



## Academic Regulations

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## I. Part A - Awards offered by the College for Students on Taught Programmes

### I.1 Principles

I.1.1 The College offers the Higher Education awards listed below; other awards may be added as approved by Academic Board, and subject to programme approval and / or validation.

I.1.2 The College has the capacity to offer awards in conjunction with its Higher Education partner institutions (University partners), under specific validation and franchised arrangements.

### I.2 Awards

I.2.1 The table below lists all Higher Education awards offered by the College.

Minor Awards			
Award	Level	Offering	Awarding Body
Higher National Certificate (HNC)	4	Leadership and Management	Pearson (Edexcel)
Higher National Certificate (HNC)	4	HNC Electronic and Electrical Engineering for England	Pearson (Edexcel)
Higher National Certificate (HNC)	4	HNC Mechanical Engineering for England	Pearson (Edexcel)
Higher National Certificate (HNC)	4	HNC Engineering for England	Pearson (Edexcel)
Higher National Certificate (HNC)	4	HNC Games Development	Pearson (Edexcel)
Higher National Certificate (HNC)	4	HNC Acting	Pearson (Edexcel)
Higher National Certificate (HNC)	4	HNC Computing for England	Pearson (Edexcel)
Higher National Certificate (HNC)	4	HNC Construction Management for England	Pearson (Edexcel)
Higher National Certificate (HNC)	4	HNC Film & TV	Pearson (Edexcel)
Higher National Certificate (HNC)	4	HNC Fine Art	Pearson (Edexcel)
Higher National Certificate (HNC)	4	HNC Applied Science	Pearson (Edexcel)
Higher National Certificate (HNC)	4	HNC Health and Social Care Practice	Pearson (Edexcel)
Higher National Diploma (HND)	5	HND Leadership & Management	Pearson (Edexcel)
Higher National Diploma (HND)	5	Healthcare Professions Support for England	Pearson (Edexcel)
Higher National Diploma (HND)	5	HND Electrical and Electronic Engineering	Pearson (Edexcel)
Higher National Diploma (HND)	5	HND Mechanical Engineering	Pearson (Edexcel)
Higher National Diploma (HND)	5	HND Manufacturing Engineering	Pearson (Edexcel)
Higher National Diploma (HND)	5	HND General Engineering	Pearson (Edexcel)
Higher National Diploma (HND)	5	HND Creative Media Games Development Pathway	Pearson (Edexcel)
Higher National Diploma (HND)	5	HND Performing Arts	Pearson (Edexcel)
Higher National Diploma (HND)	5	HND Computing for England HTQ	Pearson (Edexcel)
Higher National Diploma (HND)	5	HND Construction Management for England	Pearson (Edexcel)
Diploma of Higher Education (Dip HE)	5	Dip HE Art and Design Intermediate Award	University of Wolverhampton
Higher National Diploma	5	HND Fine Art	Pearson (Edexcel)
Major Awards			
Bachelor of Arts with Honours	6	BA (Hons) Art and Design	University of Wolverhampton

I.2.2 Posthumous Awards- Any award of the College may be conferred posthumously provided appropriate academic evidence exists for the award.

I.2.3 Ratification, Conferment and Presentation of Awards – College awards and credit are ratified by the Academic Board through reports from the appropriate Boards within the HE Governance and

deliberative structure which consider:

1.2.2.1 Recommendations made by the College's Assessment Board for Pearson Programmes.

1.2.2.2 Reports from partner HEI Assessment Boards.

## **2. Part B - Credit Framework for Taught Programmes**

### **2.1 Principles**

- 2.1.1 Students receive academic credit in respect of their learning achievements as expressed in terms of learning outcomes.
- 2.1.2 A credit value, specified in terms of the number of credits and the level, is ascribed to each module.
- 2.1.3 Academic credit given in respect of successful fulfilment of the requirements of a module can be awarded only once and cannot be double counted.
- 2.1.4 Every programme of study has set aims and outcomes that provide an overall focus for its component modules, and conforms to the regulatory framework for the design, delivery, and assessment of any broader scheme that it may be a part of.
- 2.1.5 All taught programmes leading to an award (from either the College or a partner University) conform to the credit framework, except for certain higher level professional programmes.

### **2.2 The Credit Framework**

- 2.2.1 A basic unit of credit relates to 10 hours of notional **learning** time; a standard module worth 20 credits represent 200 hours notional **learning** time.
- 2.2.2 A standard academic year for a full-time undergraduate honours degree student equates to 120 credits (1200 notional hours).

### **2.3 Modules**

- 2.3.1 Each module will specify a level that indicates the intellectual demand and rigour of academic study required to successfully complete the module.
- 2.3.2 Levels are conceived successionally, with increasing demands being placed upon learners as they undertake learning at higher levels.
- 2.3.3 Learning accredited at each level is reflected in the ability to demonstrate skills, knowledge, and behaviours, as described in the table below.

Further Education	<p><b>Entry Level</b> Employ, recall and demonstrate elementary comprehension in a narrow range of areas, exercise basic skills within highly structured contexts and carry out directed activity under close supervision.</p> <p><b>Level 1</b> Employ a narrow range of applied knowledge, skills and basic comprehension within a limited range of predictable and structured contexts, including working with others under direct supervision but within a very limited degree of discretion and judgement about possible action.</p> <p><b>Level 2</b> Apply knowledge with underpinning comprehension in a number of areas and employ a range of skills within a number of contexts, some of which may be non- routine; undertake directed activities with a degree of autonomy within time constraints.</p> <p><b>Level 3</b> Apply knowledge and skills in a range of complex activities demonstrating comprehension of relevant theories; access and analyse information independently and make reasoned judgements, selecting from a considerable choice of procedures in familiar and unfamiliar contexts; directly own activities with some responsibility for the output of others.</p>
Higher Education	<p><b>Level 4</b> Develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialised skills; evaluate information using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; operate in a range of varied and specific contexts taking responsibility for the nature and quality of outputs.</p> <p><b>Level 5</b> Generate ideas through the analysis of concepts at an abstract level with a command of specialised skills and the formulation of responses to well defined and abstract problems; analyse and evaluate information; exercise significant judgement across a broad range of functions; accept responsibility for determining and achieving personal and/or group outcomes.</p> <p><b>Level 6</b> Critically review, consolidate and extend a systematic and coherent body of knowledge utilising specialised skills across an area of study; critically evaluate new concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations; accept accountability for determining and achieving personal and/or group outcomes.</p>
Postgraduate	<p><b>Level 7</b> Display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research or advanced technical and specialised activity; accept accountability for related decision-making including use of supervision; demonstrate a deep understanding of the subject through independent modes of learning.</p> <p><b>Level 8</b> Make a significant and original contribution to a specialised field of enquiry demonstrating command of methodological issues and engaging in critical dialogue with peers; accept full accountability for outcomes.</p>

### 2.3.4 Modules are specified in accordance with the descriptors below:

Module Type	Description
<b>Core Module</b>	<ul style="list-style-type: none"> <li>Designed to serve as a <i>fundamental</i> role in the delivery of the programme.</li> <li>Achievement of all credits attached to core modules is essential for conferment of the award.</li> </ul>
<b>Optional Module</b>	<ul style="list-style-type: none"> <li>Designed to be offered to students as an element of choice, but options may be limited in accordance with staff expertise.</li> <li>Optional modules may complement core modules.</li> <li>Optional modules may be offered for choice of prescribed pathways.</li> </ul>
<b>Pre-requisite Module</b>	<ul style="list-style-type: none"> <li>Provides specific preparation for another named module.</li> <li>Students are expected to take pre- requisite modules in the designated order.</li> </ul>

## 2.4 Programmes

- 2.4.1 Programmes of study are constructed to enable students to progress through the credit levels and, on achievement of the learning outcomes and credit requirements associated with each stage of study, to qualify for an award.
- 2.4.2 'Stage' indicates the sub-division of a programme into major steps of progression; each of the three years of a standard full-time degree programme, for example, is a stage. Depending on the mode of study, a stage may be delivered in less or more than a single academic year e.g. part-time study. Each stage provides a coherent learning experience and may be certified with an interim award. Normally all the module credits within a stage will be at the same level, but modules at different levels may appear in the same stage.
- 2.4.3 In terms of programme design, the relationship between stages, minimum levels of achievement, final level, credits and the award is shown in the table below.

