are obliged to carry out checks with statutory bodies to ascertain eligibility for the Course. For example, courses such as Childhood Studies will require you to have a Disclosure Barring Service (DBS) check. These checks will be carried out and the outcomes will be taken into account and affect your ability to continue with your studies.

#### **14.5 Copyright**

Copyright on all materials supplied by us in respect of the Course belong to us or is licensed to us by the copyright owner. You are not permitted to copy or reproduce in any manner or produce any adaptation (including translation) of the whole or part of any of the Course materials except as required for your private research or study.

### **15. Instrument and Articles of Governance**

These are the College's constitutional documents and will be available for you to look at on Blackboard, from the College's Information Store and the Students' Union Office, or such other places as we may advise from time to time.

### **16. Photographs and Video Recordings**

Photographs and video recordings may be taken by staff or students of the College for use in teaching and assessment, for publicity purposes, or for other reasons. If you do not wish your photographic image to be used for any or all of these purposes, or you do not wish to have your photograph taken, you should register this objection with the photographer at the time the photograph (or video recording) is being taken. You must not take photographs or make video recordings of other students or members of staff unless you have their written permission.

### **17. Governing Law**

The contract of which these conditions form part, shall be governed by and construed in accordance with the laws of England. You and we agree that we will not take any disputes or matters regarding the contract to any courts other than the courts of England.

## 18. Data Protection

The College's full Privacy Notice can be found on Blackboard under Student Information/Data Protection. The below summarises the content of the Privacy Notice.

18.1 City College Norwich ("the College") processes personal data about its students and is the 'data controller' for the purposes of the Data Protection Act 1998.

### 18.2 Purposes for data processing by the College include:

- Support student learning
- Monitor and report on student progress
- Provide appropriate pastoral care
- Protect student welfare
- Assess the quality of our services
- Administer admissions waiting lists
- Carry out research
- Comply with the law regarding data sharing
- Fulfil legal obligations, including complying with audit obligations.

**18.3 Sharing of your personal data** We do not share personal information about you with anyone outside the College without permission from you or your parents/carers, unless the law and our policies allow us to do so. Where it is legally required, or necessary for another reason allowed under data protection law, we may share personal information about you with:

**Norfolk Educational Services Limited (NES)** The College engages NES to provide some non-teaching activity. This includes processing of enquiries, admissions, enrolments and examinations and other activities such as the administration of the College Library service. Statistical information will be shared with the Transforming Education in Norfolk (TEN) Group Board of Governors and Chief Executive Officer.

**Transforming Education in Norfolk Group (TEN Group)** The College is part of the Transforming Education in Norfolk Group (TEN Group) which now includes Attleborough Academy Norfolk, City College Norwich, Fakenham Academy Norfolk, Paston College, University Technical College Norfolk, Wayland Academy Norfolk, Wayland Junior Academy Watton, and Norfolk Educational Services Limited (NES). For the purposes of strategic planning and internal funding arrangements, statistical information will be shared with the TEN Group Board.

**Local Authorities, the Department for Education (DfE) and other agencies**

## Employers

As apprenticeships are an employer funded programme, data regarding your attendance, achievement and performance will be shared with your employer.

## Partnerships

We engage in partnership working with a number of organisations, as follows:

- **A range of providers of counselling and support services**
- **Norfolk Constabulary under the Safer Schools Partnership**
- **Youth Offending Team and Youth Inclusion Support Panel**
- **Multi-Agency Safeguarding Hub (Norfolk Children's Services, Norfolk Constabulary and NHS) for child protection and safeguarding**

## Post 16 providers (eg College or Sixth Form College)

Once students have enrolled for their Year 12 programme of study, information will be passed on to their post 16 College or Sixth Form College. This will include information collected as part of the statutory school census return such as, but not limited to, free school meal eligibility, special educational needs, language information, exclusions information and attendance information. Passing on of this information will mean that the college or other provider can ensure that the support students need in order to be successful in their course is put into place.

## External Suppliers and Contractors

We use a range of external suppliers and contractors to provide services to you at the College. These include IT software companies that may host personal information to enable staff, students and parents to access services, such as online payments and teaching resources. Written agreements are put in place to ensure adequate controls are in place to protect the data. For the latest information on external suppliers please contact the data protection officer.

## Transferring data internationally

Where we share data with an organisation that is based outside the European Economic Area, we will protect your data by following data protection law.

## 18.4 CCTV

CCTV is used for the safety and security of students, staff and visitors and for the prevention and investigation of crime.

### **18.5 Your rights under the General Data Protection Regulation & Data Protection Act 2018**

You can access your personal data held by the College by sending a written request to the Information Compliance Team at the College (see contact information below).

If you make a subject access request, and if the College holds information about you we will:

- Give you a description of it
- Tell you why we are holding and processing it, and how long we will keep it for
- Explain where we got it from
- Tell you who it has been, or will be, shared with
- Let you know whether any automated decision-making is being applied to the data, and any consequences of this
- Give you a copy of the information in an intelligible form

Individuals also have the right for their personal information to be transmitted electronically to another organisation in certain circumstances

You may ask the College to correct or remove information which is inaccurate.

Under data protection law, individuals have certain rights regarding how their personal data is used and kept safe, including the right to:

- Object to the use of personal data if it would cause, or is causing, damage or distress
- Prevent it being used to send direct marketing
- Object to decisions being taken by automated means (by a computer or machine, rather than by a person)
- In certain circumstances, have inaccurate personal data corrected, deleted or destroyed, or restrict processing
- Claim compensation for damages caused by a breach of the data protection regulations

Should you wish to exercise any of the above rights you will need to do so in writing. You can contact **the Information and Compliance Team on Tel 01603 773176; or email [Data\\_Protection@ccn.ac.uk](mailto:Data_Protection@ccn.ac.uk)**



# **THE NORFOLK REGULATORY FRAMEWORK**

**FOR**

**UNDERGRADUATE AND TAUGHT  
POSTGRADUATE PROGRAMMES**

**CITY COLLEGE NORWICH**

**Eighth Edition v3**

**MAY 2016**



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## **GLOSSARY of Acronyms in common use in Higher Education:**

### **General:**

<b>RPL:</b>	<b>Recognition of Prior Learning</b>
<b>RPCL:</b>	<b>Recognition of Prior Certificated Learning</b>
<b>RPEL:</b>	<b>Recognition of Prior Experiential Learning</b>
<b>ATS:</b>	<b>Achievement Tracking System</b>
<b>BTEC:</b>	<b>Business and Technology Education Council (Brand name of Pearson Education Ltd) BIS: Department for Business Innovation and Skills</b>
<b>CCN:</b>	<b>City College Norwich</b>
<b>FD:</b>	<b>Foundation Degree</b>
<b>FHEQ:</b>	<b>Framework for Higher Education Qualifications</b>
<b>HCPC:</b>	<b>Health and Care Professions Council</b>
<b>HEA:</b>	<b>Higher Education Academy</b>
<b>HELTC:</b>	<b>Higher Education Learning and Teaching Committee (CCN) HEI: Higher Education Institution</b>
<b>HEFCE:</b>	<b>Higher Education Funding Council for England IQER: Integrated Quality Enhancement Review</b>
<b>JBoS:</b>	<b>Joint Board of Study</b>
<b>JISC:</b>	<b>Joint Information Steering Committee</b>
<b>MEG:</b>	<b>Mixed Economy Group</b>
<b>NQF:</b>	<b>National Qualifications Framework</b>
<b>NRF:</b>	<b>Norfolk Regulatory Framework</b>
<b>NVQ:</b>	<b>National Vocational Qualification</b>
<b>PO:</b>	<b>Partnerships Office</b>
<b>PSRB:</b>	<b>Professional, Statutory or Regulatory Body RHEFE: Review of Higher Education in Further Education QAA: Quality Assurance Agency</b>
<b>UEA:</b>	<b>University of East Anglia</b>
<b>UKPSF:</b>	<b>UK Professional Standards Framework</b>
<b>UKQC:</b>	<b>UK Quality Code</b>

### **Qualifications (Awards):**

<b>MA/MSc:</b>	<b>Masters Degree (Arts) or (Science)</b>
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<b>PG D/CMS:</b>	<b>Postgraduate Diploma / Certificate in Management Studies BA/BSc</b>
<b>(Hons):</b>	<b>Bachelors Degree with Honours (Arts) or (Science) BA/BSc:</b> <b>Bachelors Degree (Arts) or(Science)</b>
<b>FdA/FdSc:</b>	<b>Foundation Degree (Arts) or(Science)</b>
<b>DTLLS:</b>	<b>Diploma in Teaching in the Lifelong Learning Sector HND/C:</b> <b>Higher National Diploma / Certificate</b>
<b>Dip HE:</b>	<b>Diploma of Higher Education</b>
<b>Cert HE:</b>	<b>Certificate of Higher Education</b>

## PREFACE

The Norfolk Regulatory Framework exists to provide a comprehensive set of regulations governing the design, quality assurance and operational management of higher education programmes run at City College Norwich.

Qualifications within scope of these regulations include all programmes including first degree, sub-degree awards and taught postgraduate programmes managed and delivered by the College and validated by the University of East Anglia under the terms of our Partnership Agreement and, save where explicitly excluded within these regulations, to those of Pearson Education Limited under its BTEC brand.

Whilst seeking to ensure consistency and continuity in the Regulations, the College reserves the right to make changes to these regulations (subject to approval as above) which, as amended, will apply to all students and programmes, both current and new.

No regulations, rules or guidelines may be introduced without the prior approval of both the Academic Management Board of the College and the Learning and Teaching Committee of UEA.

The policies and regulations in this document apply to all undergraduate and postgraduate programmes validated and awarded by (UEA).

The policies and regulations do not apply to further education programmes or to higher education programmes validated or approved by validating bodies other than UEA.

Pearson BTEC Higher National Awards are covered by these regulations except with respect to specific regulations regarding assessment imposed by the awarding body under the terms of their NQF status. Pearson BTEC legacy awards and those offered under the terms of the UEA General licence will operate under these regulations.

Throughout this regulatory framework and the quality assurance, monitoring and review processes which it underpins, reference is made to the QAA UK Quality Code for Higher Education for the assurance of academic quality and standards in Higher Education and its various sections. The College is committed to developing and monitoring its frameworks and processes to be consistent with the good practice guidance contained within the latest versions of the Code.

The College is committed to developing and monitoring its frameworks and processes to be consistent with the good practice guidance contained within the UK Quality Code for Higher Education (Quality Code). This regulatory framework and its associated procedural documents embrace the provisions of the Quality Code, which sets out the expectations that all providers of UK higher education are required to meet.

This regulatory framework is informed by internal annual review and evaluation, by good practice identified in other providers of higher education, by the exchange of information between the College and the University and by engagement with agencies including the Higher Education Academy.

## Section 1: Definitions and Programme Design

The Framework for HE Qualifications (FHEQ) and the QAA UK Quality Code for Higher Education – Part A (Setting and Maintaining Academic Standards) have informed the development of this section.

### Definitions

- 1.1. The **Higher Education (HE) Modular System** is the complete offering of modules across the College that contribute to programmes validated by UEA, together with the regulations governing their structure, management, assessment and delivery. Pearson BTEC HND/C awards made under the UEA general Licence from Pearson Education Limited are covered by this scheme as are BTEC 'legacy' awards.
- 1.2. Programme – The general term used to describe a course of study will be 'programme'. The programme will lead to a named award.  
A programme may contain subdivisions containing a common core of compulsory modules and a number of designated modules (See 'Pathways' Sec 1.13).  
In any programme there may, at each level, be up to 20 credits of Option modules A programme will be:
- defined in the course approval documentation and comprise a group of modules to a specified total of credit (by level and volume) designed and prepared by the College and validated by UEA. In addition, programmes leading to Higher National awards may be designed and approved by Pearson Education Limited and specified in the current Pearson BTEC Specifications (See Pearson BTEC 'legacy' and 'NQF' awards below); OR
  - a UEA General Licence award; awards of Pearson BTEC designed by the College, validated on behalf of Pearson BTEC by UEA;  
OR
  - a Pearson BTEC NQF award; programmes designed by Pearson Education Limited and for which the College is a centre approved by Pearson BTEC.
- 1.3. Normally the **core** of compulsory modules (for a programme with identified pathways) will comprise no less than 40 credits within each stage (see Tables 1(a) and 1(b) below).
- 1.4. A **module** is a discrete block of study leading to specified learning outcomes which are assessed. Modules are defined on the Module Specification Form in terms of the following attributes:
- 1.4.1 Within each programme a module is to be defined as:
- A **Compulsory Module** with which a student must be credited in order to qualify for the relevant Award and Award Title;  
OR
  - A **Designated Module** from a list of modules in the course approval document, a specified minimum number of which a student must be credited in order to qualify for the relevant Award and Award Title;  
OR
  - An **Option Module** which is either a module written and approved specifically for a particular programme or is any other module approved within the current module catalogue and which **by default** and subject only to the restrictions of pre and co requisite requirements (2.2 & 2.3 below) and the requirements of level and credit volume, may be included in **any programme**. Such choices will be made by the student under the advice of relevant course managers and will always be 'subject to availability'; the College will be under no obligation to make provision for any particular option module to run in any particular academic period and may require a student to select an alternative if their preferred choice is, for any reason unavailable or for any other reason considered unsuitable or inappropriate.

- 1.4.2 A **pre-requisite module** is a module which a student must take, or be credited with, before proceeding to another specified module.
- 1.4.3 A **co-requisite module** is a module on which a student can enrol only if s/he concurrently enrolls for one or more other specified related modules, both/all modules normally being taken at the same time (e.g. a theory module and a related practice module).
- 1.4.4 For the purposes of fallback or stepped awards (Unclassified BA/BSc or Dip HE etc.) no module shall be considered a compulsory module and the award shall be dependent solely on the accumulation of sufficient module credit at the appropriate level(s) for the award).

## 1.5 Module Credit Value:

All modules within the HE Modular System are allocated credit points based on multiples of 10 credits except:

- (a) Pearson BTEC units on Higher National programmes which are equivalent to 15 module credits per Unit.
- (b) Modules incorporated in the framework with module credit values required to conform with an externally validated framework (e.g. the 3,6,8,12, and 15 credit sizes specified regulated education and training awards).
- (c) Module credit values required by CCNQ or other approved awarding organisation or validating agency.

Credits are a measure of the notional amount of study (including directed and self-directed study and assessment) required to successfully achieve a particular module. In line with national guidelines this is established as a nominal 100 hours per 10 credits.

- 1.5.1 Credits are accumulated as the student progresses through his/her programme of study and the results recorded by the college HE achievement tracking system.
- 1.5.2 A full-time (college based) student normally takes modules to the value of 120 credits per academic year. For this purpose an academic year is defined in terms of current conventions and typically starts in September and ends in July of the following year. **Where, within the framework of the existing academic calendar, a programme has a Semester 2 start date then the academic year shall run from the start of Semester 2 in the year of registration to the end of semester one in the following standard academic year.** Where a different standard for the College year is established then the normal maximum credits pa will be restated.
- 1.5.3 The maximum number of credits which can be achieved and credited to the HE achievement tracking system for any one student registered on a programme leading to an award of the validating university in any one academic year without seeking a concession against the regulations from the University (see above) is 140 credits.
- 1.5.4 The maximum number of credits which can be achieved and credited to the HE achievement tracking system for any one student registered on a Higher National programme leading to an award of Pearson Education Limited in any one academic year without seeking a concession against the regulations from the College Academic Management Board is 13 Units (which is equivalent to 135 module credits).

- 1.6 **Module Level:** indicates the standard at which a particular module is delivered and, particularly, assessed. These level descriptors have been prepared to accord with the provisions of the FHEQ (UK Quality Code: Section A).

Please note that while the FHEQ defines academic levels for qualifications and not specifically their components, these module level descriptors have been established to position a module within the boundary of a qualification at that level, thus a level 4 module will lie at the level defined by the first year of a 3 year undergraduate degree (or a Higher National Certificate qualification). A level 6 module would be consistent with the final year of a standard three year honours degree.



- 1.6.1 **Level 3:** Level 3 modules are technically outside the HE level descriptor and are generally intended to prepare students to function effectively at Higher Education Level 4. Table 1(a) (page 7) shows that a restricted volume of credit at level 3 may be incorporated into the design of an HE programme. Criteria for assessment at Level 3 should reflect the preparatory nature of these modules. Criteria should expect students to be able to demonstrate the acquisition of generic learning skills appropriate for self-managed learning in a higher education context. Students should be able to demonstrate that they have acquired underpinning discipline-specific skills, knowledge and understanding necessary to undertake a programme of higher education. Additionally, students should be able to demonstrate that they have acquired and are able to use information and academic advice which is necessary to make an informed choice of a programme of higher education.
- 1.6.2 **Level 4:** First year undergraduate degree standard. Criteria should expect students to be able to show a clear understanding of the assessment task and its appropriateness in terms of the objectives of the module, to be able to demonstrate relevant skills and competencies; to be articulate in expressing ideas orally, and coherent and structured in terms of written or visual media. It is reasonable to expect that to an extent the varied forms of expression at this level may be descriptive or imitative. Nevertheless, students should be able to show an increasing understanding of the theoretical background of their study and its relationship, where appropriate, to particular skills. Additionally, evidence of the development of analytic competence would be anticipated. An awareness of their individual strengths and weaknesses in the areas with which they are involved should be expected. Learning outcomes at Level 4 will often be expressed using terms such as: arrange, describe, explain, critique, summarise, illustrate, paraphrase, define, list, state, select, discuss, take part, copy, follow repeat, recreate, build, perform, demonstrate, implement.
- 1.6.3 **Level 5:** Second year undergraduate degree standard. Characterised by greater learner independence and development of competence. Evidenced by ability in problem solving skills both theoretical and practical, supported by an understanding of appropriate theory. Evidence of creativity of expression and thought based in individual judgement; the ability to seek out, invoke, analyse and evaluate competing theories or methods of working in a critically constructive and open manner. The potential of the individual as innovator in relation to his/her specialist area would be anticipated. Necessarily there is an expectation that at this level output is articulate and coherent and skilled in the appropriate medium. Typically, learning outcomes will be expressed using expressions such as: use, apply, discover, solve, implement, construct, prepare, conduct, role-play, interpret, clarify, contribute, question, argue, debate, solve integrate, adapt.
- 1.6.4 **Level 6:** Third year undergraduate study. Characterised by higher academic skills, reflective practice, independent learning and assessment at honours degree standard. Typically learning outcomes are expressed using expressions such as: analyse, deconstruct, quantify, measure, test, develop, evaluate, plan, formulate, propose, review, justify, appraise, argue, design, respond, challenge, persuade, defend, reconcile, prioritise, contrast, compare, synthesise, research - usually secondary as opposed to original research.
- 1.6.5 **Level 7:** Advanced study assessed at Masters Degree level. Characterised by independent learning, the application of research and interrogatory skills data gathering, interpretation and evaluation, reflection, analysis, synthesis, and the application of project management skills. A greater emphasis on reflective learning based on personal experience and place. Research skills will explore new ground and will consequently constitute largely original research.

