THE NORFOLK REGULATORY FRAMEWORK

FOR

UNDERGRADUATE AND TAUGHT POSTGRADUATE PROGRAMMES

CITY COLLEGE NORWICH

Eighth Edition v4
JANUARY 2019

Date	Version no.	Reason for/Summary of change(s)	Author/ Originated by	Approved by
January 2019	8th Edition, version 4	To change the credit requirement for student progression to the next stage of an award	Director of HE/ Senior Academic Administrator	

CONTENTS

GLOSSARY of Acronyms in common use in Higher Education:

General:

RPL:	**Recognition of Prior Learning**
RPCL:	**Recognition of Prior Certificated Learning**
RPEL:	**Recognition of Prior Experiential Learning**
ATS:	**Achievement Tracking System**
BTEC:	**Business and Technology Education Council (Brand name of Pearson Education Ltd)**
BIS:	**Department for Business Innovation and Skills**
CCN:	**City College Norwich**
FD:	**Foundation Degree**
FHEQ:	**Framework for Higher Education Qualifications**
HCPC:	**Health and Care Professions Council**
HEA:	**Higher Education Academy**
HELTC:	**Higher Education Learning and Teaching Committee (CCN)**
HEI:	**Higher Education Institution**
HEFCE:	**Higher Education Funding Council for England**
IQER:	**Integrated Quality Enhancement Review**
JBoS:	**Joint Board of Study**
JISC:	**Joint Information Steering Committee**
MEG:	**Mixed Economy Group**
NQF:	**National Qualifications Framework**
NRF:	**Norfolk Regulatory Framework**
NVQ:	**National Vocational Qualification**
PO:	**Partnerships Office**
PSRB:	**Professional, Statutory or Regulatory Body**
RHEFE:	**Review of Higher Education in Further Education**
QAA:	**Quality Assurance Agency**
UEA:	**University of East Anglia**
UKPSF:	**UK Professional Standards Framework**
UKQC:	**UK Quality Code**

Qualifications (Awards):

MA/MSc:	**Masters Degree (Arts) or (Science)**
PG D/CMS:	**Postgraduate Diploma / Certificate in Management Studies**
BA/BSc (Hons):	**Bachelors Degree with Honours (Arts) or (Science)**
BA/BSc:	**Bachelors Degree (Arts) or (Science)**
FdA/FdSc:	**Foundation Degree (Arts) or (Science)**
DTLLS:	**Diploma in Teaching in the Lifelong Learning Sector**
HND/C:	**Higher National Diploma / Certificate**
Dip HE:	**Diploma of Higher Education**
Cert HE:	**Certificate of Higher Education**

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 enrols 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   **(Stage ONE)**
120 credits   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   **(Stage TWO)**
120 credits   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   **(Stage THREE)**
120 Credits   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) (240 credits):

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[1] . 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 problem solving;

(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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[1] 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 2.3.1-2.3.3 above.

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 either 20 credits in the stage OR one 30 credit module which includes only one failed assessment 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 i*nformed 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 Specification 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:

PASS	The candidate has successfully demonstrated that s/he has achieved all the Learning Outcomes specified for the module in the Module Specification.
REFER	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.
FAIL	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 *post*).
DEFER	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:

(a)   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).

(b)   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).

(c)   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').

(d)   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

(e)   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 2: 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	**35**	44	40	**38.2**	Refer	Resit Element 1
Student N	**35**	50	40	40	Pass	
Student O	44	**36**	**35**	40.7	Refer	Resit Elements 2 & 3
Student P	50	**26**	**34**	41.2	Refer	Resit 2 and 3
Student Q	34	65	**35**	43.4	Refer	Resit 1 and 3
Student R	65	**28**	**15**	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 man) 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	**34**	**36**	60	45	45.05	FAIL (34 and 36) - element <35 and more than one failed element	Refer (elements 1 & 2)
2	**35**	**36**	60	45	45.25	FAIL (35 and 36) more than one failed element	Refer (elements 1 & 2)
3	40	40	**35**	40	**38.5**	FAIL (Mean <40)	Refer (element 3)
4	40	55	**28**	50	42.65	FAIL (element <35)	Refer (element 3)
5	**35**	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	**0**	**33**	42	40	0	FAIL: P/F element failed (and element 2)	Refer Element 1 and 2
2	**0**	40	55	50	0	FAIL: P/F element failed	Refer Element 1
3	1	**33**	42	40	**39.25**	FAIL: (element <35)	Refer Element 2
4	1	**35**	40	40	**38.75**	FAIL: (Mean <40)	Refer Element 2
5	1	42	35	43	**38.75**	FAIL: (Mean <40)	Refer Element 3
6	1	**38**	66	**39**	**52.25**	FAIL: (more than 1 failed elements)	Refer Elements 2 & 4
7	1	**35**	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 Reference list
- 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 submission 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 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 awards 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 may be 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   **T**here 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	**Quality Assurance and Enhancement and the Management of Programmes** **A1.1 The Monitoring, Review and Enhancement of provision** **A1.2 School Management Team** **A1.3 Course Committee** **A1.4 Internal Verification Process** **A1.5 Periodic Review and Revalidation** **Fig. 1 Strategic Improvement and Enhancement Cycle (SIEC)**
A2	Appendix 2	**Summary of College Policies and Procedures** **A2.1 Mitigating Circumstances and Special Allowances** **A2.2 Cheating & Plagiarism** **A2.3 Intercalation** **A2.4 Academic Appeals**