Award	Stage	Credits at Level 4	Credits at Level 5	Credits at Level 6
Bachelor's Degree with Honours	3	120	120	120
Bachelor's Degree		120	120	60
Professional Graduate Diploma		40	40	40
Foundation Degree	2	120	120	
Certificate in Education		40	80	
Certificate of Higher Education		120		
Higher National Certificate	No stage	120		
Higher National Diploma		120	120	

- 2.4.4 Higher National Diploma (HND) programmes (offered via Pearson) are normally designed to progress from level 4 to level 5, accruing 120 credits at each level to a minimum of 240 credits. A mandatory or optional work placement may be included as part of, or in addition to, the two stages of study.
- 2.4.5 Higher National Certificate (HNC) programmes (offered via Pearson) are normally designed to accrue a minimum of 120 credits at level 4. HNC programmes normally operate for students in employment and hence there is not always a requirement to complete a work placement element.
- 2.4.6 Foundation degree (FdA/FdSc) programmes are normally designed to progress from level 4 to level 5, accruing 120 credits at each level to a minimum of 240 credits and should comprise a major work-based element. They are discrete awards that on completion may permit entry into level 6 of a Bachelor's degree programme. Certificate of Higher Education (Cert HE) may be awarded on achievement of the general credit requirements of the award.
- 2.4.7 Bachelor's degree with honours (BA, BSc, LLB) programmes are normally designed to progress from level 4 to level 6, accruing 120 credits at each level to a minimum total of 360 credits. Bachelor's degree programmes are normally designed to progress from level 4 to level 6, accruing 120 credits at levels 4 and 5, and 60 credits at level 6 to a minimum total of 300 credits. Step off points on achievement of the general credit requirements at levels 4 and 5 may be awarded Certificate of Higher Education (Cert HE) or Diploma of Higher Education (Dip HE) respectively subject to partner University awarding regulations.
- 2.4.8 Bachelor of Arts (BA) is generally used in art and design, the arts and humanities and areas of social or business studies.
- 2.4.9 Bachelor of Science (BSc) is generally used in technology, science or mathematics and their applications.
- 2.4.10 Bachelor of Laws (LLB) is reserved for programmes of specialist study in law.

### **3. Part C - Recognition of Prior Learning (RPL)**

#### **3.1 An Award of Credit for Prior Learning**

- 3.1.1 The College's provision for the Recognition of Prior Learning (RPL) seeks to ensure that applicants are admitted to the highest level of award for which they are qualified and for which they wish to apply, and that they are awarded the maximum amount of relevant credit to which they are entitled by virtue of their prior learning achievements. These principles apply equally to pre-entry, post-entry or credit transfer applications.
- 3.1.2 An applicant is entitled to claim credit in part fulfilment of an award in respect of relevant prior certificated (RPCL) and/or experiential learning (RPEL).
- 3.1.3 All applications for the award of credit for prior learning must be made in accordance with the regulatory procedures for the Recognition of Prior Learning (RPL) for Credit and in accordance with other partner regulatory frameworks, i.e. partner University regulations and / or Pearson regulations.
- 3.1.4 The regulatory procedures are applicable to the recognition of prior learning when used:
  - 3.1.4.1 To award credit in part fulfilment of a programme's requirements at the point of entry;
  - 3.1.4.2 For transfer between programmes of study, with credit awarded in part fulfilment of the newly entered programme's requirements;
  - 3.1.4.3 Post-entry to a programme of study, with credit awarded in part fulfilment of that programme's requirements.

#### **3.2 Direct Entry and Entry with Advanced Standing**

- 3.2.1 Direct entry from another institution or following completion of a Foundation Degree or an HND/HNC:
- 3.2.2 Students may be admitted to a degree programme in one of the later stages, having already completed the equivalent of the earlier stage(s) on a different programme. They will be recorded as "exempt" from the earlier stage(s), and this exemption will be reported on each issue of the student's achievement record, thereby identifying that the credit requirements for the stage(s) have been completed.
- 3.2.3 Entry with advanced standing applies where the previous study does not cover all the credit requirements for a stage. The credit equivalence of the modules that are not listed in the Award Template must be established and recorded through the College's RPL procedure and verified with the partner University or Pearson.
- 3.2.4 Where advanced standing is sought in respect of one or more specific modules, prior learning achievements should relate directly to the learning outcomes of those modules. Credit for prior learning can only be awarded in respect of whole modules.
- 3.2.5 When assessing a claim for advanced standing based upon module equivalences, the claimant's previous certificated and experiential learning should be mapped directly to the learning outcomes of individual modules that comprise the programme.
- 3.2.6 When assessing a claim for advanced standing based on a whole stage(s) of a programme, the claimant's previous certificated and experiential learning should be mapped directly to the level/interim stage learning outcomes as stated in the programme specification.
- 3.2.7 In all cases, it is essential that guidance and confirmation is sought from the partner University or Pearson as appropriate and that the guidance and outcome is recorded in the student's record and with MIS. For college programmes, a summary report must also be presented to the Assessment Board (Pearson Programmes).



### 3.3 The RPL Process

3.3.1 For courses that are being offered with a University partner, staff and students wishing to explore the possibility of RPL must follow the relevant University procedure.

3.3.2 For courses being offered by the college (Pearson programmes), the RPL process is set out below:

Stage 1	Pre-enrolment stage
<ul style="list-style-type: none"><li>Following an application to an HE programme; the applicant will be invited to an interview to discuss entry requirements to the programme and the content of the programme itself.</li><li>The interviewer and / or the applicant may wish to raise the possibility of RPL at this stage.</li></ul>	
Stage 2	Pre-assessment, gathering evidence and giving information
<ul style="list-style-type: none"><li>If RPL is considered an option, then the student must collate the relevant evidence against the requirements of the specific unit(s). Where appropriate an assessment plan or tracking sheet may be used to assist the student ensure all evidence is collated. The evidence gathered must meet the standards of the unit(s).</li></ul>	
Stage 3	Assessment / documentation of the evidence
<ul style="list-style-type: none"><li>Assessment as part of RPL is a structured process and requires an assessor to make a judgement about a student's prior learning and experiences in relation to unit standards. The assessor may then be required to look at work experience records validated by managers, previous portfolios of evidence put together by the student or essays and reports validated as being the student's own unaided work.</li><li>Assessment must be valid and reliable to ensure the integrity of the award of the unit(s) and as such the evidence gathered and assessed must meet the standards of the unit(s).</li><li>If the collated evidence of RPL is assessed as not being sufficient to meet all the requirements of the unit(s) then the student will have to complete the normal assessment for the unit(s).</li><li>The assessment process for RPL is subject to the usual quality assurance processes including internal and external verification.</li></ul>	
Stage 4	Claiming Certification
<ul style="list-style-type: none"><li>RPL processes are subject to the usual quality assurance processes including internal and external verification / moderation. If following moderation. It is determined that there is not enough evidence to claim RPL for a unit(s) then the student will have an opportunity to provide more evidence or undergo normal assessment requirements.</li><li>All RPL decisions will be ratified at the final assessment board and minuted; record of evidence for RPL decisions should be kept.</li><li>Once the verification processes have been conducted satisfactorily then certification claims may be made by the College.</li></ul>	
Stage 5	Appeals
<ul style="list-style-type: none"><li>As with any assessment decision on procedural grounds a student may appeal using the College's Academic Appeals procedure.</li></ul>	