1.6.6 **Placement credit:** Placements, including supervised work experience, work based learning activities, sandwich year and language study abroad, etc., may be credit rated if structured as an approved module and are assessed according to criteria identified for Levels 3,4,5,6 or 7 (above). If placements are not assessed at these levels they may be allocated P credits and recorded as such on the student transcript. P credited modules will require their outcomes to be met to a defined standard. P credits DO NOT count towards the credit total for an award nor can they be used in any way to influence classification or any other awarding process.

## 1.7 Pathway Guidance on NVQ Coverage

Pathways must seek to provide students with guidance as to where appropriate modules may provide evidence opportunities and/or provide the underpinning knowledge for NVQ units or qualifications.

## 1.8 Programme Design

### General Framework

The default diagrammatic framework and variations including different trimester and length of programme structures are attached as Appendices.

20+ credit modules may be designed as 'short fat' (i.e. completed within a semester/trimester) or 'long thin' (over two semesters/two or three trimesters) but must not cross stage boundaries.

### 1.8.1 Design Parameters: undergraduate programmes (including BA/BSc Articulated Progression Routes or 'Top Up degree')

In order to describe curriculum structures and for progression purposes undergraduate awards shall be designed as 'Staged' awards. Stages on a full time programme (and the equivalent volume of credit for part time programmes) correspond to the points at which progression decisions are made and at which intermediate or stepped awards can be conferred.

Awards should be designed in stages: taking the 360 Honours degree as the benchmark:- Stage 1 = 120 credits  
Stage 2 = 120 Credits  
Stage 3 = 120 credits

Each stage will consist of some compulsory, some designated and (as the design team shall determine) some Option modules. In order to maximise flexibility and responsiveness in the design and updating of programmes, the previous restriction of a maximum of 20 credits of Options has been removed.

#### (a) Stage 1

Stage 1 of Fd or other undergraduate programmes at CCN shall include 'Higher Learning Skills (or its currently approved alternative from within the CCN FD Framework)', as a compulsory module (this requirement shall not apply to Articulated Progression routes/Top up degrees, the Diploma in Teaching in the Lifelong Learning Sector (DTLLS) programmes or to programmes which are designed to an external specification in order to conform with, for example, a 'Community of Practice' of which the College is an approved member or subscriber) and this will normally be timetabled as a 'long thin module starting in the first semester/trimester/(or other official learning period defined by the College).

There shall normally be no more than 2 x 10 credit modules in Stage 1 of any programme.  
The balance of 100 credits in Stage 1 will normally be 20 credit (exceptionally, 30 credit) modules. There will be no 40 credit (or higher credit volume) modules in Stage 1.

Design teams may include 'Option' modules within the approved Programme Specification which students may choose. The availability of 'Option' modules is never guaranteed and options are always offered as subject to availability (in terms of class size and timetabling constraints). Any additions to or deletions from the list of approved options must be processed through the College Programme / Module Modification procedure.

Modules in this Stage may be approved for assessment with an outcome of PASS/FAIL only (a pass mark shall be recorded as 40% FOR TRACKING PURPOSES ONLY – any Transcript shall show PASS as the result for the module), or as fine graded.

#### (b) Stage 2

120 credits at level 5 but may include a maximum of 20 credits of modules at level 4 or 6.

May include a maximum of 2 x 10 credit modules.

There will normally be at least 20 credits of Option modules which can be taken from the catalogue of level 2 modules offered by the college. A design team can argue for a larger or smaller number of options on academic grounds.

Modules will normally be 20 or 30 credits. There can be a maximum of 1 x 40 credit module in Stage 2.

Wherever possible design teams will include a generic level 5 10 credit Research Skills/Research Methods module in the final semester/trimester of stage 2.

ALL level 5 modules in stage 2 shall be Fine Graded (i.e. reported as a % mark)

#### (c) Stage 3

120 credits at level 6 but may include a maximum of 20 credits at level 5 May include a maximum of 2 x 10 credit modules.

Within this stage there will be a dissertation or major project module of no less than 30 and no more than 40 credits (including the Literature Review or its equivalent). Exceptionally teams may argue for higher credit volumes for dissertations/major projects but will have to be prepared to articulate a robust rationale at validation.

Credits for dissertation/major project modules shall not normally be separable (e.g. 10 (out of say 30) credits for the 'Literature Review'). Exceptionally teams may argue for such an approach but again will have to be able to offer a coherent argument in support of such a proposal and will be required to demonstrate that all its implications are fully explored and considered.

There will normally be at least 20 credits of Option modules which can be taken from the catalogue of level 3 modules offered at the college.

ALL modules in stage 3 shall be Fine Graded (i.e. reported as a % mark)

### 1.9 Credits and Levels Table 1(a) refers

#### 1.9.1 For 'full time' 3 year degree:

Year 1 120 credits	(Stage ONE) Normally all 120 at level 4 Limits: At least 100 credits at level 4. Max 20 credits at level 5. Students shall not study level 6 credits in Year one
Year 2 120 credits	(Stage TWO) Normally all 120 at level 5 Limits: At least 100 credits at level 5. Maximum 20 credits from level 4 or level 6
Year 3 120 Credits	(Stage THREE) Normally all 120 at level 6 Limits: At least 100 credits at level 6. Maximum 20 credits at level 5.

Only in exceptional circumstances shall a student study level 4 credits during Stage 3. In exceptional circumstances and subject to approval at validation Stage 3 can include a module credit at level 7.

### 1.9.2 Articulated Progression Route/ (Top Up) to Honours Degree

The same general provisions relating to the definition of modules as Compulsory, Designated or Option apply equally to Top Ups as to the standard three year programme above.

## 1.10 Design Parameters: Foundation Degrees

Table 1(a) refers

### 1.10.1 Foundation Degree Framework:

All Foundation degrees developed under these regulations will be required:

- (a) to show full and considered engagement with:
  - (i) the current (as published on the QAA website) QAA Benchmark Statement for Foundation degrees;
  - (ii) relevant Sector Skills Councils and their associated foundation degree frameworks.
- (b) to incorporate in the design of the foundation degree the current agreed College Framework for Foundation Degrees including all modules designated as Core within that framework. The College Framework shall only be modified in accordance with the procedures for major modifications as approved by the University. The standard tables as previously shown in Section 7 Appendix 1 shall be removed from this Regulatory Framework.
- (c) exceptionally a Foundation degree which does not conform to the standard College framework may be validated where:
  - (i) The programme has been designed to conform to an externally determined framework such as that which is set down by a Professional, Statutory or Regulatory Body (PRSB);
  - (ii) There are compelling external reasons for non-compliance for which clear, current and unequivocal evidence can be produced.

1.10.2 The default module size in this scheme (as measured by credit volume) shall be 20 credits. Design teams may submit 10 credit modules or other volumes for approval and validation and specific justification will be required. Level 4 and level 5 modules shall not normally exceed 20 credits. Modules of 30 - 60 credits will not be considered unusual at Level 6 but will require a full and robust rationale for approval and validation.

1.10.3 The incorporation of free choice Options is desirable but not compulsory.

## 1.11 Progression between Awards

### 1.11.1 Progression from Foundation Degree (Fd) (240credits):

Foundation degrees within this scheme are designed with at least one identified and fully articulated progression route in place or in design.

The conditions for articulation must be contained within the entry requirements section of the programme Specification of the receiving award.

Achievement of the award without a specific grade profile or classification will be presumed to satisfy the articulation requirement but will not automatically guarantee admission. Admission to an articulated progression award will be dependent on:

- (a) Achievement of the articulated award
- (b) An admission interview
- (c) Availability of places at the time that application is made

With full articulation: students must take 120 credits normally consisting of Stage 3 of the Honours degree programme outlined above.

With partial articulation: students must take Stage 3 of Honours (as above) plus such modules as are determined by the programme management team of the receiving award to be deficient from the Foundation degree.

Programme management teams are encouraged to identify clear entry/progression routes for Fds expected to 'feed' the Articulated Progression Route (Top Up) from identified Foundation Degrees.

#### 1.11.2 **Progression from HND** (New NQF = 240 credits, Old NQF or Legacy awards = 180 credits)

Where HND = 240 credits: With full articulation: students must take 120 credits normally consisting of Stage 3 of the receiving honours degree.

Where HND = 180 credits: With full articulation: students must take 180 credits normally consisting of Stage 3 of the receiving honours degree as above + 60 credits from Stage 2.

#### 1.11.3 Programme management teams are encouraged to identify clear entry/progression routes for HNDs expected to 'feed' Articulated Progression Routes (Top Ups).

#### 1.11.4 Where design teams anticipate entry with credit for other awards, full details of the name of the award, the volume and level of credit awarded and whether accreditation is on a general or module/subject/paper-specific basis should be clearly stated.

Where entry with credit is not defined in this way all claims for admission with credit will be via the RP(E)L process described in Section 4.

## 1.12 Design Elements (Tables)

## 1.12.1 Degree and Higher National Programme Design Requirements TABLE

## 1(a): Pearson BTEC Higher National Awards Rules of Combination#

Award	Award Total	Maximum at Level 3	Mandatory Core Unit Credits (at least)	Total Specialist credits	(i) Specialist 'A' Unit Minimum Credits	(ii) Specialist 'B' Unit Credits	Level 4 or above (at least)	Maximum at Level 5	Minimum to be achieved at Level 5 or above	Maximum at Level 6	Other Award Conditions
HND Mechanical or Electrical Electronic Engineering#	240	30	65	175	75	TBA	TBA	TBA	125	30	Must meet requirements of HNC and HND Rules of combination
HNC Mechanical or Electrical Electronic Engineering#	120	30	50	70	45	TBA	65	55	N/A	N/A	HNC Rules of combination
HND Construction and Civil Engineering#	240	30	95	145	0	0	TBA	0	125	0	Must meet requirements of HNC and HND Rules of combination
HNC Construction and the Built Environment (Civil Engineering)#	125	30	125	0	0	0	65	55	N/A	N/A	HNC Rules of combination

**Pearson BTEC Higher National Awards Rules of Combination#**

Award	Award Total	Maximum at Level 3	Mandatory Core Unit Credits at least	Total Specialist credits	(i) Specialist 'A' Unit Minimum Credits	(ii) Specialist 'B' Unit Credits	Level 4 or above at least	Maximum at Level 5	Minimum to be achieved at level 5 or above	Maximum at Level 6	Other Award conditions
HNC Construction and the Built Environment#	120	30	65	55 (minimum)	0	0	65	55	N/A	N/A	HNC Rules of combination
HND in Construction and the Built Environment (Civil Engineering)#	240	30	155	85	0	0	TBA		125	0	Must meet requirements of HNC and HND Rules of combination
BTEC Level 6 Extended Diploma in Engineering (Mechanical Engineering) (QCF)#	120	0	0	0	0	0	0	0	0	120	Appropriate HND and BTEC level 5 Maths Unit
Pearson BTEC Level 6 Extended Diploma in Engineering (Electrical and Electronic Engineering) (QCF)#	120	0	0	0	0	0	0	0	0	120	Appropriate HND and BTEC level 5 Maths Unit

Key

TBA – to be announced upon joining programme

# these design requirements apply to HNDs of Pearson BTEC approved and validated post 2008 and incorporating the provisions of the FHEQ 2008. BTEC HND which predate the FHEQ 2008 will be treated as having a qualification credit value of 180 credits. QAA Frameworks for Higher Education Qualifications of UK Degree- Awarding Bodies, October 2014, guides present HND/C programmes.

TABLE 1(b): Awards requiring prerequisite HE award (progression awards)

Award	Total credits	Pathway Credits at least	Level 3 not more than	Level 4 or above at least	Level 5 or above not more than	Level 6 at least
Honours Degree: from Foundation degree or Post 2008 BTEC HND)	120	100	0	0	20	100
Honours Degree: from pre-2008 BTEC HND	180	160	0	0	60	120
Degree (unclassified): from Foundation degree or Post 2008 BTEC HND	60	40	0	0	20	40
Degree (unclassified): from pre- 2008 BTEC HND	120	100	0	0	60	60

- 1.13 **Pathways** may exist within programmes. A pathway will normally provide for the conferment of the primary award of the programme with a bracketed suffix to identify the pathway (such as BA (Hons) Business Management (Accounting and Finance).  
In order to justify a named pathway the primary award must allow and the pathway specification require, the inclusion of at least 120 pathway specific credits of which at least 40 must be at level 6, at least 40 at level 5 or above and at most 20 at level 4

1.13.1 A **Final Award** is the award for which the student is first registered and for which a Programme of Study has been agreed, such as BSc (Hons), FdA or MA.

1.13.2 A **Pathway** may be designed to terminate with what is otherwise described as an intermediate or stepped award.

#### 1.14 Awards in the Scheme

1.14.1 The following **Final Awards** are incorporated within the Scheme:

Taught Masters	Arts	MA
	Science	MSc
Bachelor degrees with Honours	Arts	BA (Hons)
	Science	BSc (Hons)
Post Graduate Certificate		PG Cert or PGC(...)
Post Graduate Diploma		PG Dip or PGD(...)
Foundation degree	Arts	FdA
	Science	FdSc
Diploma in Higher Education		Dip HE (...)
Certificate in Higher Education		Cert HE (...)
Diploma in Teaching in the Lifelong Learning Sector		DTLLS

1.14.2 The following **Intermediate and Stepped** (sometimes known as 'Fall-back') awards are incorporated within the Scheme:

Bachelor degrees	Arts	BA
	Science	BSc
Diploma of Higher Education		Dip HE
Certificate of Higher Education		Cert HE

#### 1.14.3 Stepped (Fall-back) Awards

Where a student registers for a programme of study leading to a full award within this scheme then these regulations allow an Awards board to make the award of a stepped (fall-back) award based on the volume and level of credit achieved at the date of the Board.



In deciding to confer a stepped award the Board will assure itself that:

- (a) the student has withdrawn from or indicated their intention to withdraw from the programme
- (b) if there is no evidence of (a) then the School can assure the Board that it has made reasonable efforts to contact the student to advise him/her of the possible outcomes
- (c) all the requirements for the stepped award under consideration as set out in Table 1(a) above have been satisfied.
- (d) where a student has been admitted to a programme with RPL which is not certificated by the University of East Anglia or by CCN under these regulations then the credit volume of the RPL recognised shall not under any circumstances exceed 50% (therefore UEA credit must be 50% or more) of what is counted in arriving at the qualifying total for the stepped award<sup>1</sup>. With respect to RPL credit conferred by UEA this restriction shall not apply.

#### 1.14.4 Subject always to the provisions of 1.14.3 (a)-(d) above:

An Ordinary (unclassified) degree or Diploma of Higher Education may be awarded only as a stepped (fall-back) award from an Honours Bachelor Degree.

A Certificate of Higher Education may be awarded as a stepped award from a Bachelor Degree, a Foundation Degree or a Diploma of Higher Education.

A Pearson BTEC Higher National Certificate (HNC) will be treated as a fall back award for the purposes of recognising 120 credits (Min) credit achievement when the original programme for which the student was registered was a Pearson BTEC Higher National Diploma (HND), subject to Pearson BTEC rules for combination.

#### 1.14.5 The Awards Board may confer a named award (e.g. Diploma (or Certificate) of Higher Education: Financial Services) for the award of Diploma (or Certificate) of Higher Education when it is confident that it is appropriate to do so. In such circumstances the only permissible name shall be the name of the original award for which this represents a stepped award.

### 1.15 Generic Outcomes of Awards

All students who have successfully completed a programme of higher education at the College should be able to:

- (a) work with confidence both independently and as a member or leader of a group or team;
- (b) demonstrate a capacity for systematic, conceptual and critical thinking;
- (c) show flexible and creative approaches to problemsolving;
- (d) communicate clearly and appropriately, demonstrating a sense of audience;
- (e) manage information effectively in a range of media;
- (f) act in an ethical manner, demonstrating political, social and cultural awareness;
- (g) produce output that is literate, numerate and coherent (in whatever form is appropriate);
- (h) identify a major field (or fields) of personal learning and demonstrate broad knowledge within it.

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<sup>1</sup> For example: 'Student A is admitted to a UEA validated bachelor degree at CCN with 180 credits RPL from Uptown University. Student A completes 140 credits then withdraws and requests a fall-back award. Student A has achieved 320 credits but is limited to a Diploma of Higher Education as 140 UEA > 50% of 300 credits required for an ordinary (unclassified) degree.'

## Section 2: Students: Registration, Admission Rights & Responsibilities

Students will be recruited to each programme in accordance with the minimum entry requirements as set out in the Programme Specification as approved at validation.

Students will be registered with the College and will be subject to all of the College's institutional, operational and academic policies and procedures modified and approved as necessary to ensure consistency with UEA operational procedures.

Students on BA/BSc, Fd and other awards validated by UEA will be entitled to receive a UEA Campus card and User ID which will entitle them to access to certain UEA resources and facilities as stated in the Partnership Agreement and summarised in the CCN HE Student Handbook.