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
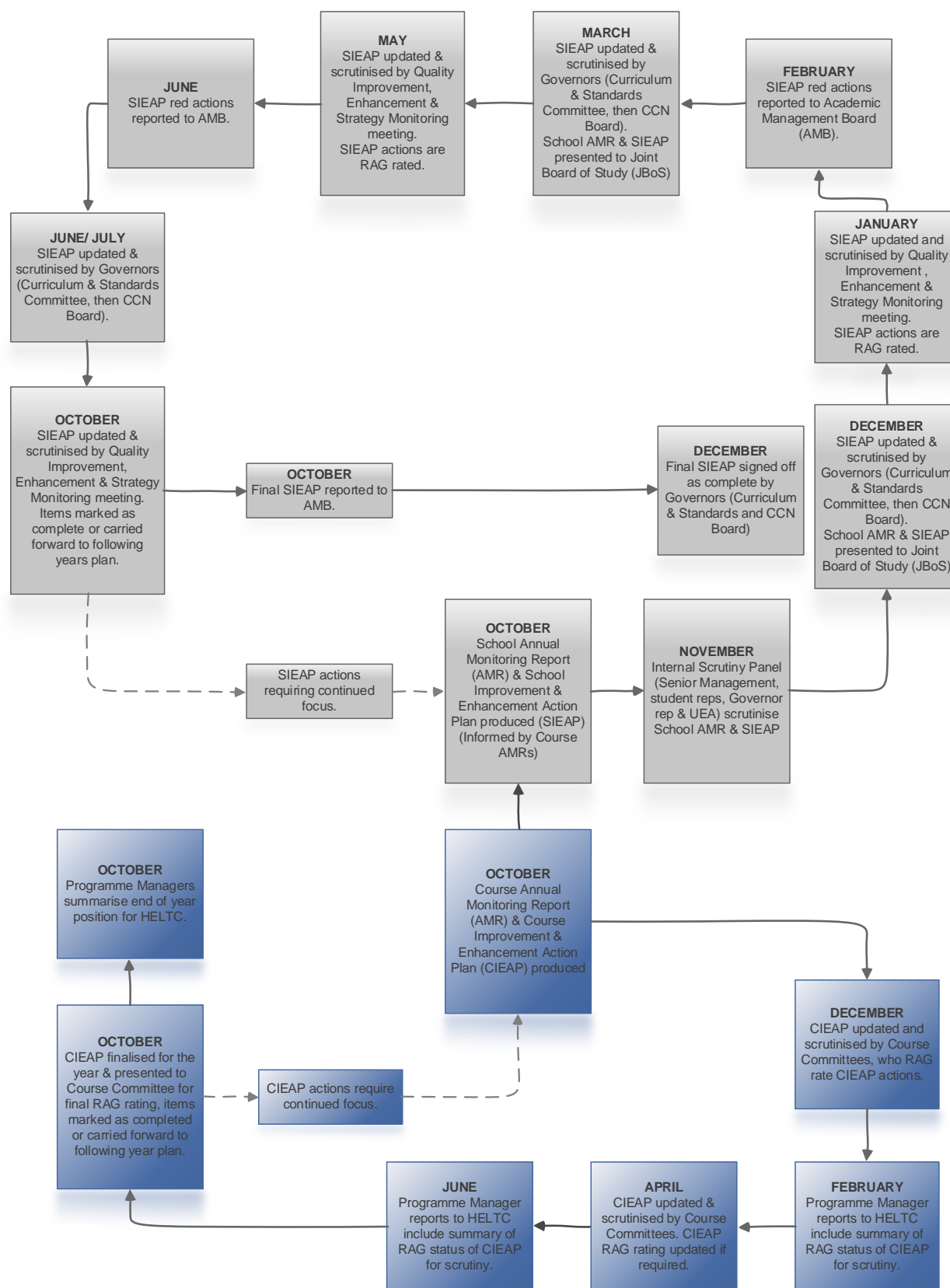
The following section details some of the particular parts of the enhancement cycle relating to Higher Education programmes:

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 eILP.

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 students 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 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.