## 4. Part D - Enrolment and Registration for Taught Programmes

### 4.1 Enrolment

4.1.1 All students who wish to undertake a programme of study with the College are required to enrol. Enrolment is the process by which students commit themselves to become members of the College, and to abide by its regulations, procedures and Policies.

4.1.2 Students cannot enrol until they have demonstrated that they meet the entry requirements for their chosen programme and have been formally accepted onto that programme. At enrolment, the College will confirm the modules, any optional modules available, and the programme the student will study.

4.1.3 Enrolment will normally take place at the start of the academic year but may, with the approval of the relevant programme Assistant Director, take place at any time. All continuing students are required to re-enrol before the start of each academic year.

4.1.4 In order to enrol, the student must either pay the appropriate tuition fee or provide satisfactory evidence that the fee will be paid by a sponsoring body. Students are not permitted to attend classes until enrolment has taken place and appropriate evidence of student tuition fee funding has been

confirmed with Finance.

- 4.1.5 Students are advised that the College reserves the right to cancel courses but will give good reason for doing so.
- 4.1.6 In line with the College Student Protection Plan and the event of a course being cancelled, for example due to low enrolment numbers, the student will be given appropriate information, advice and guidance on other potential courses that may be appropriate and the enrolment may be transferred to the substitute course, alternatively, the student's enrolment will be cancelled and the student will be entitled to a refund of any fees paid in accordance with the terms and conditions of the Tuition Fee Policy.
- 4.1.7 Students are advised to read the Tuition Fees Policy carefully; particular attention is drawn to the note concerning withdrawal from the course and how this impacts on the calculation of outstanding fees the student may then owe for the remainder of the academic year.
- 4.1.8 Students are required to provide the required personal information and confirm that the personal details held by the College are correct, and to notify MIS of any subsequent changes.
- 4.1.9 Enrolled students whose registration on their approved programme of study has been terminated on the grounds that they have committed an academic offence, or on grounds related to the provision of information set out below, will have their enrolment cancelled and will not be permitted to apply for re-enrolment until at least a full calendar year has elapsed. In considering applications for re-enrolment in these circumstances the College will normally require from the applicant a written declaration (in the form of a Student Contract) that they understand the College's Academic Regulations and or Code of Conduct governing the offence they committed and that they undertake to comply with the regulations in future.
- 4.1.10 Students who have committed a serious disciplinary offence and who in consequence have had their enrolment as members of the College cancelled will not be permitted to apply to re-enrol until a period of time specified at the disciplinary hearing has elapsed. In considering applications for re-enrolment in these circumstances the College will normally require from the applicant a written declaration that they understand the College's Code of Conduct and Disciplinary Procedure and undertake to comply with the Code in future.

## 4.2 Registration

- 4.2.1 Registration is the process by which students undertake to pursue an approved programme leading to a recognised award. Students must register for the programme to which they have been admitted.
- 4.2.2 Students are required to declare during registration if they are registered for an award with any other academic institution. The College may decline to register such a student if it is judged that this circumstance will make it unlikely that the student would successfully complete the programme for which s/he is applying.
- 4.2.3 Students may not normally register concurrently for more than one programme leading to a recognised award unless the award is approved (for example, registering for a GCSE in Maths or English or undertaking a Higher Apprenticeship and enrolling and registering for two part time awards such as an HNC and a NVQ level 4). In such instances the College may exceptionally permit a second registration if it can be demonstrated that the second programme supports and will significantly contribute to the main programme.
- 4.2.4 The College reserves the right to terminate the registration of any student who has failed to disclose information material to the proper consideration of their application for or continuance on their programme of study, or who has presented misleading or false information in applying for their programme of study.
- 4.2.5 A student whose enrolment has been cancelled because of an academic and / or serious disciplinary offence may not be registered for a programme of the College unless and until re-enrolment has been permitted after the lapse of the prescribed period. If re-enrolment is permitted, the student will not normally be allowed to re- register for her/his original programme, but a request may be considered under exceptional circumstances.

#### 4.3 Enrolment on College Programmes - Rights and Responsibilities

- 4.3.1 Students- Within the limits imposed by the programme specification and guided by other programme and College documentation, it is the student's right to enrol for the combination of modules appropriate to her/his individual circumstances or intended route to qualification for an award. Restrictions can be imposed for managerial or logistical reasons. Students will confirm, in signing the Learning Agreement, to indicate that they accept responsibility for their selection.
- 4.3.2 Staff- It is the responsibility of the programme / Course Team Leader to ensure that all the materials necessary to make informed and appropriate programme and module selections are made available to students. It is the responsibility of the programme team to ensure that individual counselling is made available to students, including advice and guidance on the benefits and risks associated with different routes to qualification. Tutors are not responsible for approving module selections. Whilst programme teams may wish to confirm the choices made by students, a tutor's signature should not be taken as signifying approval and is not formally required for enrolment on the programme to which a student has been admitted.

#### 4.4 Amendments to Programmes of Study

- 4.4.1 Subject to the availability of places, students may change programmes or modules for which they are enrolled. Any such changes must normally take place within the first two weeks of teaching. Changes after this deadline will only be considered in exceptional circumstances and require the written approval of the receiving Programme/Module Leader.
- 4.4.2 There is the requirement for academic approval of a module change. Module changes may not be approved if there is an alteration to the award for which the student is registered, or a change in the mode of attendance.
- 4.4.3 An amendment to a student's programme is not valid until the appropriate documentation has been completed and submitted to MIS. A student's performance in a module for which s/he is not enrolled will not be credited to that student.

#### 4.5 Transfer Between Programmes

- 4.5.1 Students may transfer from one programme to another, subject to the approval of both programmes concerned. Transfers necessitate change to both the recorded enrolment and the registration for an award via MIS.
- 4.5.2 Students on undergraduate programmes have the right to transfer to another programme if all the following conditions are satisfied and the partner University approves in accordance with its regulations:
  - 4.5.2.1 The student's qualifications are comparable to those of other students on the programme to which s/he wishes to transfer.
  - 4.5.2.2 If the programme is professionally based, the student possesses the attributes required for entry.
  - 4.5.2.3 The programme is not oversubscribed.

#### 4.6 Withdrawal from a Programme of Study and Termination of Registration

- 4.6.1 A student may withdraw from a programme at any time. A student wishing to withdraw must complete the relevant College and / or University form (in the case of partner Universities). The withdrawal date will normally be the date this formal notification of withdrawal is received or date of last attendance, whichever is considered the most appropriate.
- 4.6.2 The College reserves the right to terminate the programme registration of a student whose performance gives cause for serious concern, as demonstrated by wholesale or repeated failure or lack of engagement in the programme of study, as defined by the Student Participation Policy (see Part E). Termination of programme registration must be authorised by the College Assessment Board and / or partner University Assessment Board. Students will not normally be permitted to re-enrol on the same programme.