- 2.1 **Students:** A student must be registered either on a Programme of Study or as an Associate Student.
- 2.2 **Associate Students** are students who, for personal or professional reasons, have enrolled for one or more modules but have not registered for an award.
- 2.3 **The Mode of Study** of a student may be full-time, part-time, sandwich or multi-mode:
- 2.3.1 **Full-Time mode:** a student registered to complete an award, normally at a rate of 120 credits p.a.\*
- 2.3.2 **Part-Time mode:** a student registered to complete an award, normally at rate of fewer than 120 credits p.a.\*
- 2.3.3 **Sandwich mode:** a student who is required, as part of his or her Programme of Study, to complete a substantial industrial (or other) placement which causes a continuous absence, usually of at least one whole learning period (year, semester, trimester or term) from college-based study;
- 2.3.4 **Multi-Mode:** a student who at various times during the period of registration changes between modes as described in 2.3.1-2.3.3above.
- 2.4 **Status:** Students will either be College based or Employer based and may then register to study in a mode described in 2.3 above.
- 2.5 **Admissions**
- 2.5.1 Students are admitted to their Programmes of Study on the basis of a judgement made by a Course Tutor\* with responsibility for that decision conferred by the School for that purpose that they will benefit from and are capable of succeeding in obtaining the Award.
- 2.5.2 Various forms of evidence will be used in making these judgements, including previous personal and professional qualifications and experience. An applicant may be invited for interview where they will be offered individualised advice and guidance in accordance with the College Admissions Procedure.
- 2.5.3 The College does not necessarily require this evidence (2.5.2) to be in the form of standard educational qualifications but will judge such evidence on its merits, where possible against recognised *bench marks*, and always in the context of 2.5.1

\* Course Tutor may also be known as Admissions Tutor or any other member of the academic staff body involved in the decision-making process.

### 2.5.4 Minimum Entry Requirements

- (a) The minimum level of attainment required for entry to the start of a programme of study shall normally be expressed according to the current UCAS Tariff or equivalent qualifications and experience:

Award	Normal minimum UCAS Tariff points	Or	Or
Higher National Certificate/Diploma	40	Accredited Access Certificate	Equivalent qualifications and/or experience
Foundation Degree	60		
Degree with Honours	80		

- (b) Award-specific requirements within the framework of the above regulations may be set out in the Programme Specification.
- (c) Other awards (Masters, DTLLS) will specify admission criteria in their validated Programme Specification.

2.5.5 Students may not be obliged to undertake studies in order to achieve learning outcomes which they have already obtained; subject to the College's RPL Regulations (see Section 4) they can apply to be awarded credit for the learning they have already achieved. Evidence for this learning may be offered as certificated learning (RPL) or experiential (RPEL).

2.5.6 Active steps must be taken to ensure equality of opportunity for all applicants in accordance with current College policies embracing Equality and Diversity.

## 2.6 Registration

2.6.1 A student is permitted to:

- (a) enrol for modules or register for Awards at the beginning of any normal learning block (semester, trimester or term) (subject to pre-requisites and entry qualifications);
- (b) register for any of the awards defined within his/her Programme of Study save that it shall not normally be possible to register initially (i.e. on first enrolment) for a stepped or intermediate award;
- (c) register for any NVQ units or other awards in parallel with, and in addition to, his/her Programme of Study (subject to payment of any necessary registration or other fees);
- (d) register as a full or part-time student and change between these modes;
- (e) enrol and subsequently withdraw from any option module without recording this as an attempt (for the purposes of tracking and consequent penalties for failed modules) provided that:
- (i) the withdrawal occurs on or before the end of the last working day of the third teaching week of the module;
  - (ii) the Programme Manager is consulted and agrees;
  - (iii) an alternative module is available for the student to undertake in its place.

### 2.6.2 A student is required to:

- (a) register in normal sequence for Core and or Compulsory modules incorporated within their chosen Programme;
- (b) notify the college of any change of personal details (name or address, permanent home/or term time address as appropriate) at the earliest possible opportunity.  
The current term time address as notified by the student and recorded on the College management information system shall be the address used for official communications, including notification of results, during published College terms.

### 2.6.3 Registration for Additional Modules

A student shall register for a defined 'parcel' of modules expressed as a volume of credit sufficient to enable him/her to qualify for the specified award. The modules so registered (whether they are Compulsory or have been chosen by the student) shall comprise the programme and shall be the basis of the agreement between the student and the College. Whilst nothing in these regulations shall prevent a student from buying additional modules (in excess of 'the programme') the results of any such additional modules shall not be used in the determination of the overall result (including classification) for the award unless:

- (a) the result of one (or more) of the modules comprising the programme is determined to be a fail  
AND
- (b) any such failed module is not a compulsory module OR
- (c) if the failed module(s) is/are a designated module then any substitute module is also a designated module for the programme  
AND
- (d) if the result of the additional module can under the provisions a)-c) above be substituted for a failed programme module the mark for the module shall for the purpose of classification be restricted to 40%

### 2.6.4 Vacation & Intercalation

- (a) A student's registration is effective during all College breaks and vacations falling within the specified periods covered by such registration.
- (b) A student may be permitted to interrupt a programme of study for which he or she is currently registered in accordance with such Regulations for degrees and awards as may be laid down from time to time by the College in its approved Intercalation Procedure. If so permitted, the student shall be referred to as an 'intercalating student' for the specified period of interruption and shall be subject to such restrictions regarding use of facilities as may be specified in Procedures issued from time to time by the College.

## 2.7 Duration of Study

The following are guidelines to the normal period of registration and is based on an equivalence of 120 credits = minimum of 1 year's study.

- (a) The normal maximum period of registration for an award shall be the normal period of registration, plus two additional years e.g. in the case of a Foundation Degree which has a usual duration of 2 academic years, the maximum registration period would be valid for four years. In the case of a BA / BSc Honours programme (usual duration of 3 years) the maximum registration period will be 5 years, in line with UEA regulations.
- (b) A student's registration may be extended in exceptional circumstances or where a particular mode of study requires it. Approval for such extensions must be presented to the HE Office in the first instance which will process the application through the appropriate College committee. Ultimately such an extension must be agreed by the University (via JBoS).

- (c) If a student reaches the end of their normal maximum period of registration and either does not seek an extension or has their application for an extension refused by the JBoS then the student shall be awarded:
- (i) the highest award possible under the credit framework for the award plus a certificate of credit for any excess module credit in excess of that required for the award or;
  - (ii) a certificate of credit for all module achievement where there is insufficient module credit for any award.

## 2.8 Progression through the Scheme

2.8.1 Progression points shall normally equate to the completion of a stage (as defined earlier in 1.8).

2.8.2 A student shall normally be allowed to progress to the next stage provided that:

- (a) the Board of Examiners considers that it is academically appropriate for the student to do so and;
- (b) the student has Failed no more than 20 credits (or 1/6 of the credit volume in the stage however expressed) in the stage and;
- (c) the Board is assured that the student will be able to satisfactorily complete the outstanding modules during the next (or later) stage.

2.8.3 Students shall be awarded certification for their achievements at the point where they complete their programme of study or, if earlier, the point at which the student informs the College in writing (or by other conclusive means e.g. by continuous absence) that he/she has withdrawn from their programme of learning.

## 2.9 Rights and Responsibilities of Students

### 2.9.1 Rights

A student registered on a programme or as an associate student subject to these Regulations shall have the right to:

- (a) be informed about the nature and methods of their assessment as set out in the Regulations for the award and/or module(s) on which they are registered;
- (b) be provided with teaching and tutorial guidance in preparation for assessment of the award and/or module(s) in accordance with the Regulations;
- (c) be assessed in accordance with the Regulations;
- (d) be reassessed in accordance with those Regulations;
- (e) request a review of an assessor's decision if there is evidence of any irregularity in the conduct of assessments or if the student's performance was affected by personal circumstances which for *valid reasons* could not be notified to the assessors before the decision was taken, and to have that request formally considered by the body authorised to consider such requests (see the College Assessment Appeals Procedure);
- (f) be *informed and invited to comment* (but not necessarily individually) on any proposed changes to progression and assessment regulations which will relate to students currently on pathways and which could directly affect the individual student;
- (g) be *informed and invited to comment* (but not necessarily individually) on any proposed change to the structure of a programme including changes (revisions, withdrawals or additions) to the modules which comprise the programme, changes to the status (compulsory, designated or optional) of modules, changes to the method and volume of assessment associated with any module;

- (h) seek redress through appropriate channels if the College, without valid cause, has failed to provide the teaching and tutorial guidance specified in the Regulations for the pathway or has failed to provide reasonable alternative arrangements, or has failed to provide information on the nature and method of assessment.
- (i) be treated with respect and to enjoy a learning environment and student experience which is, within any normal understanding or context, free from persecution, discrimination, threat or intimidation arising out of any cause under the reasonable influence or control of the College.

### 2.9.2 Responsibilities

In addition to the general duties of the student to the College as set out in the Charter and Learning Agreement the student must:

- (a) take all reasonable steps to make him/herself aware of the regulations which apply to his/her programme of study and to comply with them;
- (b) inform the College of any ongoing learning difficulty or other hindrance to effective performance on a programme of learning in order that appropriate support can be identified and to avail him/herself of any appropriate support or other provision which the College puts in place;
- (c) provide the Board of Examiners with any relevant information on personal circumstances which may have affected or be likely to affect performance in accordance with the Mitigation and Special Allowance Procedure;
- (d) attend programme lectures, tutorials seminars workshops or other prearranged interventions put in place to support learning and achievement;
- (e) submit material for assessment in accordance with notified instructions, in the required format, to the designated place and by the designated deadline;
- (f) ensure that they receive a College assignment receipt duly signed and dated as proof of submission. The College will not be responsible for any assignment which goes missing without proof of submission. The assignment will be deemed a failure in this situation;
- (g) retain all marked written assignments together with cover sheets and tutor comments until the module has been considered by the Board of Examiners (The Module Assessment Board) and the period of Appeal (15 working day) has elapsed;
- (h) resubmit marked work if required by the College for consideration by an External Examiner or other reason considered valid by the College.
- (i) attend for prearranged examinations or other timed and/or observed assessments at the appointed place and in good time;

### 2.9.3 Sanctions (in respect of breach of responsibilities as set out in 2.9.2)

- (a) If a student fails to fulfil attendance requirements without good cause, the Board of Examiners or its authorised sub-committee has authority to withhold the right to be assessed and to deem the student to have failed. This judgement may be applied to an individual module, an identifiable group of modules or to a programme as a whole, as appropriate. The Board of Examiners is empowered to withhold permission for reassessment in these circumstances.

- (b) If a student fails to attend examinations or submit work for assessment without good cause (which must normally be evidenced by an Authorised Extension, successful claim for Mitigation or consideration under established Special Allowances) the Board of Examiners or its authorised sub-committee has authority to deem the student to have failed the assessments concerned. The Board of Examiners is empowered to withhold permission for reassessment in these circumstances.
- (c) If a student is found to have cheated or attempted to gain an unfair advantage, the College has authority to deem the student to have failed all the assessments and the authority to withdraw any right to be reassessed. See the College procedure on Cheating and Plagiarism.
- (d) If a student fails without good cause to comply with the requirements of the College Academic Appeals/Academic Complaints Procedure, the College (or the University for Stage Two appeals) has authority to reject the request on those grounds.
- (e) If a student is found to have acted in breach of the disciplinary requirements of the College, the College has authority to exclude the student from the College and to consider that they have failed the programme, provided that this authority is exercised through the approved disciplinary procedures of the College.
- (f) If, on the date that the Board of Examiners meets, a student has outstanding tuition fee debt to the College, the Board of Examiners must not recommend conferment of any award or release for publication any module result(s) for that student until such time as the financial obligation is discharged. In this situation it shall be the absolute obligation of the College Authorities to inform the Board in writing of any tuition fee default no later than 1 hour before the scheduled start time of the meeting of the Board. The Module Assessment Board shall consider all module results in the normal fashion; however these results will not be published until the student has settled their tuition fee debt to the College.

Students who have outstanding tuition fee debt to the College, will not be considered for a full award until settlement of the tuition fee debt is received. The Board may authorise the Chair subsequently to confer results by way of an Extraordinary Board (which may be by virtual consensus), once notification in writing confirming full settlement of all outstanding tuition fee debt is received from the College Authorities.

## Section 3: Assessment, Awards, Classification

The UK Quality Code for Higher Education Part B (Assuring and Enhancing Academic Quality) gives extensive guidance on the purpose features and characteristics of assessment (see Section 3 - Appendix 1).

### 3.1 Foreword

#### 3.1.1 Assessment Principles

- (a) Assessment will test the acquisition, development and application of both knowledge and skills.
- (b) Assessment methods will be designed to complement the teaching and learning strategies in use.
- (c) In planning the assessment strategy for any semester the course team will bear in mind both the need to ensure a variety of assessment methods and the need to endeavour to ensure appropriate timing with respect to the assessment burden on students.
- (d) All modules that are designated level 5 and above will require students to apply the higher order cognitive skills of synthesis, analysis, critical appraisal, problem solving, creativity and evaluation. Level 4 assessments are primarily aimed at assessing knowledge and understanding and skills acquisition.
- (e) Students will be expected to display sound conceptual appreciation of and appropriate technical and practical ability in each subject throughout their studies.
- (f) In all aspects of assessment students will be expected to display skills in English communication appropriate to the level of the course and its vocational as well as academic context.

Note: The College can provide additional learning support for students whose first language is not English and for those who have identified learning difficulties in this area. The College reserves the right to charge for such services.

- (g) All student work submitted (either in hard copy or electronically) or prepared for formal assessment will be subject to the current College policies on anonymous assessment, and will use the established practice for the tracking of results (currently using the online assessment system and randomly generated barcodes for manual submission), and will be subject to the current College policies and procedures for the detection and penalising of cheating and plagiarism.

#### 3.1.2 The Objectives of Assessment

- (a) To confirm achievement of performance criteria
- (b) To facilitate learning
- (c) To enable students to receive formal and informal feedback on performance and achievement
- (d) To establish a measure of the standard of performance achieved
- (e) To support the Quality Assurance process
- (f) To ensure the maintenance and achievement of academic standards

#### 3.1.3 The assessment methodology for a module will be defined in the Module Specification Form.



3.1.4 It shall be a fundamental and unshakable principle of assessment that once a student submission has been marked and a mark/grade at the pass mark/grade or greater awarded for that work then there shall be no opportunity for that piece of work to be resubmitted for re-assessment irrespective of whether or not the objective is to achieve a higher mark/grade. This principle can only be challenged or altered following the decision of a formally constituted Academic Appeals Panel which directs an Assessment or Awards board to revisit a decision or if, as a result of the discovery of error or maladministration in its own processes or data the Assessment Awards board itself decides to revisit and overturn an earlier decision. In very exceptional circumstances, where for example an immediate decision must be made, the Chair of a Board may take such decisions by Chair's Action if it is deemed appropriate in order to satisfy any usual interpretation of natural justice. Any such decision must be fully reported to the Assessment Board at its next meeting.

## 3.2 Assessment Volume

These regulations seek to create a framework (Table 2) for the overall assessment load associated with modules at different academic levels. The guidance volume within the framework consists of a series of ranges of word volumes and maxima within which design teams are expected to operate. Any variation from the framework is to be specifically justified during the validation process or subsequently amended through the approved process for Modifications to a Programme or Module and reported to the JBoS.

Table 2a

Module size (credits)	Course work text volume (words)			Exam time
	Indicative minimum		Maximum	Maximum
10 credits	1,500	–	2,000	2 hours
20 credits	2,000	–	3,000	3 hours
30 credits	3,000	–	4,500	3 hours*
40 credits	5,000	–	6,000	3 hours*
20 credit Dissertation ## !!	6,000	–	8,000	
30 credit Dissertation ##	8,000	–	10,000	
40 credit Dissertation ##	10,000	–	12,000	
50 credit Dissertation ##	12,000	–	14,000	

\* The table shows either/or text/exam volumes. Combinations are encouraged with pro-rata reductions (e.g. 10 credits, 1000 words + 1hr exam)

!! The normal minimum size for a Dissertation or Major Project is 30 credits including a literature review or project specification. A programme design may include a 20 credit Dissertation or Major Project only if the Literature Review/Project Specification is included as a compulsory pre- requisite module.

## Applies to a Major Project or Integrative Study if specified instead of a dissertation. The Module

Specification Form may specify an amount or a range of text volume.

There is no prescribed word count or volume guide for a 'Portfolio'.

For assessment by other methods (presentation, performance, demonstration etc.) designers are required to estimate an equivalent workload based on the framework (expressed as either an amount of time or number of words).

Table 2b

Module size (credits)	Course work text volume (words)			Extra time
	Indicative minimum	-	Maximum	Maximum
15 credits	3,000	-	4,000	4 hours
20 credits	4,000	-	5,000	N/A

There will be a maximum of 4 separate elements to the assessment associated with any single Pearson BTEC unit.

3.2.1 Dissertations/Major Projects may be defined as either inclusive or exclusive of a Literature Review/Project Specification. If exclusive, the agreed College Module Specification for the Literature review /Project Specifications shall be used.

For 'Regulations for the preparation of Undergraduate/ Taught Postgraduate Dissertations' see Section 5.4.

3.2.2 In the **first year** of any programme it is **unlikely** for there to be examinations set in **Semester 1** (an exam equivalent may be set, such as a presentation), unless a PSRB (Professional, Statutory or Regulatory Body) or other compelling requirement specifically informs the validating panel that there are.

3.2.3 If the volume of work associated with an assessment methodology cannot be effectively described by word count or exam time then the overall assessment burden must be described in a manner which gives a measure of general equivalence to the workload implied in the table. For example:

An individual presentation of 10 minutes might be considered to equate to 1000 words of text or a 1 hour exam; A cross referenced portfolio of evidence to satisfy 2/3 learning outcomes could satisfy the assessment requirement for a 10 credit module at level 1.

Other examples could probably be provided but the final judgement must lie with the module leader/design team in the context of the discipline/module requirement.

### 3.3 Assessment by Examination/Closed Assessment

**Requirement:** At least 50% by credit volume (excluding the Dissertation [inclusive any separate Literature Review/Project Specification module] or Major Project) of assessment at level 6 should normally be by examination or other form of closed assessment.

**Recommendation:** At least 25% by credit volume of assessment at levels 5 and 6 should be 'closed' (see 3.3.1 below).

#### 3.3.1 Definition/explanation of Closed Assessment:

Open assessment consists of one or more tasks completed by students in their own time, with relatively little supervision, on or off College premises and using any reference materials they wish. The 'largest' open assessment is the Dissertation, with other forms of open assessment including reports, projects, essays, portfolios, learner logs etc. Every open assessment will have an associated deadline by which it must be submitted.

Closed assessment consists of one or more assessment tasks completed in controlled/supervised conditions.

The objective of the recommendation is to ensure that:

- it is highly probable that the work submitted by students is their own, and
- opportunities for poor academic practice, plagiarism, cheating or collusion are minimised and
- that an assessment task appropriately designed for the purpose will give a reliable measure of a student's performance in the prescribed conditions.

#### 3.3.2 Definition/explanation of Controlled Conditions:

Controlled conditions (examination and other forms of closed assessment):

The principal difference between closed assessment in general and examinations in particular is that while all examinations are closed assessments, the opposite is not true. So, while the archetypal form of closed assessment is the traditional unseen examination, other types of closed assessment include (but are not restricted to): demonstrations, open book examinations, oral tests, some types of field work, workshop practice, lab work and practical, in-class tests, lesson observation, practice observation or assessment, presentation, performance, activities assessed by observation, some types of group work.

3.3.3 Closed assessment may take place at any appropriate time during delivery of the module.

## 3.4 Assessment Planning

### 3.4.1 Module Specification Form

The assessment method(s) for each module must be made clear in the Module Specification Form.

### 3.4.2 Module Assessment Plan (MAP)

At or before the start date of the semester (trimester or term) during which a module is to begin the module delivery team must agree and submit, via the Programme Manager, a Module Assessment Plan (MAP) which must include deadlines for submission of coursework using the current approved template for the purpose.

## 3.5 Formative Assessment

**Recommendation:** all modules should contain elements of formative assessment (including diagnostic assessment where required) as well as summative assessment.

The UK Quality Code for Higher Education Part B on Assuring and Enhancing Academic Quality gives extensive guidance on the purpose features and characteristics of assessment. The precepts of the UKQC are included as Section 3 - Appendix 1.

## 3.6 Timing and Sequencing of Assessment

3.6.1 Where delivery of a module is spread over more than one semester (or trimesters or terms) then careful consideration must be given to the spread of the associated assessment arrangements over the whole of the module. A single summative assessment event at the end of such a module would often be considered unsound. Whatever the assessment arrangements are they must be clearly planned and articulated to the students at the start of the module.

(Note: requirements for module assessment planning and internal verification should help to ensure that this is done).

3.6.2 As use of 20+ credit modules becomes more widespread careful consideration to the overall burden and timing of assessment at course rather than just module level must be apparent in the assessment strategy.

## 3.7 Assessment Strategy

The assessment strategy for the programme/pathway as a whole must enable students to demonstrate achievement of the overarching aims and objectives of the programme or pathway as well as any additional requirements such as Generic Learning Outcomes and/or mapping against identified Key Skills, National Occupational Standards or PSRB requirements

### 3.8 Choice of Assessment Methods

Course designers should use a full range of assessment instruments when designing the curriculum. In the submission document evidence should be provided on an assessment grid. The purpose of this grid is to provide evidence that pathways use a range of assessment instruments that, between them:

- (a) deliver the learning & teaching strategy for the course
- (b) use an appropriate variety of assessment instruments
- (c) provide diagnostic/formative opportunities

### 3.9 Design of Assessment Specifications

- 3.9.1 Assessment devices (assignments and exams for example) must be designed so as to ensure coverage of all learning outcomes contained in the approved Module Specification Form.
- 3.9.2 Students must demonstrate successful achievement of all Learning Outcomes to be judged to have passed the module overall.
- 3.9.3 Before publication/distribution of an assignment brief or examination to students, assessment designers must submit the proposed assessment device (e.g. exam, piece of coursework etc.) to be Internally Verified by an independent academic (who may not necessarily need to be a subject specialist) who will consider the fitness for purpose of the proposed assessment using the Internal Verification 1 (Assessment Design) for guidance and to record the process.
- 3.9.4 Staff performing the role of Internal Verifier on programmes covered by these regulations must be on the current list of Associate Teaching Staff approved by UEA.

### 3.10 Online Submission and Anonymous Assessment

#### 3.10.1 Online Submission:

- (a) Following the successful development and implementation of the Achievement Tracking System during 2011/12, all\* student work (\*exceptions are outlined in para c) below) offered up for formal assessment shall be submitted using the College's online portal.
- (b) All provisional and marks for assessed student work, whether submitted using the online system or not, shall be entered, recorded and internally verified online.
- (c) Certain assessments will be presumed to be exempt from the electronic submission requirement (this presumption can be rebutted in the MAP):
  - presentation, simulation, role play, performance, demonstration
  - the assessment of a piece of artwork, a physical artefact, a recording or, subject to the requirements of the assessment, a piece of software or computer programme
  - portfolio of evidence
  - examinations and class tests
- (d) Manual submission will otherwise only be permitted where the MAP has specified (for some good and proper reason acceptable to the Programme Manager) that it should be.
- (e) Dissertations must be submitted electronically using the online submission system. This version will be deemed to be the definitive submission for marking, determination of late submission or word count and for plagiarism detection.
- (f) The College will require a bound copy of the final dissertation to be submitted in addition to an electronic submission.

### 3.10.2 Anonymous Assessment:

- (a) The College is committed to fairness and objectivity in the assessment process to protect the interests of both staff and students. In order to ensure this, a system of anonymity in assessment is used – where the identity of the student is not known to the assessor at the time of marking or verification.
- (b) Assignment submissions through ATS will be automatically anonymous to the marker, the internal verifier, to the External Examiner and, if they so decide, to the Assessment, Referral and Awards Boards.

## 3.11 Marking and Grading of Assessed work

3.11.1 All module results shall be determined by a properly convened Module Assessment Board (see Sec 5 below) and shall be determined as Pass, Refer, Fail or Defer and, for fine graded modules, the mark expressed as %, **whole integer**, shall be entered in the student's record.

### 3.11.2 Grading Principles:

- (a) All marking and grading of students' work shall be consistent with published assessment criteria whether general (to the College) or specific to the individual piece of work. Care must be taken to ensure that where the assessment plan for a module requires the use of more than one piece of assessed work the means by which an overall mark or grade for the module is transparent and clearly communicated to the student. Such mechanisms as the weighting of the assessment components, the order in which they are attempted or any other factor which will be used to formulate an overall judgement must be clearly explained. Where non numeric grading of work is employed (Pearson BTEC programmes and where work is assessed as Pass or Fail only) then the means by which grades for multi part assessment are calculated must be clearly explained.

- (b) The following terms will be used by Assessment Boards, and will be the terminology used in the minutes and published results, to describe the formal result for a module:

<b>PASS</b>	The candidate has successfully demonstrated that s/he has achieved all the Learning Outcomes specified for the module in the Module Specification.
<b>REFER</b>	The assessment criteria for a piece of work have not been fully met – i.e. a mark of less than 40% is to be recorded or the requirements for a Pass in a Pass/Fail schema have not been achieved. The recording of a REFER recognises that there is a prima facie entitlement to resubmit the whole or part of the assessment tasks set for the module. Normally referred work will be recorded with penalty.
<b>FAIL</b>	There has been a complete failure to submit (or attend for) an assessment task (see NRF 3.13.4). The recording of FAIL for a module shall mean that there is no right to further submission of any part of the assessment for a module and that if it is to be achieved the module will have to be retaken as specified in NRF 3.15 <i>post</i> ).
<b>DEFER</b>	The Assessment Board has insufficient information upon which to make determination in circumstances where there is no prima facie evidence of fault on the part of the student. The decision to record DEFER will commonly arise where the Assessment Board accepts a recommendation of the Mitigating Circumstances Panel to allow an extension of time for the submission of work. Extensions resulting in incomplete grade

- (c) In determining a PASS result for a module which employs an assessment strategy that employs more than one element (i.e. a multi-part assessment) the Module Assessment Board shall apply the requirement for a minimum mark for an element as set out in NRF 3.14.1(f) (ii) below.
- (d) Minimum Mark for Post Graduate\* Modules  
 (\*Modules designated as level M in the Module Specification)  
 The minimum element for a PASS mark in a postgraduate module shall be 50%. In a multi-part assessment the minimum mark for an element on first or re-submission shall be 45%.

- 3.11.3 Students' work will normally be fine graded but may be assessed on a Pass/Fail basis: Fine
- Grading. Students' work (module marks) will be graded on a 0-100 scale and the result expressed as % rounded to the nearest whole % (round 0.5 up).
  - Pass/Fail: In some programmes and at some levels a module may be validated on a Pass/Fail basis only. The nominal numeric equivalent grades if required for tracking purposes shall be 40% (pass) or 0% (fail).
  - Work which is graded on a Pass/Fail basis is specifically excluded from any calculations resulting in overall classifications (Honours degrees) or other designation (e.g. 'with distinction').
  - For Pearson BTEC awards made under the University's General Licence, individual module marks will be determined and tracked accordingly. For purposes of formal notification of results to Pearson BTEC the % marks will be expressed as Pass, Merit or Distinction (for pass grades) or as Refer (where a further opportunity to be reassessed subsists) or Fail (where there is no further right to be reassessed) according to the schedule in Table 3:

**Table 3**

Natural % mark range	Pearson BTEC Grade
70% or more	Distinction
55% < 70%	Merit
40% < 55%	Pass
Less than 40% but with right to be reassessed	Refer
0% or no right to be reassessed	Fail

- For NQF Pearson BTEC Awards registered direct with Pearson Education Limited the assessment processes and outcomes will be those as prescribed by Pearson BTEC current at the date of the student's first registration on the programme.
- 3.11.4 Marked work, on return to the student, shall be accompanied by written feedback which shall be informative, constructive and appropriate. Where the College has prescribed the use of a particular form or format for this purpose, including the use of online media, then these regulations require that it is used.
- 3.11.5 Marked work (but not examination scripts which shall remain the property of the College) shall be returned to students within the timeframe specified in the College Charter unless the marked work is retained for presentation to an external examiner. In this case, a copy of the assignment feedback sheet shall be made and given to the student.  
Following the introduction of the ATS system, provisional marks and feedback including the availability of annotated scripts where used, shall be available to the student immediately as provisional marks upon the completion of the IV process. The arrangements described above will also apply to any piece of assessed work submitted in any way outside the online submission system.
- 3.11.6 The College has procedures for the Internal Verification of all assessed work. Any changes to the procedure must be approved by Academic Management Board or its authorised sub-committee Committee on its behalf and by the University.

## 3.12 Classification of Awards

### Honours Degrees

- 3.12.1 Classification of Honours degrees is to be based on credit weighted arithmetic mean of 180 credits (or all module results including options if less are presented e.g. for a progression award) rounded to 1 place of decimals (0.05 up).
- 3.12.2 The 180 credits must include ALL level 6 module results and the best 60 credits from level 5. If a student's profile includes more or less than 120 credits at level 6, all the level 6 credits will be used and the balance of 180 made up from the best credits at level 5.
- 3.12.3 All credit associated with the dissertation/major project must be included in the determination of the classification.
- 3.12.4 The approved programme specification may define specific level 6 modules which must be included in the calculation of the weighted arithmetic mean (see 12.1.1 above).
- 3.12.5 Classification will then be determined in accordance with Table 4:

Table 4

Classification	Mark range	Borderline boundaries
First class	70 +	68 <= 69.9
2.1	60.0 - 69.9	58 <= 59.9
2.2	50.0 - 59.9	48 <= 49.9
3	40.0 - 49.9	38 <= 39.9

### 3.12.6 Borderline

- (a) If the mean lies within 2% point below a class boundary (or 2% below a Pass for an unclassified degree - as shown in the borderline boundaries in Table 4) then the Board will be required to give special consideration to that candidate's classification.

The Board shall normally award the higher class if:

- (i) All level 6 module results lie at or above the higher class boundary *OR*
- (ii) At least 2/3 by credit volume of all module results (not just those used for the calculation of the mean) at levels 5 and 6 taken together lie at or above the higher class boundary.
- (b) Notwithstanding the above, the Board may exceptionally award the higher class after taking into consideration any uncompensated Mitigating Circumstances reported to it. Such report will come from the Borderline Classification Panel and be presented as a recommendation through the Chair of the Awards Board. In such a case the minutes of the Board must clearly state and give a brief summary of the justification for that decision.

The application of the boundary marks in the determination of Degree classifications for Top-Up awards of 120 credits or less will now be restricted to the single additional test where a credit weighted mean average lies within the defined classification boundary. The test will be that 2/3 of the marks by credit volume lie in the higher classification category.

Illustration of the new borderline process for top-up degrees:



## BA Hons Semantic Profiling (Top-Up)

	Credit Value	STUDENT PROFILE 1		STUDENT PROFILE 2	
		Mark	Credit weighted score (/100)	Mark	Credit weighted score (/100)
Module 1	20	68	136	61	122
Module 2	20	62	124	62	124
Module 3	10	64	64	64	64
Module 4	30	55	165	60	180
Module 5	20	57	114	57	114
Module 6	20	56	112	56	112
Total	120	-	715	-	716
Mean	-	-	59.58	-	59.67

In the table both students return a credit weighted mean average of less than the 60% required for a 2:1 award. However both are borderline. Applying the 2/3 test:

Profile 1 remains a 2:2 award, with only 50 credits in the higher classification.

Profile 2 will move to the higher classification as 80 credits (which is 2/3 of 120 by credit volume) sit within the higher band.

3.12.7 Except with the specific prior approval of the University, the minimum number of credits upon which a classification decision can be based shall be 60.

### 3.12.8 Foundation Degrees

(a) The award of Foundation degree is not classified but may be awarded with distinction or with merit.

#### (b) Distinction

The Board of Examiners will recommend the award of a Foundation degree *with distinction* if the unrounded credit weighted arithmetic mean of all module marks at Level 5 is 70% or above.  
(If the unrounded arithmetic mean is 68% or more but less than 70% then the Board, shall normally make the award with distinction if at least 2/3 of the module marks awarded at level 5 are 75% or more OR if the unrounded, credit weighted arithmetic mean of all the module marks required for the award [i.e. levels 4 & 5 taken together] is 70% or more.)

#### (c) Merit

The Board of Examiners will recommend the award of a Foundation degree with merit if the unrounded credit weighted arithmetic mean of all module marks at Level 5 is 60% or above (but less than 70%).  
(If the unrounded arithmetic mean is 58% or more but less than 60% then the Board, shall normally make the award with merit if at least 2/3 of the module marks awarded at level 5 are 65% or more OR if the unrounded, credit weighted arithmetic mean of all the module marks required for the award [i.e. levels 4 & 5 taken together] is 60% or more.)

(d) Certificate of Higher Education

Where a student has successfully completed modules totalling at least 120 credits but is to discontinue his/her studies without completing the 240 credits required for the award of Foundation Degree then the Board may award a Certificate of Higher Education. A Cert HE so awarded shall not contain any reference in its title to the programme name e.g. 'Health Studies'.

### 3.12.9 Diploma of Higher Education

(a) The award of Diploma of Higher Education is not classified but may be awarded with distinction or with merit.

(b) Distinction

The Board of Examiners will recommend the award of a Diploma of Higher Education *with distinction* if the unrounded credit weighted arithmetic mean of all module marks at Level 5 is 70% or above.

(If the unrounded arithmetic mean is 68% or more but less than 70% then the Board, shall normally make the award with distinction if at least 2/3 of the module marks awarded at level 5 are 75% or more OR if the unrounded, credit weighted arithmetic mean of all the module marks required for the award [i.e. levels 4 & 5 taken together] is 70% or more.)

(c) Merit

The Board of Examiners will recommend the award of a Diploma of Higher Education with merit if the unrounded credit weighted arithmetic mean of all module marks at Level 5 is 60% or above (but less than 70%).

(If the unrounded arithmetic mean is 58% or more but less than 60% then the Board, shall normally make the award with merit if at least 2/3 of the module marks awarded at level 5 are 65% or more OR if the unrounded, credit weighted arithmetic mean of all the module marks required for the award [i.e. levels 4 & 5 taken together] is 60% or more.)

(d) Certificate of Higher Education

Where a student has successfully completed modules totalling at least 120 credits but is to discontinue his/her studies without completing the 240 credits required for the award of Diploma of Higher Education then the Board may award a named Certificate of Higher Education.

### 3.13 Regulations on Module Failure

3.13.1 There shall be no compensation for or condonement of failed modules (with the exception of Aegrotat or Posthumous awards see Sections 3.17 and 3.18).

3.13.2 No decision regarding the result of an assessment process can be made by any individual or group of individuals other than the Board of Examiners or its authorised sub-committee (the Module Assessment Board see Section 5) which has the absolute and exclusive authority. The marks/grades presented to the Board, irrespective of whether they have been subject to Internal Verification and/or scrutiny by an External Examiner, shall be provisional until confirmed by the Board. The status of a mark/grade as provisional until confirmed by the Board of Examiners must be clearly indicated on the assessment feedback document given to the student.

3.13.3 Students who submit work for assessment but fail to reach the required pass standard on the first submission shall normally have the automatic\* right to a first reassessment and then, if still unsuccessful and provided that the overall result for the module is 30% or more, one further attempt which shall be at the discretion of the Module Assessment Board.

3.13.4 \*The right to an “automatic” first or subsequent reassessment may be abrogated by the Board of Examiners or its subcommittee if:

- (a) a student has failed, without prior notice and authorisation or subsequent valid claim for mitigation to attend for a properly scheduled examination or other form of assessment requiring their presence (either physical or virtual);
- (b) a student has submitted work which in the opinion of the assessor does not represent a ‘bona fide’ attempt (in deciding what is or is not a bona fide attempt the benefit of any doubt will always be exercised in favour of the student).

### 3.14 Resubmission and minimum mark for an element on first submission

3.14.1 Aggregation and work submitted for assessment and re-assessment.

- (a) Work can only be submitted for re-assessment under the express authority of a Module Assessment, Referrals or (exceptionally) Awards Board. Work cannot be re-presented to be assessed at a higher mark (see 3.1.4 ante) unless directed by an Academic Appeals Panel.

On the BSc (Hons) Professional Aviation Engineering Practice, students who fail to achieve a pass in an EASA assessment may have a second attempt at the assessment before this is presented to a MAB as a failed element.