- 4.6.3 In the case of a withdrawal or termination of registration, the relevant Assessment Board will consider modules successfully completed and will award appropriate credit which may, if the necessary requirements have been fulfilled, lead to an intermediate award. Where credits from higher levels are taken in fulfilment of the intermediate award these credits are considered to be spent and cannot be used in the future to obtain a higher award.
- 4.6.4 The student will be liable for any outstanding tuition fees in line with the College Tuition Fee Policy. It is the responsibility of the student to notify Student Finance England of the change of circumstances in relation to their tuition fee and/or maintenance loan.
- 4.7 Reapplication Following Termination of Programme Registration
- 4.7.1 Following termination of programme registration as above, any application to an alternative programme of study must be made through the Admissions process of the College.
- 4.7.2 If a place on the programme is offered, the date of re-commencement of study will depend on the point within the Admissions cycle that the application is made, the availability of places, and may also be subject to an attendance and achievement agreement. Students should also ensure that any necessary funding is available.
- 4.8 Professional Body or External Agency Requirements
- 4.8.1 The regulations above may vary in the case of programmes validated by an external agency or approved by a Professional Body in which case reference must be made to the regulations of the partner agency (such as a partner University).
- 4.9 Period of Registration
- 4.9.1 The target period of registration is deemed to be the normal duration of the programme plus a further two years to complete the student's study within the maximum registration period. This period includes 'catch up' periods of study.
- 4.9.2 For direct entry and entry with advanced standing the target period will be pro-rata that for whole-programme students, and the maximum registration period will be the direct entry target period plus two years.
- 4.9.3 Conferment of an award terminates the period of registration. The registration period for those students also registered for an award of a Professional Body may vary according to the regulations of that Professional Body.
- 4.9.4 Students may suspend their studies for a period of time, subject to the approval of the relevant Assistant Director and / or in accordance with partner University regulations.
- 4.9.5 Programmes are normally constructed and delivered so that students with a full-time commitment to study can complete the credit requirements over a target period. The maximum period for which a student may be registered on an undergraduate degree programme is two years above the target period. The table below illustrates the target and registration periods for typical undergraduate and minor award programmes.
- 4.10 Outstanding Debts
- 4.10.1 The College has a statutory duty to collect tuition fees and is obliged to take action to recover outstanding debts if payment is not made by the due date. Students are responsible for raising any queries they have about invoices, or any concerns if they are not able to pay by the due date, with the Finance department of the College and in line with the College Tuition Fee Policy. If students do not do this as soon as possible, or if they ignore the invoice, action will commence. Students are responsible for attending any interviews arranged and for answering any letters they receive in connection to their tuition fees.
- 4.10.2 The College can and may take action in line with the College Tuition Fee Policy if tuition fees are not paid on time and this may include external action to recover outstanding debts, including referral to debt collection agents and possible legal action. Please note that all costs incurred where external

action is taken will be added to the debt.

4.10.3 On payment of the tuition fee debt and any interest which is due, or an agreed arrangement for its discharge, the student will become eligible to receive the results of completed assessments and any academic credits or award which have been earned. If appropriate an invitation to a graduation ceremony will be issued and, if previously retained, any award certification will be released.

4.10.4 References in either these Academic Regulations or the Finance Regulations to outstanding tuition fees owed by a student to the College means the full value of any such fees.

#### 4.11 Authorised Break from Study

4.11.1 If the extent of disruption caused by admissible extenuating circumstances means that it is not practical for a student to continue on the programme in the current academic year, s/he may be advised to take a break from study. The student may be advised to suspend her/his studies until such time as the circumstances affecting performance have passed, provided that the maximum period of registration for the programme is not exceeded.

4.11.2 The authorised break from study must be for a minimum of one semester and should not be for more than one year. Students may commence the break in study no later than one calendar month before the end of teaching on the modules involved. Thereafter the extenuating circumstances process applies, where appropriate.

4.11.3 It is expected that the student will return to the same programme and stage of study. If this is not possible to circumstances such as programme closure the College will work within the expectations of the Student Protection Plan to offer alternative study options. If a student wishes to return to a different programme, this must be agreed, and a programme transfer must be requested.

4.11.4 Students who are on an authorised break from study are not registered with the College, i.e. a student is temporarily suspending their studies. This means that in normal circumstances the student does not have the right of access to certain College facilities.

4.11.5 The authorised break from study normally commences on the date the College is formally notified by the student of their intention using the appropriate form available via the Assistant Director and / or partner University. On receipt of the form, the authorised break from study must be endorsed by the Assistant Director. A referral to Student Support will be advised to ensure the student is fully advised of any implications, financial or otherwise of their decision to take an authorised break from study.

4.11.6 When students resume their study any marks from fully completed and passed modules will still be valid. Any modules where components of assessment had been undertaken and passed, but where the whole module had not been completed and passed will be cancelled and the student will retake the module in its entirety but will not be subject to capping arrangements. If the module assessment or the programme structure has not changed, components of assessment previously completed and passed may be resubmitted and the original mark retained. Any components of assessment for the module not taken or not passed must be submitted as a first attempt. Students should receive appropriate academic counselling to identify the most appropriate module enrolments and assessment requirements when they return to study.

4.11.7 Students who require a break from study due to maternity or paternity leave of absence are directed to the Wellbeing and Student Support Teams for advice and guidance on authorised absence in the first instance.

## 5. Part E - Student Participation

### 5.1 Principles

5.1.1 The College expects that each student to undertake the minimum number of credits in accordance with the award enrolment and registration and in accordance with their mode of study.

5.1.2 All students who have enrolled on a module to abide by the terms of the enrolment contract, obligations of registration, participate fully in the learning activities associated with each module, and

to undertake **all components** of assessment attached to it.

- 5.1.3 The College will monitor engagement at taught sessions from the first week of teaching and will undertake to contact students whose failure to participate without agreement or approval gives cause for concern. Taught sessions can be lecture, tutorial, seminar, lab, workshop, studio-based and include any remote or on-line sessions included on timetables. The contact made constitutes the invitation to explain failure to participate before withdrawal from the programme occurs.
- 5.1.4 The contract will be considered as breached in any of the following circumstances, unless the student has negotiated alternative acceptable arrangements with the Module Leader(s) or relevant Assistant Director:
  - 5.1.4.1 The student has missed any 3 weeks of taught sessions for one module, either consecutively or intermittently. Or has failed to meet the attendance requirements specifically described in the module details provided to students without good cause or approved extenuating circumstances. The student will be given one week to confirm their intention to continue studying on the module and to plan remedial action for recovering the missed learning with the module leader and/or programme leader or their representative.
  - 5.1.4.2 The student has missed 3 or more weeks of scheduled taught sessions for more than one module within a semester without good cause or approved extenuating circumstances. The student will be issued with a notice of intended withdrawal and given 14 days to respond or take appropriate action. If there is a nil response, or a negative response, the student's enrolment on the programme will be terminated. A record of the termination and the reason for it will be held on the student record.
  - 5.1.4.3 Failure to meet the engagement requirements with the virtual learning environment (as required by individual programmes) for one module without good cause or approved extenuating circumstances. The student will be given one week to confirm their intention to continue studying on the module and to plan remedial action for recovering the missed learning with the module leader and/or programme leader or their representative.
  - 5.1.4.4 Failure to meet the engagement requirements with the virtual learning environment (as required by individual programmes) for more than one module within a semester without good cause or approved extenuating circumstances. The student will be issued with a notice of withdrawal and given 14 days to respond or take appropriate action. If there is a nil response, or a negative response, the student's enrolment on the programme will be terminated. A record of the termination and the reason for it will be held on the student record.
- 5.1.5 Students are expected to adhere to the College's Student Code of Conduct, and to the Code of Conduct of the Professional Body / partner University validating their programme where appropriate. The Learner Disciplinary Policy and Fitness to Study Policy will be followed where students fail to comply with the appropriate Codes of Conduct.