- (b) The expectations for resubmitted work shall be clearly incorporated in the feedback given in respect of the original submission.
- (c) Following re-assessment the assessor may only recommend a Pass overall for the module when s/he is satisfied that all the Learning Outcomes in the Module Specification have been achieved.
- (d) The mark awarded to resubmitted work (without mitigation or where the re-submission is under the direction of the College Academic Appeals Panel or other approved body) shall be restricted to a maximum mark of 40% (Pass).
- (e) Where the approved Module Assessment Plan (MAP) for the module calls for only one piece of work to be submitted then the minimum mark that must be achieved on resubmission is 40%.
- (f) Where the MAP calls for more than one piece of assessed work (an element) for a module then:
  - (i) Where the module **is NOT** aggregated\* (the default position), for the Assessment Board to determine the outcome of Pass every individual element on assessment or re-assessment must achieve a minimum of 40% (pass);
  - (ii) Where the module **is** aggregated\*\* then, and subject to 3.14.1(b) above, the minimum mark for one element which can be incorporated in a calculation of the overall result where the Board can determine a Pass for the module is 35%. For modules assessed using a pass/fail schema then the minimum acceptable grade for the element shall be a Pass. **NB** this rule applies to both first submission and resubmission alike.

For example: Module M1234 (below) is assessed by three pieces of work, weighted:  
Element 1: 60% Element 2: 30% Element 3: 10% An aggregate score is allowed.

ELEMENT						
	1 (60%)	2 (30%)	3 (10%)	Weighted average	Result	Comment
Student M	<b>35</b>	44	40	<b>38.2</b>	Refer	Resit Element 1
Student N	<b>35</b>	50	40	40	Pass	
Student O	44	<b>36</b>	<b>35</b>	40.7	Refer	Resit Elements 2 & 3
Student P	50	<b>26</b>	<b>34</b>	41.2	Refer	Resit 2 and 3
Student Q	34	65	<b>35</b>	43.4	Refer	Resit 1 and 3
Student R	65	<b>28</b>	<b>15</b>	48.9	Refer	Resit 2 and 3

- (iii) Restriction of the 35% (45% PG) minimum score in an element to specifically a maximum of one element only:

To illustrate:

Note: Results for module where module result is aggregated (credit weighted mean) and these results are all first presentations (i.e. not following earlier Refer or Defer) on an undergraduate (BA/BSc or Fd) programme.

Table 1

Element	1	2	3	4	Credit weighted Mean	Outcome	MAB Decision
Weight	20%	25%	30%	25%			
Candidate							
1	<b>34</b>	<b>36</b>	60	45	45.05	FAIL ( <b>34</b> and <b>36</b> ) - element <35 and more than one failed element	Refer (elements 1 & 2)
2	<b>35</b>	<b>36</b>	60	45	45.25	FAIL ( <b>35</b> and <b>36</b> ) more than one failed element	Refer (elements 1 & 2)
3	40	40	<b>35</b>	40	<b>38.5</b>	FAIL ( <b>Mean</b> <40)	Refer (element 3 )
4	40	55	<b>28</b>	50	42.65	FAIL ( <b>element</b> <35)	Refer (element 3 )
5	<b>35</b>	40	43	41	40.15	PASS	

**Table 2**

Result for a programme as above but incorporating a Pass/Fail element (normally L4 module only).

Element	1	2	3	4	Credit weighted Mean	Outcome	MAB Decision
Weight	P/F	25%	50%	25%			
Candidate							
1	<b>0</b>	<b>33</b>	42	40	0	FAIL: P/F element failed (and element 2)	Refer Element 1 and 2
2	<b>0</b>	40	55	50	0	FAIL: P/F element failed	Refer Element 1
3	1	<b>33</b>	42	40	<b>39.25</b>	FAIL: (element <35)	Refer Element 2
4	1	<b>35</b>	40	40	<b>38.75</b>	FAIL: (Mean <40)	Refer Element 2
5	1	42	<b>35</b>	43	<b>38.75</b>	FAIL: (Mean <40)	Refer Element 3
6	1	<b>38</b>	66	<b>39</b>	<b>52.25</b>	FAIL: (more than 1 failed elements)	Refer Elements 2 & 4
7	1	<b>35</b>	42	43	40.5	PASS	PASS

(Note: in ATS a binary entry, Pass = 1 and Fail = 0 is used.)

- (g) The mark for the resubmitted work shall be restricted to a maximum mark of 40% (Pass). Where only one piece of work is used to assess the module then the resubmission mark of 40% shall, therefore, be the maximum mark for the module.
- (h) Any element achieving less than 35% on resubmission must automatically result in a Fail for the module but this does not preclude the Board from deciding to allow a further resubmission as set out in 3.13.3 ante.

\* Indicated by a 'N' in box of the approved Module Specification

\*\* Indicated by a 'Y' in box of the approved Module

3.14.2 Where more than one piece of assessed work (element) contributes to an overall mark for a module then:

- (a) the Board will normally require only the failed element to be reassessed;
- (b) the given mark for elements which have been marked at 40%/pass or above shall be retained;
- (c) the reassessed element(s) shall be restricted to a maximum mark of 40%/pass;
- (d) Where more than one element of a multi-part assessment has been awarded a mark of less than 40% (or the pass mark whichever is the higher) all such elements must be submitted for reassessment;

- (e) the overall mark for the module shall then be determined by using the natural mark(s) and the capped reassessed mark(s) weighted according to the schema for the module;
- (f) note that 'element' for the purposes of 3.14.2 (a)-(e) above is defined by reference to the Module Specification and would not include, for example, coverage of one learning outcome within a single piece of work although the Board is at liberty to require only the failed part to be reassessed;
- (g) Pearson BTEC NQF programmes will be (re)assessed in accordance with the procedures required by Pearson Education Limited and as monitored by the External Verifier assigned by Pearson Education Limited for that purpose.

### 3.15 Retaking Modules

Where a student has exhausted the automatic and discretionary rights to be reassessed described in 3.13 above, or their first reassessment result is less than 30% and where there are no extant mitigating circumstances they will be determined to have failed the module.

In this situation:

- (a) the Board of Examiners may allow up to two retakes within the period of expected completion;
- (b) the Board may specify a retake with:
  - (i) full tuition, tutorial support and complete reassessment;
  - (ii) tutorial support and full reassessment;
  - (iii) or by assessment only;

each decision being based upon advice from academic staff.

In the case of 3.15.(b)(i)-(iii) above, all assessments are to be retaken, no assessment mark(s) can be carried forward.

In the case of 3.15.(b)(i)-(iii) above, the tutor reserves the right to change the assessment method where the original assessment is impossible to replicate at that time. For example, in the case of group presentation, where the student is retaking the module 'tutorial only' and/or the module is not running in that semester, but assessments need to be completed. This may be as a Viva or single presentation or equivalent, in accordance with assessment regulations.

- (c) The maximum mark that can be recorded for any module which is retaken or which is taken for the first time but as a substitute for a failed module (if allowed) will be 40% (Pass).
- (d) From September 2013 there will be restrictions on the retaking of modules on the BA (Hons) Applied Social Work because of the professional accreditation requirement of the HCPC. These restrictions are spelt out in the current Course Information for the programme. The effect of the new restriction will be to prohibit any retake of a failed module.

The only exception to 3.15 a-c will be for Pearson BTEC (NQF) programmes where the Pearson Education Limited regulations in force at that time shall apply.

### 3.16 Word Count in Assignments

3.16.1 The total of words which count towards the assessment is to be entered by the student on assignment front sheet or the online form in the space provided.

3.16.2 Word count is defined as:

Word count will mean all the words counted by the word processing software in the document submitted as the main body of the assignment.

For clarification:

The following will be included:

- The title page

- Footnotes (where used)
- Text in tables, graphs and charts:  
Limited exclusion for charts, tables and diagrams imported as 'picture files': Text – including titles, axis labels, column headings, etc. – in charts, tables and diagrams imported as 'picture files' will not be counted by the word processing software and will not therefore be included in the word count.  
NB: Any deliberate attempt to subvert this allowance by introducing new commentary, analysis, argument or other original material produced by the student into a table, chart or diagram could result in the commencement of proceedings under the College Cheating and Plagiarism Procedure. Any free text imported as a picture file to avoid being included in the word count will be considered a prima facie act of cheating and dealt with accordingly.
- All quotations, indented or otherwise, and references in text

The following are excluded from the word count:

- Bibliography and /or Referencelist
- Appendices

### 3.16.3 Penalty for Excess Word Count

- (a) There shall be no penalty for a word count which is *less than* the limit for the assessment as set down in the Module Specification.
- (b) There shall be no penalty for a word count which exceeds the limit by up to 10%. (c)

Where the word count exceeds the limit by more than 10% and where there are no provisions in Special Allowances which permit an excess:

- (i) the assessor /marker will mark the whole work to establish the natural mark and record it on ATS (and provide full feedback as normal);
- (ii) ATS will reduce the natural mark by 10% points subject to the constraint that such an adjusted mark shall be not less than 40%. The reduction will be shown on the system and will appear on the student's e-ILP and the data presented to a subsequent Module Assessment Board.

## 3.17 Late / Non-submission

3.17.1 The designated Module Leader (or module lecturer in the absence of an identified 'Module Leader') must submit a Module Assessment Plan (MAP) to the Curriculum Programme Manager responsible for the programme who having checked it will send it to Planning and Funding at least two weeks before the deadline for submission of a piece of coursework.

Note: MAPs submitted via the new online system still require the authorisation of the Programme Manager before committing to the system.

3.17.2 The MAP must specify the date on or by which the coursework is to be submitted. Should it become necessary to change the official submission date, not only must this be effectively communicated to all students affected by the change but also to Funding and Compliance via the Curriculum Programme Manager in good time (at least 3 working days before the revised submission date).

3.17.3 Failure to comply with either 3.17.1 or 3.17.2 not only means that the MAP cannot be submitted but also renders invalid any penalty for late submission. In this circumstance the lecturer will be required to mark work as if submitted on time irrespective of when the work was actually submitted. The lecturer will be bound to return the marked mark within the normal timescale and will be responsible for ensuring that the mark is submitted for tracking in time for the Module Assessment Board responsible for the module.

3.17.4 For work which is submitted after the published deadline *and for which no authorised extension has been given.*

(a) Manual Submission

- (i) The administrator responsible for receiving coursework submissions in the designated place will check that the deadline for submission has not passed at the time of submission.

Where the deadline has been passed and up until the *end of the third College working day* after the original deadline, the administrator will attach a 'Late Submission' label to the front sheet and will write on it the date and time of the submission.

- (ii) After the end of the third working day the submission will not be accepted. The report to the assessment Board will be 'assignment not submitted' and a mark of 0 will be formally recorded.
- (iii) Work accepted as late will be marked and given feedback without regard to the date/time of submission (unless there is a specific learning outcome addressing timeliness of submission in the assessment brief).
- (iv) When the natural mark is established, it shall be recorded on the front sheet. The natural mark shall then be adjusted by deducting 10 percentage points from the natural mark save that no mark shall be adjusted to below 40% (Pass).

(b) Online Submission

The deadline for late submission will be 24:00 hrs (midnight) on the published due date. Because students will have 24/7 access, the deadline for late submission (with a 10% point deduction as in (a) (iv) above) will be 3 calendar days (as opposed to working days) after the due date. After 24:00 hrs on the third day the system will disallow submission and the result will be presented.

(c) Extensions

- (i) The Programme Manager\* is authorised to grant an extension of up to two calendar weeks on receipt of an appropriately evidenced claim. In the event that an extension is granted then the Programme Manager must access the 'Extensions' section of ATS and enter the revised submission date and give a brief explanation of the reason for the extension.

\* Or, if absent, the Head of School of Higher Education.

- (ii) In exceptional circumstances the Head of School or the Deputy Principal may authorise any extension beyond the time limit in (c)(i) if, in all the circumstances, it is judged to be the right and proper thing to do and does not undermine or compromise the integrity of the award or the assessment process.



### 3.18 Non-submission

3.18.1 A student's work shall be a non-submission where:

- (a) the required work is not submitted at all (absence of a signed receipt or entry in the designated log book maintained in the Advice Shop shall be sufficient evidence of non-submission for this purpose. Conversely the presentation of a properly authorised receipt or the existence of a record of submission in the designated log shall be prima facie evidence that the submission was made at the recorded time);
- (b) it is work which under these Regulations should be submitted via the Advice Shop but is handed in directly to a member of academic staff (note the College recognises that some assessments cannot be submitted in this way – presentations, artefacts and portfolios for example and these Regulations do not apply in these situations);
- (c) it is submitted through the proper channels but is submitted after the published deadline (and after the third working day as described in 3.17.4(a) (i) above and for which there is no authorised extension (3.17.4(c) above)
- (d) a student fails to attend, without prior notification or agreement, for an examination or other assessment task;
- (e) a student fails to make a bona fide attempt at an assessment task.

3.18.2 The consequences of module failure are for the Board of examiners or its subcommittee the Module Assessment board to determine. The operations of the Boards are detailed in Section 5.

### 3.19 Publication of Results

Following the meeting of a Module Assessment Board (with respect to module marks) or a Board of Examiners results will be published as follows:

#### 3.19.1 Module Assessment Board

Decisions of the Board with respect to each module shall be published electronically via the student's e-ILP by the end of the working day following the meeting of the Board.

#### 3.19.2 Board of Examiners

##### (a) Awards

Notice of the decisions of the Board with respect to awards made shall be published electronically via the student's e-ILP by the end of the working day following the meeting of the Board.

##### (b) Progression

Students will be advised as to whether they may or may not progress to the next stage of their programme (and if so what conditions may apply).

### 3.20 Aegrotat Awards

#### 3.20.1 Modules

- (a) At the discretion of the Module Assessment Board, a student may be awarded an Aegrotat pass (at 40%) in a module (recorded as such in the transcript) provided that there is sufficient and compelling evidence that the student could have demonstrated that he/she would have achieved the appropriate level of competence had it not been for illness or other valid cause.
- (b) An aegrotat pass will be awarded exceptionally. The Board of Examiners will normally seek alternative means of assessment. The student has the right to refuse

an Aegrotat module and seek to be assessed normally as if for the first time.

(c) Aegrotat awards will not be made for the BA Hons Applied Social Work Programme.

### 3.20.2 Awards

At the discretion of the Board of Examiners a student may be awarded an Aegrotat Cert HE, Dip HE, or Degree/Degree with Honours (unclassified) provided that there is evidence that the student could have demonstrated that he/she would have achieved the appropriate level of competence had it not been for illness or other valid cause. The student has the right to refuse an Aegrotat award and seek to be assessed.

### 3.21 Posthumous Awards

In the event of a candidate's death the Board of Examiners may award a degree, diploma or certificate *post obitum* provided that it is satisfied that there is sufficient evidence that the student would have successfully completed the degree, diploma or certificate and that the student had successfully completed at least two-thirds of a programme of study.

### 3.22 Disability or Other Hindrance

If a student is unable through disability or any other identified cause outside of their control, to be assessed by the normal methods specified in the Assessment Regulations, the Module Assessment Board or Board of Examiners may vary the methods as appropriate, bearing in mind the objectives of the programme and the need to assess the student on equal terms with other students.

## Section 3: Appendix 1 UK Quality Code Chapter B6 – The Expectation and Indicators Assessment of Students and the Recognition of Prior Learning

### 1. The Expectation

Higher education providers operate equitable, valid and reliable processes of assessment, including for the recognition of prior learning, which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought.

### 2. The Indicators of Sound Practice

#### 2.1 The basis of effective assessment

##### Indicator 1

Higher education providers operate effective policies, regulations and processes which ensure that the academic standard for each award of credit or a qualification is rigorously set and maintained at the appropriate level, and that student performance is equitably judged against this standard.

##### Indicator 2

Assessment policies, regulations and processes, including those for the recognition of prior learning, are explicit, transparent and accessible to all intended audiences.

##### Indicator 3

Those who might be eligible for the recognition of prior learning are made aware of the opportunities available, and are supported throughout the process of application and assessment for recognition.

##### Indicator 4

Higher education providers assure themselves that everyone involved in the assessment of student work, including prior learning, and associated assessment processes is competent to undertake their roles and responsibilities.

##### Indicator 5

Assessment and feedback practices are informed by reflection, consideration of professional practice, and subject-specific and educational scholarship.

#### 2.2 Developing assessment literacy

##### Indicator 6

Staff and students engage in dialogue to promote a shared understanding of the basis on which academic judgements are made.

##### Indicator 7

Students are provided with opportunities to develop an understanding of, and the necessary skills to demonstrate, good academic practice.

#### 2.3 Designing assessment

##### Indicator 8

The volume, timing and nature of assessment enable students to demonstrate the extent to which they have achieved the intended learning outcomes.

##### Indicator 9

Feedback on assessment is timely, constructive and developmental.

##### Indicator 10

Through inclusive design wherever possible, and through individual reasonable adjustments wherever required, assessment tasks provide every student with an equal opportunity to demonstrate their achievement.

## 2.4 Conducting assessment

### Indicator 11

Assessment is carried out securely.

### Indicator 12

Degree-awarding bodies assure themselves that the standards of their awards are not compromised as a result of conducting assessment in a language other than English.

## 2.5 Marking and moderation

### Indicator 13

Processes for marking assessments and for moderating marks are clearly articulated and consistently operated by those involved in the assessment process.

### Indicator 14

Higher education providers operate processes for preventing, identifying, investigating and responding to unacceptable academic practice.

## 2.6 Examination boards and assessment panels

### Indicator 15

Degree-awarding bodies specify clearly the membership, procedures, powers and accountability of examination boards and assessment panels, including those dealing with the recognition of prior learning; this information is available to all members of such boards.

### Indicator 16

Boards of examiners/assessment panels apply fairly and consistently regulations for progression within, and transfer between, programmes and for the award of credits and qualifications.

### Indicator 17

The decisions of examination boards and assessment panels are recorded accurately, and communicated to students promptly and in accordance with stated timescales.

## 2.7 Enhancement of assessment processes

### Indicator 18

Degree-awarding bodies systematically evaluate and enhance their assessment policies, regulations and processes.