## **6. Part F - Assessment Regulations for Taught Programmes**

### **6.1 Principles**

#### **6.1.1 Explanation of Terms**

- 6.1.1.1 Assessment component - essays, presentations, group work activities, projects or other assessments (commonly termed coursework), and seen or unseen examinations.
- 6.1.1.2 An assessment component may sometimes take the form of a number of smaller submissions or elements e.g. lab reports or short in-class tests. The mark for each assessment component is recorded in the student record system with the appropriate weighting, and these are used to calculate the overall module mark.
- 6.1.1.3 Assessment criteria - the requirements of an assessment, identified through specific learning outcomes, used when marking a student's work. They are a useful guide to the student to indicate the expected content or approach for an assessment.
- 6.1.1.4 Deferral - an approved extension to the deadline date for an assessment, agreed by the student and authorised staff. A deferred assessment will be marked across the whole mark range, up to 100%.

6.1.1.5 Referral - when a student does not pass an assessment component at the first attempt they may be offered the opportunity to submit further work to achieve a pass standard. In accordance with award regulations (from partner Universities in particular) if the referral work is of a pass standard the work will be marked at 40% (capped at a pass). Students are advised to read their programme handbooks for more programme specific information on referrals.

## 6.2 Awarding credit for learning achievements.

6.2.1 Credits are awarded to students in recognition of their learning achievements, either within modules studied in their programme, or from recognised prior learning (RPL, (See Part C). Every module has a validated credit value, which is expressed as a number of credits at a specific level, see Part B.

## 6.3 What are learning outcomes?

6.3.1 A learning outcome is a learning achievement, which may take the form of the acquisition of knowledge, understanding, an intellectual skill or a practical skill. Learning outcomes are the basis for the learning and assessment strategy in modules. Each module has a formally identified set of learning outcomes. The learning outcomes, credits, subject content, and the level of the module together define the standard.

## 6.4 What are assessments?

6.4.1 Assessments are designed to enable students to demonstrate achievement of the learning outcomes. Different assessment components (coursework and/or practical/examinations) may be ascribed to a module. Each assessment component may carry one or more learning outcomes which will be assessed against assessment criteria. Students must be informed of the assessment criteria which are designed to test achievement of the learning outcomes of the module and indicate the level of performance required.

## 6.5 Assessments and modules.

6.5.1 The combination of assessment components must test every stated learning outcome for a module. Up to three different assessment components (coursework and/or examinations) may be ascribed to a module.

6.5.2 It is the responsibility of the student to ensure that (s)he understands the assessment criteria and learning outcomes against which their work will be marked. Continual engagement with the delivery of the module is important to enable a student to gain this understanding (see the Student Participation Policy in Part E), and to fulfil their responsibility to the learning experience of fellow students.

6.5.3 It is the responsibility of the student to ensure that they engage with all components of assessment within a module. Assignments must be submitted by the formally declared deadlines.

6.5.4 Students must understand what constitutes an academic offence (Part I), including plagiarism, collusion, breach of examination room regulations (Section G) and ensure that they do not commit such offences in their studies and assessments.

6.5.5 It is the responsibility of a student to submit a claim for exceptional extenuating circumstances (EEC) where an unexpected and severe situation that will affect their performance in assessment arises. This must be submitted prior to the original submission deadline, with evidence and the work completed to date. See Part H for full details.

6.5.6 If a student has a disability or learning difficulty which affects their academic performance, it is their responsibility to contact Learner Services and discuss whether a support plan is appropriate. Support Plans identify a student's support needs and are used to help a student engage fully with assessment.

6.5.7 If handwritten coursework is judged by the examiners / assessors to be illegible the work will not be accepted for assessment and examiners / assessors may ask the candidate to produce a typed transcript of all or part of the work. In such cases the candidate will be required to work under supervised conditions using a copy of the relevant parts of the original script.

6.5.8 In assessing a student's work, the tutor is required to judge the standard achieved in accordance with

the stated criteria. If the work demonstrates that the learning outcomes have been achieved, a mark is assigned based on the mark descriptors. If the learning outcomes have not been met, the appropriate fail mark is given. In the case of an examination assessment, it is the overall mark which matters, not the marks given for individual answers or sections.

6.5.9 Students are referred to their programme handbooks for specific marking scales associated with their programme of study.

6.5.10 If a student passes a module, the credit is confirmed by the Assessment Board. It is not possible to retake a module that has been passed, unless there is allowance made by an external body associated with the programme, explicitly stated in the programme specification.

## 6.6 Deferral

6.6.1 Consideration in respect of illness, or other valid cause, is given only if the student concerned has submitted a formal written claim (EEC) with their work and has provided acceptable evidence according to the regulations in Part H. If the EEC panel decides to uphold a claim one of the remedies is to offer the opportunity for the student to submit a fresh piece of work by a revised deadline. This is a deferral.

6.6.2 Deadlines for resubmission of work will usually be within the same academic year. In the case of examinations, the student will normally be directed to take the assessment at the next available exam period.

6.6.3 The full range of marks will be available provided the work is submitted in line with the approved deadline.

6.6.4 If, following deferral, the assessment is not submitted by the stipulated date, the assessment is considered failed.

6.6.5 Students who have an Assessed Extended Deadline identified in their support plan will be entitled to a deferral for the period of time stipulated in the plan.

## 6.7 Late Submission

6.7.1 Work which is submitted after the designated deadline (including any formally approved agreed extension) for a coursework assessment is deemed late.

6.7.2 If serious circumstances beyond a student's control affect their ability to complete an assessment, they may submit a claim for Exceptional Extenuating Circumstances (EEC). This must be accompanied by evidence and the work done to date, by the original assessment submission deadline. This will be considered by an EEC panel. Details of the policy and procedure are in Part H of these regulations.

## 6.8 Failing Modules

6.8.1 A module is failed if:

6.8.1.1 The work submitted for an assessment component is not of a high enough standard to warrant a pass overall mark.

6.8.1.2 Work has not been submitted for the module assessments.

6.8.1.3 The student has committed academic offences and a penalty of failing the module has been imposed (see Part I).

6.8.2 Students are normally entitled to one referral opportunity in each of the failed assessment components. The deadline for resubmission of work will be clearly stated. In the case of examinations, the student will be directed to take the assessment at the next available examination period.

6.8.3 Where applicable No Detriment Policies will be applied in line with Pearson and/or partner University Assessment guidance.



## 6.9 Qualification for an Award

6.9.1 In order to qualify for an award, the student must have satisfied both:

6.9.1.1 The general credit requirements for the award; *and*

6.9.1.2 All the specific requirements defined in the intended learning outcomes for the programme, for each of the stages leading to the award.