## 3. Assessment Documents

The following documentation is used at CCN and templates are available via 'HE@CCN' on Blackboard:

- Programme Specification
- Module Specification
- Literature review/Project Module Assessment Plan
- Assignment Specification Form
- Assessment Feedback Sheet
- Assessment and grading templates
- IV1 Assessment Design Checklist
- IV2 Assessment Sampling Report
- Extension application form

## Section 3: Appendix 2

### The development of an online submission and integrated Achievement Tracking System (ATS)

The College has developed and implemented a system of online submission and tracking which:

- (a) allows students to submit their assignment work using a secure online portal
- (b) preserves the anonymity of students when their work is marked and internally verified
- (c) provides *one* document which will both be sent for plagiarism detection and be marked
- (d) eliminates the need for students to submit copies of files on CDs, memory sticks or similar media
- (e) allows the submission journey to be tracked from start to finish
- (f) allows students to monitor the progress of assignments as they pass through the system
- (g) improves the timeliness of feedback (note that the College commits to providing feedback on assessed work and a provisional mark/grade within 15 working days of the original assessment submission deadline)
- (h) improves the quality of feedback
- (i) allows academic staff to return annotated electronic copies of the marked work as well as narrative feedback.
- (j) shows a provisional mark on the e-ILP as soon as the IV process has been completed
- (k) automatically updates the Assessment Board records
- (l) allows assessment boards to confirm results which can then be published in real time.

The HE student Handbook contains details of how the system works and this information will be provided for continuing students by means of a supplement to their existing handbook and by way of information published on Blackboard and guidance provided by academic staff and/or the HE Office.

Any queries relating to the operation of the system should be referred to the HE Office.

For information (this paragraph does not constitute a part of the NRF):

#### **Transitional arrangements now removed from the body of the NRF**

- (a) The default mechanism for the submission of most assignments for formal marking is incorporated within the student's e-ILP on Blackboard. This process:
  - preserves anonymity in marking;
  - avoids the need for students to submit file copies of their work on CDs or memory sticks;
  - ensures that the document submitted for plagiarism testing is exactly the same as the document that will be marked;
  - gives students '24/7' access to the submissions system;
  - eliminates the delays involved in the physical handling and movement of documents inherent in the manual system;
  - gives staff immediate online access to submitted work for marking together with an electronic report on plagiarism detection tests;
  - provides an auditable trail of the Internal Verification process which will preclude publication of feedback or provisional results until the IV2 process is complete;
  - provides a secure archive of all work submitted for assessment complete with a record of IV, marking and feedback;
  - improves the timeliness and accessibility of feedback and provisional marks to students and stimulate further improvement in the quality of feedback;
  - allows access to the programme manager and External Examiner for the purposes of quality control and moderation, respectively.
- (b) Failure to comply with the system in these circumstances will be treated as prima facie non-submission (see below).
- (c) The College produces guidance and instructions for staff and students which is published on Blackboard, in handbooks and other media and will also be covered thoroughly in induction.

## Section 4: The Recognition of Prior Learning Certificated – RPL/RPCL or Experiential -RPEL

- 4.1 The fundamental principles underlying the consideration of claims for RPL or RPEL.
- 4.1.1 A student who has already demonstrated the achievement of *learning outcomes* as defined in the *Module Specifications* at an *appropriate level* and to an *acceptable standard* shall be entitled to register a claim to have such achievement accredited within the CCN modular scheme.
- 4.1.2 Confirmed accreditation shall be expressed as a *volume of credit* at a specified *level*.
- 4.1.3 Accreditation may be expressed as a volume of *general credit* or *specific credit* or credit for an *identified award*:
- (a) **General Credit**  
A volume of credit awarded at a specified level in respect of a group or combination of modules (units of study);
- (b) **Specific Credit**  
A volume of credit awarded at a specified level in respect of a specific module (or unit of study);
- (c) **Award-specific Credit**  
Where a student applies and is admitted to a programme of study with an existing award/qualification for which accreditation (general or specific or a combination of the two) has previously been granted, that student will be entitled to be awarded the same credit.
- 4.1.4 The College will establish a bank of accepted certificated learning claims which will be used to facilitate the process of granting award-specific credit.
- 4.1.5 It is the responsibility of the student to initiate, register and provide all appropriate evidence for the claim.
- 4.2 The CCN procedure for claiming RP(E)L is set down in the CCN RP(E)L Procedure published on Blackboard. These regulations hereby adopt the approved Procedure which is current and published on Blackboard as the regulations which are currently in force.
- Statements which follow are representative of those regulations but should not be taken instead of those regulations save that if the Procedure is silent or lacking in clarity on any matter relating to RP(E)L then these statements can be relied upon for guidance.
- 4.3 **Maximum Amount of Credit**
- 4.3.1 The maximum amount of credit that can be granted by RPL or RPEL shall be 50% of the total credits for the award. This Regulation shall not preclude the express design of a progression award to recognise the full credit value of a 'feeder' award. For example a BA (Hons) award will normally recognise the full 240 credits of its 'feeder' Foundation degree. Evidence that an award gives credit in this way must be clearly identified in the Programme Specification (or approved supplement thereof) of the receiving award.
- 4.3.2 Exceptionally a claim for RPL in excess of the 50% maximum can be considered. In this case the College will apply to the University (via the Partnerships Office) for a concession against the Regulations
- 4.4 Dissertation or Major Project modules will not normally be considered for RPL or RPEL.

#### 4.5 In Summary:

- 4.5.1 Any claim must be lodged and approved before the module(s) for which RP(E)L is claimed is/are being delivered on the programme.
- 4.5.2 All claims that could be made before the programme of study commences must be made and approved before the programme starts.
- 4.5.3 Claims for RP(E)L which are made after the programme starts must, after aggregation with any RP(E)L granted before the commencement of the programme, be based on qualifications or experience gained after commencing the programme and must be within the total credit limit in 4.2.
- 4.5.4 Students may make individual claims for RPL or RPEL using either and RPL 1 or RPL 3 form in accordance with the guidance which can be found on Blackboard.
- 4.5.5 Claims may be made by programme teams for whole qualification based claims. The process is initiated by completion of an RPL 2 form.
- 4.5.6 Claims (4.5.4 and 4.5.5 above) should be submitted to the HE Office where they will be considered by an Accreditation of Prior Learning (RPL) Review Panel of 2 or 3 academics appointed by the Chair of the Higher Education Learning and Teaching Committee (HELTC).
- 4.6 Where the College agrees to recommend a claim for accreditation the claim must then be forwarded by the HE Office to the UEA Partnership's Office for approval by the Academic Director of Partnerships.
- 4.7 The JBoS will receive an annual report, containing a detailed summary of approved applications since the previous report.
- 4.8 The College will publish and maintain an up to date policy and procedure guide to RPL/RPEL which maybe incorporated into a course handbook.
- 4.9 Marks from prior certificated learning are non-transferable and cannot be included for the purposes of classification of an award. This principle applies equally to 'linked' progression awards; thus, for example, marks achieved in obtaining module credit resulting in the award of a foundation degree cannot be taken into account in the classification of a BA (Hons) award.
- 4.10 The College reserves the right to make a credit volume based charge for the administration and processing of RPL/RPEL claims but such charge will never exceed the charge for the volume equivalent of taught fees.

## Section 5: Regulations Governing Assessment Processes

### 5.1 Board of Examiners and its Sub-Committees

- 5.1.1 There shall be a Board of Examiners appointed to receive the results for every programme of study. The Board shall establish a sub-group to receive the results of modules.
- 5.1.2 The composition and terms of reference of the Board of Examiners and its sub group, the Module Assessment Board, are specified in Section 5 - Appendix 1.

### 5.2 External Examiners

- 5.2.1 Each programme shall have appointed to it an appropriate number of External Examiners. That number may be a requirement of validation and must be reviewed in the light of subsequent enrolments and or the number of programmes within the area of responsibility.
- 5.2.2 External Examiners will be appointed by the College subject to the approval of the University.
- 5.2.3 The role of External Examiners is specified in Section 5 - Appendix 2.
- 5.2.4 Qualification for appointment: BA Hons Applied Social Work and Diploma of Higher Education Social Care Practice. The College must appoint at least one external examiner who must be appropriately experienced and qualified and (unless other arrangements are agreed) be from the relevant part of the HCPC Register.

### 5.3 Examination Regulations: Instructions to Candidates

- 5.3.1 The College regulations on Invigilation Procedure, including Notes for Candidates on the Conduct of Examinations (current and as updated from time to time by the proper processes of the College) shall apply.
- 5.3.2 A candidate breaching any of these regulations may be subject to the College academic disciplinary procedure for Cheating and Plagiarism (current and as updated from time to time by the proper processes of the College).

### 5.4 Regulations for the preparation of Undergraduate and Taught Postgraduate Dissertations and Major projects (hereinafter referred to as 'Dissertation')

- 5.4.1 Honours students and students studying for a taught postgraduate award must write one dissertation, in accordance with the table of assessment volume in Section 1.

Any variation in the volume of the postgraduate dissertation must be specifically approved at validation.

- 5.4.2 Where a student is registered for a Combined Honours Degree where each Field is studied equally, s/he may take the Dissertation in either Field. Where the student is registered for a Major/Minor route, the Dissertation must be written in the Major Field.#

#### 5.4.3 Dissertations

- (a) Timing of Dissertation: commencement and completion. A student may normally only enrol for a Dissertation after s/he has completed (or has been credited with via RPL/RPEL) 120 credits at Level 5. A student on a taught postgraduate award may commence the dissertation at any appropriate point in the programme.



- (b) For undergraduate dissertations it is considered academically sound although not an absolute regulatory requirement that students will have been offered a 'Research Methods' (or similar) module of at least 10 credits at level 5 before commencing the Dissertation. Full-time students will normally enrol for the Dissertation/Major Project during the first semester of Stage 3 (part-time students on the same basis).
- (c) Dissertations for presentation to the Summer Board of Examiners will normally be submitted after the Easter vacation but before the end of May. For those presenting to the Spring Board submission should be before the end of December.
- 5.4.4 Dissertations should be written and submitted so as to comply with the same principles of anonymity as for other assessments.
- 5.4.5 Dissertations become the property of the College upon submission; students are required to keep a copy of the original document. The College copy of the Dissertation will be retained in the library or appropriate School for a period of three months following the relevant meeting of the Board of Examiners. Students are welcome to collect this copy at any point within this three month period at the end of which the Dissertation may be disposed of.
- 5.4.6 Where a programme team considers that a dissertation/project is of particular interest or academic merit it may recommend to the Board of Examiners that it should be permanently retained in the College Library for the purposes of research and consultation. If the Board accepts the recommendation such Dissertations will not be returned to their authors. In this case the Board shall decide whether the identity of the author shall be disclosed having regard for the subject matter of the Dissertation and any other issues of confidentiality. The Board may prescribe such conditions for viewing as it sees fit in the circumstances.
- 5.4.7 The postgraduate dissertation must include a statement of the candidate's research objectives and must acknowledge published or other sources of material and any assistance received.
- 5.4.8 The length and format of a Dissertation must comply with the pathway regulations of the degree for which it is to be submitted.
- 5.4.9 The maximum wordage for the Dissertation relates to the text and does not include appendices, tables, figures or diagrams etc. (see 3.16.2).
- 5.4.10 Where a candidate's submission is part of a collaborative group Project this must be indicated clearly, as must the candidate's individual contribution and the extent of the collaboration.
- 5.4.11 The final page of a candidate's Dissertation must contain the title of the Dissertation /Project Report, the author's barcode and the following copyright statement: "This work contains material that is the copyright property of others which cannot be reproduced without the permission of the original copyright owner. Such material is clearly identified in the text."
- 5.4.12 Where a candidate wishes a Dissertation to remain confidential after successful submission, s/he should write to the Programme Manager, who may agree that a Dissertation may be held on restricted access for an agreed period.
- 5.4.13 If the presentation, binding and layout of the Dissertation does not conform with these regulations, then it will be returned to the candidate, who will be responsible for its re-presentation.
- 5.4.14 Permission to present a Dissertation/Project Report in a language other than English must be sought from the Head of School. Permission shall normally only be given if the subject matter of the Dissertation/Project Report involves language and related studies, and if suitable supervision and assessment arrangements can be made.

- 5.4.15 Extensions are not permitted/granted for the completion of a dissertation or equivalent final major project.

## 5.5 Academic Appeals

- 5.5.1 The CCN procedure for appeals is set down in the CCN Academic Appeals/Academic Complaints Procedure which is published on Blackboard. These regulations hereby adopt the approved Procedure which is current and published on Blackboard as the regulations which are currently in force.

Statements which follow are representative of those regulations but should not be taken instead of those regulations save that if the Procedure is silent or lacking in clarity on any matter relating to Academic Appeals then these statements can be relied upon for guidance.

- 5.5.2 It is the duty of each student to familiarise themselves with regulations governing Academic Appeals.

## 5.6 Academic Complaints

- 5.6.1 The CCN procedure for academic complaints is set down in the CCN Academic Appeals/Academic Complaints Procedure which is published on Blackboard. These regulations hereby adopt the approved Procedure which is current and published on Blackboard as the regulations which are currently in force.

Statements which follow are representative of those regulations but should not be taken instead of those regulations save that if the Procedure is silent or lacking in clarity on any matter relating to Academic Complaints then these statements can be relied upon for guidance.

- 5.6.2 It is the duty of each student to familiarise themselves with regulations governing Academic Complaints.

## Section 5: Appendix 1

### 1. The Board of Examiners (Awards Board) and its Sub-Committees

#### 1.1 Composition of Board of Examiners (Awards Board)

1.1.1 Except as otherwise determined by the Senate of the University, the composition of Board of Examiners shall be as follows:

- (a) A senior member of staff to Chair, and another to be Deputy Chair, neither having a teaching role on the course or course scheme, nor being a member of the School responsible for the course or course scheme. The Chair and the Deputy Chair of the Board of Examiners to be approved by the Chair of the Awards Validations and Approvals Committee under the authority of CCN Academic Management Board.
- (b) Appropriate programme managers, course directors/course leaders (who may not in any circumstances be nominated as Chair or Deputy Chair)
- (c) Tutors (or their nominees) of those elements of the course/course scheme which have been delivered during the period under consideration.
- (d) Normally one External Examiner per academic field, approved by the CCN Validations Awards and Regulations Committee and by the University's Learning and Teaching Committee.
- (e) Every effort must be made to secure the attendance of the requisite number of External Examiners for each meeting of the Board where it is considering awards and or the determination of module results. Where an External cannot be present then the College must ensure that all appropriate sampling and feedback is complete and that an attempt at teleconference or alternate method, whereby the external can interact with the proceedings, has been explored. If none such arrangements are possible the College will seek a concession from the University for the Board to take place with the External in absentia.  
  
For an Awards Board it shall be a minimum requirement that at least one External examiner and a representative of the University is present.
- (f) Such other members of the teaching staff or external colleagues who have contributed to the teaching or assessment of students.
- (g) A representative of the University.

1.1.2 There shall be a Secretary (who shall not be a member of the Board). In the unavoidable absence of the Secretary, the Board shall nominate a secretary from amongst its members.

1.1.3 In no circumstances may external colleagues, students or members of staff (with the exception of the personal tutor) who have not contributed to the teaching or assessment of the course/course scheme be permitted to attend meetings of Board of Examiners or their sub-committees except with the prior approval of the Chair, and then only as an observer.

1.1.4 Where the Board sits as a Referrals Board or as an Extraordinary Board the External Examiner(s) may give permission in advance for the confirmation of awards without their attendance dependent on satisfactory completion of outstanding work.

- 1.1.5 The Agenda of the Board of Examiners may be timed so as to allow for the efficient dispatch of its business and colleagues who are listed to attend at that time have a duty to do so. Where, for exceptional reasons a member is not able to attend, he/she may brief a substitute to represent him/her.

## 1.2 Board of Examiners: Terms of Reference

- 1.2.1 The Board shall normally meet at least once per academic year (or within a timescale to be determined by the Board on advice from the course/course scheme committee).
- 1.2.2 The Board shall be responsible to the Senate of the University (through the College's Academic Management Board) and shall make its recommendations to the University's Learning and Teaching Committee of the Senate via the UEA Partnerships Office.
- 1.2.3 The Board shall consider the results of students' assessment in accordance with the Norfolk Regulatory Framework and recommend the conferment of an Award upon a student who, in its judgement has achieved the learning outcomes of the programme of study and the standard required for the award.
- 1.2.4 The Board shall be responsible for all assessments that contribute to the recommendation of an Award. No other body has authority to recommend conferment of an Award, nor to amend the decision of an approved and properly constituted Board of Examiners acting within its terms of reference and in accordance with these regulations.
- 1.2.5 Notwithstanding 1.2.4 above, a Board of Examiners may be required by the College Principal, the Academic Management Board or Academic Appeals Panel to review or amend a decision in accordance with the Academic Appeals/Academic Complaints Procedure.

### 1.2.6 The Board shall:

- (a) establish sub-committees as appropriate save that it may not delegate (other than in circumstances described in 1.1.4 above) its powers regarding the conferment of Awards;
- (b) receive for information decisions taken on its behalf by its sub-committees;
- (c) consider the granting of Awards and/or the progression of students through intermediate stages where appropriate;
- (d) decide, in the context of the approved regulations, what action to take in relation to students who are deemed to have failed elements of a programme or pathway;
- (e) require students to attend a viva voce examination if deemed appropriate;
- (f) monitor, within the approved programme or pathway regulations, the detailed form and balance of assessment undertaken by students on a pathway leading to an Award and to make recommendations to the appropriate course/course scheme committee(s);
- (g) oversee the administration arrangements for the assessment of all elements contributing to the Award;

- (h) make recommendations to the Senate of the University regarding the conferment of the Award;
  - (i) be satisfied that, where relevant, any professional or industrial training requirements have been met by students;
  - (j) make recommendations to the Senate of the University, through its sub-committees, and the relevant College committees for changes to the Regulations.
- 1.2.7 Except as provided under the CCN Academic Appeals/Academic Complaints Procedure no decision of a Board of Examiners may be modified.
- 1.2.8 The Chair of the Board is responsible for agreeing the Agenda for the Board with the Secretary. Notice of any meeting and the Agenda must be prepared and circulated to members no later than 7 working days before the day of the proposed meeting. Circulation by electronic means is acceptable.
- 1.2.9 The decisions of the Board of Examiners shall be recorded in formal minutes.

## 2. Module Assessment Board (Sub-Committee of the Board of Examiners)

### 2.1 Composition of Module Assessment Board

- 2.1.1 Except as otherwise determined by the Senate of the University, the composition of Board of Examiners shall be as follows:
- (a) The Chair, who shall be a senior academic of the College\* and not associated with the School concerned or have had any involvement with the delivery or assessment of any part of the modules under consideration.  
(\*approved by Chair of the Awards Validations and Approvals Committee);
  - (b) Programme Manager(s)
  - (c) Module leaders and lecturers for modules delivered during the period (or nominees).
  - (d) Specified practice-based (internal) assessors (where appropriate).
  - (e) All External Examiners appointed to the programmes under consideration.
- 2.1.2 Variations to this membership may be made only in exceptional circumstances with the agreement of the Chair and a concession from the University's Academic Director of Partnerships.

### 2.2 Terms of Reference

#### 2.2.1 The Board shall:

- (a) receive for confirmation module marks from internal assessors which have been internally verified in accordance with College procedures and moderated, where appropriate, by external examiners;
- (b) receive the report and act accordingly upon the recommendations of the meeting of the College Mitigating Circumstances Panel and including the Special Allowances register;

- (c) consider the appropriateness of mark ranges in the context of anticipated or normative mark standards and to moderate where appropriate;
- (d) determine in relation to those marks:
- Pass
  - Refer
  - Defer
  - Fail
- as the *overall* result of each module for each candidate in accordance with the Norfolk Regulatory Framework;
- N.B. No other overall result for a module is allowed by these regulations
- (e) determine in relation to module failure, appropriate means for the:
- re-taking of failed modules
  - re-sitting of examinations
  - re-submission of assignments (including reassessment in other forms of assessment activity);
- (f) take note of any matters referred to the Board by the Principal (or nominee) or by The College's Academic Management Board or its sub-committees;
- (g) ensure that decisions on module results are accurately recorded so that they may be made available to the appropriate Board of Examiners.

## Section 5:

### Appendix 2

#### External Examiners

##### 1. The Role of the External Examiner

- 1.1 The role of the External Examiner(s) as approved by the University of East Anglia ('The University') is to ensure that justice is done to students and that the standard of Awards is maintained. In order to carry out these responsibilities, the External Examiner(s) must:
- (a) be able to judge the students impartially on the basis of the work submitted for assessment, without being influenced by previous association with the course/course scheme, the staff, or any of the students;
  - (b) be able to compare the performance of students with that of their peers on comparable Awards;
  - (c) monitor the form and content of proposed examination papers, course work and other assessments that count towards the award, in order to ensure that all students will be assessed fairly in relation to the course syllabus and regulations and in such a way that external assessors will be able to judge whether they have fulfilled the objectives of the programme and reached the required standard;
  - (d) be consulted on any proposed changes to the approved progression and assessment regulations which will directly affect students currently on the course;
  - (e) have access to all assessed work on request;
  - (f) have access to the work of all students proposed for the highest available category of the Award (e.g. distinctions and first class honours degrees) and for failure, and samples of the work of students proposed for each category of Award, in order to ensure that each student is fairly placed in relation to the rest of the cohort;
  - (g) moderate the marks awarded by internal assessors but not change marks of individual students;
  - (h) offer an authoritative view on the mark awarded to an individual piece of work at the express invitation of the College;
  - (i) have the right to conduct a viva voce examination of any candidate;
  - (j) ensure that the assessments are conducted in accordance with the approved regulations;
  - (k) attend the meeting(s) of the Assessment or Awards to which they have been appointed and at which decisions and recommendations for awards are made and ensure that those recommendations have been reached by means which accord with the requirements of the Senate of the University, as expressed through the validation process and normal practice in higher education;
  - (l) in the event that they are unable to attend an assessment board at which grades for students' assessed work are to be agreed (and a concession has been granted by the University), make arrangements to provide their feedback either from a distance, by means of a written report or by means of an earlier visit;

- (m) participate as required in any reviews of decisions about individual students' awards taken during the assessor's period of office;
  - (n) report back on the effectiveness of the assessments and any lessons to be drawn from them to the College;
  - (o) report to the University through the College on any matters of serious concern arising from the assessments, which put at risk the standard of the award;
  - (p) be prepared to work within the context of a credit based modular system;
  - (q) prepare a report in the prescribed format at the end of each academic year and return it via the UEA hosted External Examiner Report system by the date notified at the beginning of that Academic Year. The deadline date will provide an interval of no less than 25 working days after the date of the summer Awards Board for the academic year in question.
- 1.2 External Examiners have the power to act as moderators and not second markers. They may not, in normal circumstances, alter any marks of individual students in a sample unless that students' work has been included by internal examiners for the purpose of adjudication by the External Examiner.
- 1.3 Where an External Examiner believes that the sample as a whole indicates that the standards that are being applied are inappropriate or inconsistent, s/he must inform the relevant Head of School in order that immediate action is taken in relation to the cohort as a whole.

## 2. Early Termination of External Examiner Contract

### 2.1 Initial Principles:

2.1.1 The appointment of an External Examiner may be terminated by the College (subject to the approval of the University of East Anglia (UEA)).

2.1.2 Reasons to consider an early termination of contract:

- (a) A request from the External Examiner is received detailing reason(s) to be released from duty.
- (b) The External Examiner has not fulfilled his or her duties in a manner consistent with the standards required by the College or 'for convenience'. Any breach of the Role of the External Examiner may be considered as a reason to consider an early termination of contract, such as: (See Section 5: Appendix 2 of NRF)
  - failure to submit an annual report - although this in itself would not constitute grounds for an early termination of contract, the College would be seriously concerned if an External Examiner consistently failed to submit reports in a timely manner and had not engaged with their wider role;
  - regular nonattendance at Examining Boards;
  - limited or no feedback provided on moderation of samples of work;
  - failure to interact with the Achievement Tracking System.



## 2.1 Process:

- 2.2.1 Annually, or upon receipt of relevant information to initiate an investigation, the HE Office, in conjunction with the UEA Partnerships Office, will consider information which may lead to the early termination of contract of an External Examiner (see reasons above).
- 2.2.2 Following transparent discussion between the Head of Higher Education, the HE Office (CCN), the Partnerships Office (UEA) and the External Examiner concerned, a decision on whether to terminate the contract will be taken (a clear rationale will need to be provided).
- 2.2.3 The termination will be communicated to the External Examiner by a formal letter from the HE Office.

## Section 6: Professional Misconduct or Unsuitability

- 6.1 The College has adopted an approved Procedure for dealing with Professional Misconduct or Unsuitability (PMU) which is published on Blackboard. These regulations hereby adopt the approved Procedure which is current and published on Blackboard as the regulations which are currently in force.

Statements which follow are representative of those regulations but should not be taken instead of those regulations save that if the Procedure is silent or lacking in clarity on any matter relating to PMU then these statements can be relied upon for guidance.

- 6.2 A student on a programme of study where a practical professional placement is a required part of the course shall not act or behave in a manner which:

- (a) jeopardises the welfare of the subject (whether patient, pupil/student, customer or client) (i.e. professional misconduct)  
and/or
- (b) contravenes the relevant professional code of conduct (i.e. professional misconduct) and/or
- (c) is incompatible with behaviour required by the profession (i.e. professional unsuitability)

and may at any time be suspended or precluded from further study by the College if in breach of the above.

- 6.3 Any allegations against a student of professional misconduct and/or professional unsuitability shall be made in writing to the Head of the School offering the professional programme of study concerned and shall be dealt with in accordance with the published Procedure as approved from time to time by the Validations Awards and Regulations Committee and affirmed by the UEA Learning and Teaching Committee.

The Procedure then sets out detailed steps by which the proceedings are commenced, communicated and processed and the possible outcomes of the Procedure.

The Procedure includes the Mechanisms and processes for instigating and processing an Appeal against the judgement of a PMU panel judgement.

## Section 7: Appendices

### Procedures, Standard Documents and Sundry Regulations of City College Norwich

A1	Appendix 1	<b>Quality Assurance and Enhancement and the Management of Programmes</b> <b>A1.1 The Monitoring, Review and Enhancement of provision</b> <b>A1.2 School Management Team</b> <b>A1.3 Course Committee</b> <b>A1.4 Internal Verification Process</b> <b>A1.5 Periodic Review and Revalidation</b> <b>Fig. 1 Strategic Improvement and Enhancement Cycle (SIEC)</b>
A2	Appendix 2	<b>Summary of College Policies and Procedures</b> <b>A2.1 Mitigating Circumstances and Special Allowances</b> <b>A2.2 Cheating &amp; Plagiarism</b> <b>A2.3 Intercalation</b> <b>A2.4 Academic Appeals</b>

#### Appendix 1: Quality Assurance and Enhancement and the Management of Programmes

##### A1.1 The Monitoring, Review and Enhancement of Provision

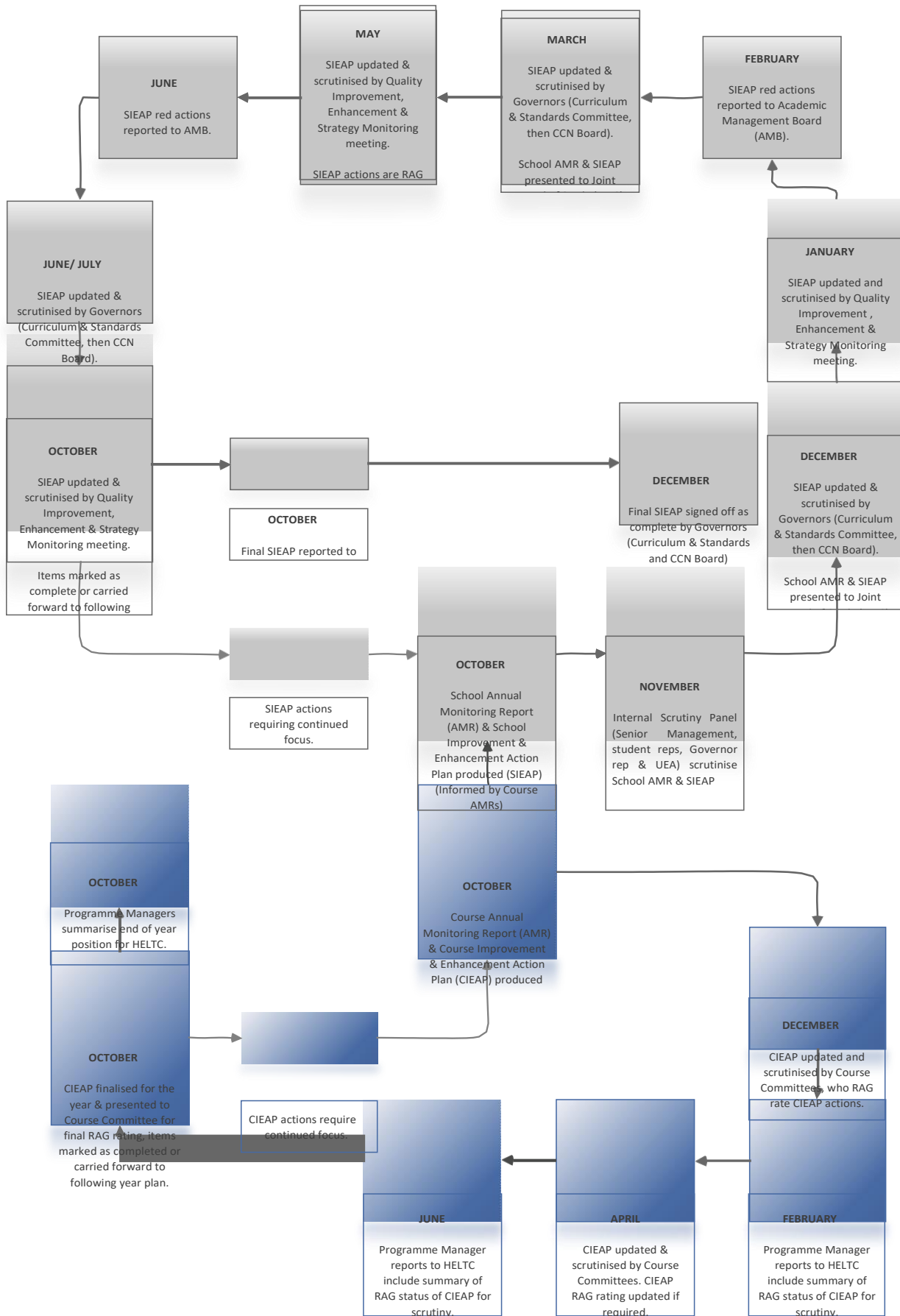
CCN is committed to ensuring that courses are both validated with rigour and continuously reviewed and, where necessary updated and enhanced, to ensure that the highest quality of provision is maintained and that courses are always current and fit for purpose.

The concept of “enhancement” of our provision is one that pervades this commitment and the processes associated with it. CCN sees enhancement of our provision as a cycle of deliberate and planned activities which leads to positive actions to improve the quality of the provision for students.

These deliberate and planned activities form our Higher Education Enhancement Cycle, within which courses are delivered, analysed, reviewed and enhanced. This cycle operates at both a course and School level and allows the enhancement actions to run through the College to Senior Management and Governing Body level to ensure that actions are driven forward coherently throughout the College.

Figure 1 below outlines the key deliberate actions that form the Higher Education Enhancement Cycle. This cycle is built around the systematic analysis of key information, both quantitative and qualitative, which allows the production of a self-critical Annual Monitoring Review (AMR) and Improvement and Enhancement Action Plans at both Course and School levels. In these action plans, improvement actions are those where the College has identified that it requires improvement on that area of provision in order to deliver the quality required. Enhancement actions are those where the College considers itself to be good, but is striving to improve the provision even further.

Figure 1 - CCN Higher Education Enhancement Cycle



The following section details some of the particular parts of the enhancement cycle relating to Higher Education programmes:

- A1.1.1 **Modules:** Each module is reviewed towards the end of each delivery cycle by students completing a module evaluation form. The results are collated by course tutors and programme managers and the outcomes reported to Course Committee (thence to Head of School). This data is analysed as part of the Course Annual Management Review, informing the Course Improvement and Enhancement Action Plan (CIEAP) as appropriate.
- A1.1.2 **Course:** The Course Committee has as a standing item for its last meeting of the academic year to review the course for the year. The Course Committee discussion informs the production of the Course Annual Monitoring Report (AMR) and the associated Course Improvement and Enhancement Action Plan (CIEAP), thus ensuring a wide range of stakeholders inform the review of the course. Throughout the year the Course Committee review the progress on the CIEAP and this progress is reported by Programme Managers to the Higher Education Learning and Teaching Committee (HELTC).
- A1.1.3 **School Annual Monitoring Report:** The School AMR is produced following the analysis of all Course AMR and is accompanied by the production of the School Improvement and Enhancement Action Plan (SIEAP). This plan is the key strategic action plan driving the enhancement cycle at a College level and is scrutinised by College Management, Governors and our validating partners.
- A1.1.5 **HE Student Forum:** Provides an opportunity for students representing all HE programmes in the College to meet 3 to 4 times per year to discuss issues relating to any and all aspects of the HE student experience. Minutes of the meetings are sent to HELTC and their views form part of the consideration for the school in both course and school AMR production.

## A1.2 School Management Team

Their purpose is to ensure consistency in the quality of HE provision within the School and to support the development of a culture of continuous improvement.

The team will work with the College Executive, the University, the HE Office, Norfolk Educational Services (NES) (e.g. ITS, IAG, Information Store, Curriculum Services) and external agencies to facilitate:

- the sharing of good practice
- effective use of HE expertise in teaching and learning
- cross curriculum development and delivery
- consistent application of College HE policies and procedures
- strategies for developing links with employers and potential growth

Minutes of the group's meetings are maintained by the HE Office and a summary of these is considered by HELTC at each of its meetings. The School Management Team meets weekly and its minutes are produced and managed by the School Secretary.

## A1.3 Course Committee

- A1.3.1 The Head of School is ultimately responsible for all programmes within the School. If students have a complaint which they feel is unresolved by first approaching the course leaders and/or tutors, they may contact the Head of School.
- A1.3.2 Primary responsibility for the effective management of each course lies with the Programme Manager who will be supported by course leaders and tutors. Support and

advice to students will, on a day to day basis, often be given by members of the teaching team and especially, with regard to issues relating to student progression and performance, by tutors. Major policy decisions affecting the programme have to be decided upon by the whole of the course team in consultation with School and College Management, the HE Office, the University (via the JBoS), students and employer representatives.

To fulfil these functions there will be a Course Committee for each course (or group of related courses within a curriculum area) which will meet at least three times each academic year.

### A1.3.3 Terms of Reference

The Course Committee shall be responsible for operational management, annual monitoring and review of each course and carry out quality monitoring and enhancement according to established procedures of CCN specifically:

- to advise on the structure, organisation, entry qualifications, curriculum, teaching and delivery methods assessment strategies and methods, examinations and regulations;
- to determine and develop subject syllabuses and detailed arrangements for teaching;
- to receive, consider, determine required action and produce a response to the annual report of the External Examiner(s);
- to liaise with the HE Office, the Information Store, Curriculum Services, IT Services and other service providers within the College;
- To scrutinise the Course Improvement and Enhancement Action Plan
- to record appointment of HE student representatives and their induction into the role.

The Course Committee shall contribute to the production of an evaluative Course Annual Monitoring Report which forms an integral part of the Higher Education Enhancement Cycle. The report shall follow the guidelines for annual course monitoring and review laid down by the NRF and shall be supplemented by such additional information as may be required by HELTC or JBoS.

The Course Annual Monitoring Report shall be the basis of a meeting between the HoSHE, the UEA Academic Link and the programme team to discuss the key issues raised by the report and to identify any further work which may be necessary to provide the full evaluative and self-critical review and Course Improvement and Enhancement Action Plan (CIEAP) that is required. The final version each AMR together with its CIEAP will be sent to JBoS for consideration at its Spring meeting.

### A1.3.4 Frequency

Normally the Course Committee shall meet at least three times per annum.