## 6.10 Assessment Board

6.10.1 Programme/Course Team Leaders will keep records of module / unit achievements and will present each individual student academic record the relevant Assessment Board for the Board to formally agree on the following outcomes:

6.10.1.1 The student has completed all required modules and has gained sufficient credit to either cash in the qualification or to progress to the next level.

6.10.1.2 Confirm a student referral or resit, in which case the Resit Assessment Board will consider the student's academic record post resit or resubmission opportunity.

6.10.1.3 Confirm a student's EEC and agree a deferred assessment opportunity.

6.10.1.4 Confirm a student's withdrawal or suspension from study.

6.10.2 The Assessment Board will provide a summary of student academic outcomes for the Academic Board.

6.10.3 Where Assessment Boards are conducted at partner Universities information including ratified grades and minutes are shared and reported to Academic Board.

## 7. Part G - Examination Regulations

### 7.1 Examination Room Regulations for Candidates

7.1.1 All regulations apply on entry to the examination room. Failure to comply will be deemed to be in breach of examination regulations and will be subject to the outcomes of an academic offence as set out in Part J of the Academic Regulations.

7.1.2 Note that academic offences such as plagiarism and impersonation, as defined in Part J, apply in examinations.

7.1.3 Candidates must note the following Examination Room regulations.

7.1.3.1 Strict silence must be observed at all times in the examination room. The examination is deemed to be in progress from the time the candidates enter the room until all the scripts have been collected.

7.1.3.2 Candidates will only be admitted up to thirty minutes after the commencement of the examination. No extra time will be allowed. If any candidate arrives after thirty minutes has elapsed, they will not be allowed to enter the examination.

7.1.3.3 Candidates must provide evidence of their identity by prominently displaying their College (and /or partner University) ID card on the desk. The College will conduct identity checks. Candidates may not be permitted to sit the examination if they do not have ID with them.

7.1.3.4 All briefcases, bags, books, pencil cases etc. must be placed to one side of the examination room as instructed and not left beside the desks. All gangways should remain clear of obstruction. Candidates taking open book examinations may only use books, notes etc. specified by the examiner.

7.1.3.5 Candidates must ensure there are no unauthorised materials on their desk or on their person. Dictionaries, books and notes are not permitted unless specified otherwise on the examination paper.

7.1.3.6 No unauthorised electronic devices are permitted on a candidate's desk. All devices must be turned off and stored in bags or handed in as per the examiner's instructions at the side of the examination room. Candidates are responsible for any electronic device taken into the examination room. Retaining any unauthorised electronic device on the person will be

deemed to be in breach of examination regulations.

- 7.1.3.7 Candidates are permitted to use, non-programmable calculators as specified by the examiner. Candidates should ensure that such devices do not contain unauthorised material. If devices are found carrying such information the candidate will be deemed to be in breach of examination regulations. If students find themselves inadvertently in possession of unauthorised materials or devices, they must immediately declare and surrender them to an invigilator before the examination starts.
  - 7.1.3.8 Candidates must not consult the question paper until instructed to do so.
  - 7.1.3.9 Candidates must read the "Instructions to Candidates" printed on the front sheet of the question paper and comply with them. No extra time is allowed for completing the entries required on the front cover of the answer book. When time is called at the conclusion of the examination all writing must cease immediately.
  - 7.1.3.10 Candidates must not speak to or otherwise communicate with any other candidate throughout the examination. Sharing materials during the examination is also not allowed.
  - 7.1.3.11 Candidates taking computer-based examinations must not attempt to access unauthorised resources, including web pages, instant messaging programmes, email and shared folders.
  - 7.1.3.12 Candidates may have bottled water which must have the label removed.
  - 7.1.3.13 Candidates wishing to use toilet facilities may do so, one at a time, in an emergency only. They will be accompanied at all times by an invigilator. Any candidate who leaves the examination room unaccompanied will not be allowed to re-enter.
  - 7.1.3.14 If the fire alarm sounds during the examination candidates must follow the instructions of the invigilator. Candidates must leave the room in silence and must not take any papers or material from the room. Candidates must not communicate with each other or in any way attempt to take an unfair advantage of the situation. Any candidate positively detected consulting a book, for example, will be deemed to be in breach of examination regulations. Candidates must not re-enter the examination room before the invigilator has returned. Any candidates who do so will not be permitted to continue the paper.
  - 7.1.3.15 All rough work must be done in the answer book provided. A line should be drawn through such rough work to indicate to the examiner that it is not part of the answer to be marked.
  - 7.1.3.16 Candidates must ensure that any additional sheets are securely tied inside the answer book with the tag provided and that their name or examination number is entered at the top of each sheet.
  - 7.1.3.17 Candidates must remain seated until all answer books have been collected and the invigilator gives the signal to leave the room. Any unused stationery should be left on the desk.
  - 7.1.3.18 Candidates are asked to observe requests for silence around the areas of the College where examinations are taking place.
  - 7.1.3.19 No candidate may leave during the first thirty minutes of the examination or during the last twenty minutes.
  - 7.1.3.20 Any candidate who finishes early must hand in their answer script before leaving their desk. They must leave the room quietly, in order not to disturb other candidates. Candidates will not be permitted to re-enter the room once their script has been collected.
- 7.1.4 Candidates are reminded that where they are sitting an examination as part of the assessment methodology for their award in conjunction with a partner University, they are also subject to the examination regulations of the University. For all other programmes, JCQ regulations apply and these will be made available for viewing at the designated examination room before the examination commences.

## **8. Part H - Exceptional Extenuating Circumstances (EECs)**

### **8.1 Principles**

8.1.1 The policy is built around the following key principles:

- 8.1.1.1 Exceptional Extenuating Circumstances (EECs) are serious unforeseeable events which can be shown to have had a significant impact on students' academic performance, in particular the assessment(s) which a student is undertaking.

- 8.1.1.2 All students are given a fair opportunity to demonstrate their learning achievements through assessment.
- 8.1.1.3 In the event of a significant incident, not of the student's own making, which results in the student not being able to complete an assessment, or the performance of the student is adversely affected, there shall be a process by which the College will be able to give the student an opportunity to complete a new assessment.
- 8.1.1.4 No student should gain an unfair advantage over other students through the exceptional extenuating circumstance process. The grade and outcome should be no more and no less than is merited through the student's performance in normal circumstances.
- 8.1.1.5 As a consequence of this policy, the standards of the College's awards are safeguarded, for the benefit of current and prospective students, employers and public agencies.
- 8.1.1.6 Where circumstances beyond a student's control impact negatively on an assessment opportunity the student may submit a claim for exceptional extenuating circumstances.
- 8.1.2 Exceptional extenuating circumstances may apply in one of the following circumstances:
  - 8.1.2.1 Where severe circumstances prevent a student from taking or completing a module properly.
  - 8.1.2.2 Where a student is unable to attend a formal examination due to exceptional extenuating circumstances.
  - 8.1.2.3 Where exceptional extenuating circumstances can be shown to have affected a student's performance in assessment.
- 8.1.3 In such circumstances as outlined above, the policy allows for one of the following solutions, as appropriate:
  - 8.1.3.1 The student is allowed to repeat the module.
  - 8.1.3.2 A deferred assessment/examination is allowed.
  - 8.1.3.3 An opportunity to undertake a fresh assessment at the next assessment point. In such circumstances, the assessment undertaken will be different to the original assessment.
  - 8.1.3.4 For partner University provision and in accordance with partner University regulations, in exceptional cases for students completing their studies in that academic year it may be appropriate to discount the affected assessment in the student's overall profile.
- 8.1.4 Exceptions to the need to submit a fresh assessment, as indicated above, exist in the following circumstances:
  - 8.1.4.1 The assessment consists of multiple components completed across a period of time where only the latter components were affected by the exceptional extenuating circumstance such that new assessments would need to be devised for the latter impacted components only.
  - 8.1.4.2 The assessment is an Independent Study, a personal portfolio, a work-based learning project or employer negotiated assessment.
  - 8.1.4.3 Where No detriment Policies and Procedures have been implemented due to exceptional circumstances such as in response to national, regional, or institutional emergency. In all instances the Awarding body No Detriment policy will apply.
  - 8.1.4.4 Under no circumstances will a successful EEC claimant be allowed to submit the same assessment component as previously submitted by other students.
- 8.1.5 This policy does not apply where a student has a disability or ongoing medical condition as this should be reported to Learner Services at application stage, on enrolment, or as soon as possible thereafter, so that it can be properly recorded and appropriate arrangements to support the student put in place to ensure that the student is not disadvantaged. It does, however, apply to a claim for a circumstance not covered by their support plan covering for example disability or maternity arrangements.
- 8.1.6 Claims for exceptional extenuating circumstances will not normally be approved if they arise from matters which are evidently for them to control:
  - 8.1.6.1 A student's failure to organise her/his time appropriately.
  - 8.1.6.2 A student's own negligence or carelessness.
  - 8.1.6.3 Circumstances for which a student has had ample opportunity to plan.