### A1.3.5 Membership

Head of School ( who will normally take the Chair)
College Executive Team member (ex Officio)
Programme Manager
Course Leader
All members of current Course Team (academic)
UEA Academic Link
Representative(s) from the current student cohort and the College Students' Union
Employer representative(s)
HE Office representative

### A1.3.6 Admin Support

College Secretariat shall provide secretarial support for the taking and production of minutes of each meeting of the Course Committee.

### A1.3.7 Minutes

Copies of minutes shall be retained within the course file. The minutes of Course Committee shall, normally, be public documents. Any matter which the Chair deems to be a matter to be dealt with confidentially shall be minuted on separate papers and marked as confidential to the members of the Course Committee.

### A1.3.8 Restricted Items

The Chair may determine that some matters should be confidential to certain members of the Course Committee (for example issues dealing with specific individuals). Such items must be described in the agenda as *restricted items* and the chair shall make it clear at the start of the meeting who is to be asked to leave while such items are discussed. These items shall be scheduled to be either the first or last items to be dealt with on the agenda and shall not be permitted items for discussion under 'any other business' (whether notified or not).

### A1.3.9 Standing Agenda Items

The following items are to be Standing Agenda items for the meetings of the Course Committee. Other items are to be added at the discretion of the Chair.

#### First Meeting

(To be scheduled as early as possible in the Autumn term)

- To receive and scrutinise the completed CIEAP from the previous year, and consider improvement and enhancement actions for the current years AMR and CIEAP
- To receive a full update on finalised statistics for the previous year; recruitment, retention (in year), progression and completion statistics, success rates and other relevant statistics.
- To receive and prepare responses to the Report of the External Examiner and the University Academic Link.
- To receive a summary of the current year's recruitment (and retention to date) for new and continuing students.
- To discuss current issues relating to staffing and resourcing the current provision.
- To receive consider and develop action plans in respect of the National Student Survey.
- To receive, consider and confirm (as appropriate) development plans including schedules for validations/revalidations for the coming year.
- To record appointment of HE student representatives and their induction into the role.
- To receive and discuss quality and other issues identified by:
  - Student Reps
  - Employer Reps
  - University Academic Link
  - Course Team Members
  - HE Office
  - College Senior Management

### Second Meeting

(To be scheduled following the first semester/trimester Module Assessment Boards)

- To receive and discuss confirmed recruitment and retention to date.
  - To receive and RAG rate the progress on the CIEAP
- To receive an analysis of current student cohort by:
  - Progression route
  - Gender
  - Postcode
  - Age
  - Entry qualifications
- To receive and consider results of first semester/trimester assessments.
- To confirm development plans and receive progress reports.
- To receive an interim report on progress with the CIEAP.
- To receive and discuss quality and other issues identified by:
  - Student Reps
  - Employer Reps
  - University Academic Link
  - Course Team Members

### Third Meeting

(To be scheduled during May/June)

- To conduct an evaluative quality review of the Year in preparation for the production of the Annual Monitoring Report.
- To receive and RAG rate the progress on the CIEAP
- Evidence to be considered:
  - Summaries of module evaluations.
  - Results of programme evaluation questionnaires/interviews.
  - Statistical returns (retention, assessment results where known).
  - External Examiner/External Verifier oral and written reports.
  - Programme Manager's report.
- To receive and discuss quality and other issues identified by:
  - Student Reps
  - Employer Reps
  - the University Academic Link
  - course team members
- To identify key issues for inclusion in the Course Improvement and Enhancement Action Plan for next year.

## A1.4 The Internal Verification Process

**See also information presented in the 'CCN Tutor's guide to Assessment' published on Blackboard.**

Applies to all assessment activities on HE programmes at CCN where the design and specification of the activity is produced 'in house'. Assignments which have been received from outside (e.g. assessments which count to the determination of a module result which have been set by a Professional Body) do not go through the IV1 process but must still be subject to assessment sampling (IV2).

### A1.4.1 Outline Procedure

- (a) The Module leader/tutor produces a draft of the assessment activity to be undertaken.
- (b) Draft assessment is submitted (complete with front sheet, marking guide - which *may* include a model answer - and outline module specification) to the internal verifier.
- (c) IV considers the assessment with respect to the criteria as set out on IV1.



- (d) If satisfied that all criteria have been met IV signs IV1 and returns the approved draft to the lecturer. If not satisfied IV returns draft with comment to module lecturer for revision to mutual; satisfaction of lecturer and IV.
- (e) Lecturer organises copying and distribution to students of assessment. Distribution by electronic means via Blackboard and/or the e-ILP is encouraged.
- (f) Students submit completed assessment via the online portal in e-ILP or manually with front sheet bearing barcode identifier to the designated hand in point. A receipt for the assignment should be issued.
- (g) Lecturer collects scripts/accesses online portal for marking. Written feedback and the provisional mark MUST be recorded via the online assessment portal FOR ALL FORMAL ASSESSMENTS.
- (h) Lecturer confirms that marked assignments are available online for IV or passes sample of assessments to IV with an IV2 form.
- (i) IV scrutinises assessments to ensure that:
- Marking is fair and reflects both the marking guide and the assessment criteria.
  - Feedback reflects marker's assessment of the strengths and weakness of the student's work.
  - If IV issues a qualified report the assessor and the IV must meet resolve and agree the marks/feedback for the sample and perhaps revisit the cohort.
  - If the IV has serious concerns about the standard of marking and/or quality of the feedback s/he must not release the marks for publication and MUST report the matter to the Programme Manager for immediate action. PM should inform HoS and HE Office that an investigation into marking/feedback standards is being undertaken.
- (j) If IV is satisfied then the IV2 is signed (electronically or manually) and the marked work released to the student portal or if necessary submitted to the HE Office for de-anonymisation prior to hand back to students.
- Note:
- At this stage the mark or grade is provisional and subject to confirmation by the Module Assessment Board.
  - The sample that has been IV'd will often be copied for use as the sample to be provided for the External Examiner.
  - Online submission will enable the IV and, potentially (though not currently), the External Examiner to have access to the entire 'bundle' of marked work and feedback from which to select their own sample.
- (k) If IV disagrees with any assessment decision a discussion with the marker must follow and the final marks/grades, if necessary for the whole cohort, be adjusted to the satisfaction of both the IV and the original marker. If agreement cannot be reached than a third party acceptable to both the IV and the original marker may be called upon to arbitrate and if this still produces no agreement then the External Examiner (or equivalent) must be invited to give the final judgement.
- (l) In order to allow the Internal Verifier to form an independent and objective judgement it is not considered sound practice to 'mark' (i.e. with red pen) student scripts (except exam scripts) except (perhaps) to identify spelling mistakes, repeated words, improper use of punctuation, capitals, etc.
- (m) The IV should be a suitably qualified colleague and his/her identity recorded on the Module Assessment Plan for approval by the Programme Manager.

### A1.5 Periodic Review and Revalidation

HE programmes are validated by UEA for a specified period after which re-validation is required. Typically, the validation period is 3 - 5 years. To continue the programme after this time it has to be re-validated. The re-validation process includes a major critical review of the operation of the programme to date, carried out by the course team with the support of the HE Office. Periodic review and revalidation processes are defined in detail in guidance material published on Blackboard by the HE Office and the UEA Partnerships Handbook.

Periodic Review provides an opportunity:

- (a) for the programme team to conduct a critical evaluation of the effectiveness of the operation of the programme since its last validation or periodic review;
- (b) for peer review of the programme and its management processes;
- (c) to highlight issues that have emerged during the operation of the programme that have a bearing on its viability, effectiveness and quality;
- (d) to propose modifications to the programme based upon the critical evaluation;
- (e) to seek validation of the revised programme.

## Appendix 2: Summary of College Policies and Procedures

### A2.1 Mitigating Circumstances and Special Allowances

The College has adopted an approved Procedure for dealing with Mitigating Circumstances and Special Allowances which is published on Blackboard. These regulations hereby adopt the approved Procedure which is current and published on Blackboard as the regulations which are currently in force.

Statements which follow are representative of those regulations but should not be taken instead of those regulations save that if the Procedure is silent or lacking in clarity on any matter relating to Mitigation or Special Allowances then these statements can be relied upon for guidance.

Note: Assessment Boards are not permitted to change marks - they may only confirm a recommendation from assessors, subject to the guidance of external examiners.

#### A2.1.1 Mitigating Circumstances

- (a) A Mitigating Circumstance is an event or occurrence which impairs your performance at the time you are preparing or submitting work for formal assessment. It is important that you identify the date/time period and therefore the assessments to which your claim for mitigation applies. **It is your responsibility as a student** to lodge the claim. You must make the claim using the correct procedure and within the prescribed time limit.
- (b) The details of the claim will be strictly confidential to the Mitigating Circumstances Panel and the Course Leader. Open discussion of the details of the claim is not permitted.
- (c) There should be documentary evidence to support your claim.
- (d) If your claim is accepted there are a variety of possible outcomes that can be recommended to the Assessment Board and these are outlined in the policy statement. They include:
  - being allowed an extension of time
  - being allowed a further opportunity to submit
  - being given an alternate assessment
  - being allowed to retake a module in full, with or without penalty
  - being allowed or advise suspension of studies (intercalation)
- (e) If Mitigating Circumstances are accepted by the Panel and confirmed by the Assessment Board then the Board can apply the remedies as described in 1.4 above. If however a Claim is accepted for work which has been submitted and marked and for which the result is a Pass mark or better then the Assessment Board must confirm the natural pass mark as reported.

The principle that a piece of work **cannot be resubmitted to improve a mark which is of pass standard** remains firm and will be applied.

#### A2.1.2 Special Allowances

A Special Allowance recognises an ongoing, continuing condition or circumstance which, if not allowed for, could result in a level of performance in assessment that is not representative of your ability, effort or potential. An allowance will normally take the form of an extension or allocation of additional time (e.g. in an examination), provision of special facilities, resources or accommodation to enable you to demonstrate your achievement in assessment. Allowances will normally only be granted if the claim is the result of a formal assessment by an appropriate agency. Learning Support Services or Student Services can give further information.

If Special Allowances have been given no further or special consideration will be given to marks awarded for assessed work.

## A2.2 Cheating and Plagiarism

The College has adopted an approved Procedure for dealing with Cheating and Plagiarism which is published on Blackboard. These regulations hereby adopt the approved Procedure which is current and published on Blackboard as the regulations which are currently in force.

Statements which follow are representative of those regulations but should not be taken instead of those regulations save that if the Procedure is silent or lacking in clarity on any matter relating to Cheating and Plagiarism then these statements can be relied upon for guidance.

### A2.2.1 Plagiarism Detection Procedure

It is College policy to carry out a check for plagiarism or cheating on all HE student assignments at the time of submission. TURNITIN plagiarism detection software is used to carry out a check for potential plagiarism. Details of this process are shown below. See also Section 13 in 'Handy Hints' in your HE Student Handbook.

- (a) What we require students to do at submission time:

#### ONLINE SUBMISSION

- (i) Assignments are to be uploaded using the Assignment submission portal which is accessed via the student's individual eLP.

Detailed guidance can be found on Blackboard and in the HE Student Handbook.

#### MANUAL SUBMISSION

- (ii) Where assignments are to be submitted manually students should:

- Make an electronic copy of the assignment, in Word, Excel or PowerPoint, on a disc, a memory stick or CD-ROM and print a copy of the assignment.
- Attach a barcode label to the assignment front sheet which must accompany the assignment.

Note: Both the disc and the assignment should have the individual student's barcode attached. This disk should not contain any other files. Tutors will provide a standard feedback sheet with a space for the barcode label (the front sheet is also available to download from HE@CCN on Blackboard).

- (iii) Hand in both the printed assignment and the disk to the central hand in point (ensuring that the individual student barcode is attached to the assignment and the disk).

Note: Assignments will not be accepted if not accompanied by an electronic copy. Note: If submitting a Portfolio of Evidence the requirement to submit a disk or memory does not apply.

- (b) What we will do:

- (i) Run assignments through TURNITIN and print out a copy of the report created by the software.
- (ii) The TURNITIN report will be available to tutors before marking commences.
- (iii) Properly labelled memory devices will be returned with the assignment.

- (c) What does TURNITIN do?

(i) TURNITIN is essentially text matching software. It compares an electronic copy of a submitted student assignment with its own extensive database. This database includes the Internet (including archived web pages), commercial databases of online journals, newspapers and e-books, and a bank of student assignments already submitted to the TURNITIN database. It can thus find matching text, even text that has been slightly altered, and identify where it has come from.

(ii) It produces an originality report, which shows how much of the work is original, which parts of the work match text in the database, and provides the identified source text with a link to its origin. The two versions can then be compared side by side.

(iii) TURNITIN does not, however, make a judgment on whether that text is plagiarised. Nor does it offer evidence as to whether the plagiarism was intentional or accidental. This is a complex decision and your tutor will look carefully at the work in context, and reach a conclusion based on all the evidence available.

(iv) The College will submit work to TURNITIN using student reference numbers rather than names.

(v) If you wish to find out what, if any, data the service holds about you, you can contact the Data Protection Officer at HEFCE, Northavon House, Coldharbour Lane, Bristol, BS16 1QD.

(d) What will happen if the software detects potential plagiarism?

Tutors will check this out and if it looks as though plagiarism has taken place rather than poor academic practice, they will invoke the procedure of Cheating and Plagiarism (available in full on Blackboard).

(e) Are there any other checks for plagiarism carried out?

The primary responsibility for detecting plagiarism still rests with individual tutors and they will continue to make manual checks against books and other materials.

(f) What is the benefit of being part of the Plagiarism Detection Service?

Plagiarism is a serious offence and something CCN wishes actively to identify and prevent. The use of this system will allow us to systematically check for plagiarism, thus ensuring that all students' work is original and graded accordingly. In this way we can minimise the risk of other students being unfairly rewarded for work that is not original to them.

(g) How will data be used?

By signing the registration form for your programme of HE study at CCN, every student is giving their consent for their data to be used in the process of plagiarism detection.

Further information about TURNITIN and the Cheating and Plagiarism procedure can be found in the HE Student Handbook and the published Procedure all of which are available on Blackboard.

## A2.3 Intercalation

The College has adopted an approved Procedure for dealing with Intercalation which is published on Blackboard. These regulations hereby adopt the approved Procedure which is current and published on Blackboard as the regulations which are currently in force.

Statements which follow are representative of those regulations but should not be taken instead of those regulations save that if the Procedure is silent or lacking in clarity on any matter relating to intercalation then these statements can be relied upon for guidance.

### A2.3.1 Basic Principles

- (a) The College recognises that circumstances may develop which require that a student temporarily suspends their studies. The Intercalation procedure is designed to enable a student to make an application to their Head of School to approve such a temporary suspension without suffering any grading or classification penalties.
- (b) It is the student's responsibility to notify the College of the circumstances justifying the application for intercalation and lodge a claim in the proper manner with the Head of School before absenting him or herself from the programme.
- (c) The procedure can accommodate emergency and immediate applications but works best when prior notice can be given.
- (d) Intercalation is normally granted for a minimum of one semester and a maximum of 1 year but can be subject to extension.
- (e) Intercalation will be granted only where there is every reasonable expectation that the student will return to complete the same programme of study that was started.
- (f) The arrangements for the student's return to study must be clearly articulated in the intercalation record.

## A2.4 Academic Appeals

The College has developed an approved Procedure for dealing with Academic Appeals which is published on Blackboard. These regulations hereby adopt the approved Procedure which is current and published on Blackboard as the regulations which are currently in force.

Statements which follow are representative of those regulations but should not be taken instead of those regulations save that if the Procedure is silent or lacking in clarity on any matter relating to academic appeals then these statements can be relied upon for guidance.

### A2.4.1 Basic Principles

- (a) The College recognises that students must have the right and a clear procedure to raise genuine concerns about or to challenge assessment decisions. These rights and the associated procedures are set down in the Academic Appeals/Academic Complaints Procedure.
- (b) The Procedure defines the grounds upon which an Academic Appeal/Academic Complaint may be lodged. Please note that in line with practice throughout the HE sector and in line with the best practice guidelines set out in the UKQC, Chapter B9, students do not have the right to appeal against an academic judgement on purely academic grounds.

- (c) The Procedure defines its scope and differentiates between academic appeals and academic complaints. Essentially anything which has an impact on the grade, mark or classification and that such a concern will have resulted from the decision of an assessor or an assessment board could give rise to an academic appeal. Non- academic issues should be raised using the general College Complaints Procedure which can also be found on Blackboard.
- (d) The Procedure sets out an informal and a formal two stage procedure. Stage 1 operates entirely within the College and Stage 2 involves the University.
- (e) Students have the right to choose to elect to present their case to an Appeals Panel at both Stage 1 and Stage 2.
- (f) Students may elect not to appear and to present a case to the Panel by providing documentary evidence.
- (g) A student has the right to be accompanied by a supporter at any Hearing (meeting of the Appeals Panel)
- (h) If a result or classification has been presented to and confirmed by an Assessment or Awards Board then the process must commence at Stage 1.
- (i) If the appeal is resolved by second marking or by negotiation with the first marker before presentation to an Assessment Board the mark will be adjusted and presented for confirmation in the ordinary way. The appellant will be asked to sign to confirm that he / she is satisfied with the outcome.
- (j) If an Appeal proceeds to Stage 1 and is upheld the result will be referred back to the Assessment Board for reconsideration with reasons and recommendations. The Appeal Panel cannot itself make decisions to change marks or results.
- (k) If the Appeal is rejected at Stage 1 or the appellant remains dissatisfied with the outcome of reconsideration by the Assessment Board then the appeal must be presented using the Stage 2 Procedure. Please note that an Appeal may only proceed to Stage 2 on valid grounds. A senior manager of the College will make an initial determination as to whether an Appeal lodged at Stage 2 satisfies one or other of the grounds available and his / her judgement must be corroborated by a senior officer of the University. Should there be disagreement the appeal will be allowed to proceed.
- (l) The Stage 2 Panel will consider all the evidence and testimony presented and, as in Stage 1, refer its decision with recommendations back to the Assessment or Awards Board.
- (m) Once the Stage 2 procedure is exhausted the student retains the right to appeal to the Office of the Independent Adjudicator which will make a final binding decision.