- 8.1.6.4 Circumstances which a student did not disclose at the appropriate time (unless they were unable to do so due to circumstance e.g. their mental capacity was impaired).
  - 8.1.6.5 Circumstances already addressed in a student's support plan.
  - 8.1.6.6 Any failure of computer related equipment.
- 8.1.7 All claims for exceptional extenuating circumstances must be submitted on the appropriate form available from the CCSW Higher Education webpages and HE Student SharePoint site, which must be completed in full by the student and accompanied by the required evidence.
- 8.1.7.1 In relation to coursework, claims must normally be submitted in advance of the handing-in date. In some cases, a claim may be accepted after that date, provided there is a good reason it could not be submitted prior to the handing in date.
  - 8.1.7.2 In relation to examinations, claims must be submitted no later than seven days after the date of the examination, unless there is good reason the evidence to support the claim was not yet available.
- 8.1.8 In all cases it is the student's responsibility to submit the form by the specified deadline.
- 8.1.9 All evidence must be provided by either a professional who has specialist knowledge of the circumstances or by an independent source that is able to verify matters of a personal nature.
- 8.1.10 When a claim for exceptional extenuating circumstances is submitted against coursework, where possible the student should hand in any work (part-completed coursework, notes, etc.) that has been completed to date. If no work is submitted, then the mark recorded will be a non-submission and the appropriate penalty will be applied. In the event that the claim is unsuccessful, the submitted work will be marked as a completed submission. Exceptions to this will only apply where it would have been impossible to hand in any work by the deadline. Examples may include; student in hospital; unable to return to country through flight disruption/disaster; student's mental capacity is impaired.
- 8.1.11 Where an EEC claim is upheld, in the solution outlined above, the work submitted by the original deadline will be marked as normal. The student will be informed of the grade awarded and given the opportunity to either accept that grade or to take up the offer of a fresh assessment. Students taking up the offer of submitting a fresh assessment will be informed of a new assessment deadline and the new work will be marked as if it had been submitted at the original deadline. The new deadline will normally be the next available assessment opportunity.
- 8.1.12 In the circumstances outlined above the EEC panel will offer an extension in accordance with the circumstances documented in the claim. The student will submit the work for the new deadline and it will be marked as if it was submitted by the original deadline.
- 8.1.13 Where the panel rejects the claim, no fresh opportunity to submit work or undertake a different assessment will be given to the student and the original mark will stand.
- 8.1.14 The EEC panel should normally be chaired by the Director of Higher Technical Education or nominee. It is expected that the relevant Assistant Director will also normally attend the panel. The panel should also have a member from another Curriculum Area to ensure consistency of approach and decision making between panels.
- 8.1.15 The frequency of panel meetings should ensure that no students are kept waiting for a decision for an unreasonable period of time. The panel will be required to provide a judgement on each claim within 5 working days of its meeting. It will be the responsibility of the Chair of the panel to ensure that the student is notified of the decision.
- 8.1.16 In clear-cut cases where an urgent response is required, EECs can be approved by Chair's action or by the Director of Higher Technical Education and noted at the next formal EEC panel meeting.
- 8.1.17 Where a student is declined an EEC, the student may be given 10 days in which to produce further information/evidence to support their claim. Students who have concerns regarding the outcome should seek advice from their personal tutor. The personal tutor will be able to:
- 8.1.17.1 Assist with the understanding of the outcome.

- 8.1.17.2 Assist the student in responding to additional requirements from the panel.
- 8.1.17.3 Identify what options are available to the student in light of the panel outcome.
- 8.1.17.4 Support with referrals to other specialist areas in College.

## 8.2 Exceptional Extenuating Circumstances Procedure

- 8.2.1 Students should apply for an EEC using the appropriate form available on the CCSW Higher Education webpages and HE Student SharePoint site. The form should be submitted to the Director of Higher Technical Education. Once all information and evidence has been received the Director of Higher Technical Education will forward it to the appropriate EEC Panel which will make a decision on the EEC application based on the evidence. Types of evidence that may be required include doctor's notes, crime reports, and death certificates, as appropriate.
- 8.2.2 Non-confidential evidence is expected to be submitted with the application but students may identify evidence of a sensitive or personal nature which they wish only to be seen by the chair of the panel. Any such evidence should be placed in a sealed envelope and clearly marked 'Confidential.' Only the chair of the panel will read the confidential evidence. It will be his/her responsibility to provide a judgement for the panel on the seriousness or relevance of the evidence.
- 8.2.3 EEC panels can be convened by the Director of Higher Technical Education as required and are normally chaired by the Director of Higher Technical Education, or nominee. It is the responsibility of the EEC panel to ensure that any claim is upheld appropriately and the evidence is sufficient and relevant. Students will be informed of the outcome of their EEC application within five working days of the panel.
- 8.2.4 Where a student is granted an EEC, s/he will normally be offered the opportunity to sit a fresh assessment at the next opportunity.
- 8.2.5 Whereby No Detriment Policies have been implemented EECs will automatically be applied to affected students and assessments.

## 8.3 Exceptional Extenuating Circumstances Procedure (Collaborative Partner Universities)

- 8.3.1 Awards operating under collaborative University partnerships are required to act within the requirements of the University policies and regulations. However, it is recognised that local procedures will need to be utilised to ensure the efficient processing of claims under the EEC policy. Where appropriate, the partner University forms should be used in accordance with their regulations.

## 9. Part I - Academic Offences

### 9.1 Introduction

- 9.1.1 The College has a public duty to ensure that the highest standards are maintained in the conduct of assessment. Thus, the legitimate interests of the students and the College's reputation are safeguarded. Alleged academic offences which would compromise these standards will be investigated thoroughly. If confirmed, an offence will lead to the imposition of severe consequences, including the possibility of termination of registration and enrolment, i.e. expulsion. Where the alleged academic offence has been committed on a programme in conjunction with a partner University then the Universities regulations must also be consulted.
- 9.1.2 An "academic offence" has been committed when a student tries to gain improper advantage for her/himself by breaking, or not following, Academic Regulations concerning any part of the assessment process. This procedure applies to all higher education students engaged in any College assessment activity whether on or off site including collaborative University partner programmes.
- 9.1.3 The Academic Offences procedure is intended to help students to reach a clear understanding of Academic Regulations and to put minor misunderstandings right before they become serious.
- 9.1.4 Students who are subject to this procedure are encouraged to take advantage of the advice and support available to them from the Student Centre, Wellbeing Centre or Student Hub. At all stages of this procedure students have the right to be accompanied by a friend who is not acting in a

professional capacity and, if the student is under 18 years of age, her/his parent or guardian.

- 9.1.5 Certain professional bodies impose their own standards of professional conduct. If a student does not keep to those rules or standards, they may not gain the professional recognition regardless of learning achievement.
- 9.1.6 Where roles are specified in this document for relevant Assistant Principals, in instances where that Assistant Principal might themselves have been directly involved in the teaching, supervision, assessment or examination of the student concerned, the matter will be referred to a different Assistant Principal.

## 9.2 Categories of Academic Offence

- 9.2.1 Plagiarism- An offence occurs when a student submits as her/his own, work of which s/he is not the author. Plagiarism has occurred when the student:
  - 9.2.1.1 Does not acknowledge the work of another person or persons, or
  - 9.2.1.2 Has not identified the source or cited quotations in any work presented for assessment, or
  - 9.2.1.3 Has used images, music, video, patents or other creative materials without acknowledgement of their provenance, or
  - 9.2.1.4 Has copied another student's work without their knowledge, or
  - 9.2.1.5 Has submitted the same piece of their own work for assessment and award of credit in two (or more) modules.
  - 9.2.1.6 If a student's work is found to contain verbatim (or near verbatim) quotation from the work of others without acknowledgement, then plagiarism has been committed.
- 9.2.2 Collusion- Where there is a requirement for the submitted work to be solely that of an individual student, collaboration is not permitted. Students who improperly work together in these circumstances and/or who permit the copying of their work by others are guilty of collusion. Where students are permitted or instructed to work together to achieve common outcomes, such group activity is regarded as approved collaboration. There may be a requirement for each student to identify her/his own contribution.
- 9.2.3 Impersonation- A student who is substituted by another person in an examination, or who submits by substitution the work of another person as her or his own, is guilty of deception by impersonation. The offence of impersonation can be applied both to the student and the impersonator. Impersonation will normally be viewed as serious, threatening the maintenance of academic standards and will result in the module(s) in which the offence(s) occurred to be deemed as a fail and a numerical grade of 0 (Zero) recorded. The student (s) will be allowed to retake the module(s) with the final module grade limited to a minimum pass mark. If the student (s) elects to take a different module to make up the credit deficit, that module will be limited to the minimum pass mark for the students involved either as the impersonator or the person knowingly impersonated. Where the accomplice is a member of the College, but not an enrolled student, disciplinary action will be taken.
- 9.2.4 Improper conduct in an examination- An offence is committed when a student possesses unauthorised paper, material or electronic devices such as mobile phones, programmable calculator or electronic dictionaries, or communicates with another student during an examination.
  - 9.2.4.1 If on entry to the examination room students find themselves inadvertently in possession of any such material or device, they must declare and surrender it immediately prior to the start of the examination.
  - 9.2.4.2 An offence is also committed if there is evidence of the use of unauthorised material in a student's response(s) to examination questions.
  - 9.2.4.3 Students will be deemed to be aware of all regulations governing the conduct of examinations (Part G). Breaches of any of these regulations will constitute an academic offence.
- 9.2.5 Deception- Invention of data- Invention of data occurs where a student effectively misrepresents data to make it appear that the data has been derived by appropriate measurement in the field, in the laboratory or other setting thus the reader is deceived with regard to the true information and the researcher may use the invented data to substantiate a favoured hypothesis. This is regarded as deception and is a very serious academic offence.

- 9.2.6 Any other form of deception- Any action through which students seek to gain an unfair advantage in assessment constitutes an academic offence.

### 9.3 Procedures for Dealing with Academic Offences

- 9.3.1 Breaches of Examination Room regulations- Following a report to the Examinations Manager by the invigilator, a fixed penalty in accordance with the consequences of an academic offence, as stated below, will apply unless the breach of examination room regulations may be shown to have resulted in the student gaining an unfair advantage when the case will be referred to the relevant Director for consideration (step 2).

- 9.3.2 All other offences will be dealt with by applying the following procedures.

- 9.3.2.1 Step 1 - Programme / Course Team Leader Meeting- Where a tutor suspects that an Academic Offence has taken place s/he reports it to the programme / course team leader:

- 9.3.2.1.1 The programme / course team leader holds a meeting with the student in order to establish whether an offence has been committed or not, whether the offence has arisen from inexperience or misunderstanding, and the effect of the offence on academic standards.

- 9.3.2.2 If the offence was committed as a result of inexperience or misunderstanding the outcome of this meeting is an advisory note placed on the student's file clarifying academic regulations. Any action to be taken to address the issues identified will be noted within the advisory note and subsequently monitored by the programme / course team leader. A copy of the advisory note will be given to the student and a copy held in on the student file (in ProMonitor) for reference in any future investigation.

- 9.3.2.3 If the offence is judged not to be the result of inexperience and misunderstanding, the student will be referred to the relevant Assistant Principal with overall responsibility for her/his programme or module (Step 2). The student will be informed of this in writing.

- 9.3.2.4 If the offence is one of plagiarism which has been admitted by the student, the programme / course team leader will determine whether there are any factors that make it a significant threat to academic standards. These would include an element of collusion, impersonation, systematic and widespread plagiarism or repeat offending. If the offence amounts to a serious threat to academic standards, the student will be referred to the relevant Assistant Principal with overall responsibility for her/his programme or module (Step 2). The student will be informed of this in writing.

- 9.3.2.5 Where a student admits the offence of plagiarism, but there are none of the factors outlined above, the programme / course team leader will implement a penalty in line with consequences of academic offences as stated below.

- 9.3.3 Step 2 - Meeting with the relevant Assistant Principal or nominee

- 9.3.3.1 The relevant Assistant Principal or nominee holds a meeting with the student in order to consider the evidence and to determine the appropriate course of action. Where the offence being investigated is felt to be systematic and widespread, representation of an experienced independent person from outside of the Curriculum Area will be sought. Details of the meeting will be recorded by the Director of Higher Technical Education.

- 9.3.3.2 The student will be given written notice of the time and place of the meeting, a clear statement of the nature of the alleged academic offence and supporting evidence. The period of notice will be at least seven days but may be reduced or increased with the agreement of the student, in the interests of natural justice. In the event that the student fails to respond to a request to meet with the Assistant Principal the meeting will be concluded in the student's absence on the basis of any information available.

- 9.3.3.3 The student is entitled to bring a friend who should be a member of the College and, if the student is under 18 years of age, her/his parent or guardian. The friend may make representations on the student's behalf with permission of the Assistant Principal. Details of anyone accompanying the student must be notified to the Assistant Principal at least four days before the meeting. This process is internal therefore it is not expected that students will bring legal representation to such meetings.

- 9.3.3.4 Copies of any written material to be submitted to the meeting by the reporting programme / course team leader and the names of any witnesses to be called by the Director or nominee

- holding the meeting must be made available to the student at least 4 days before the meeting unless these time periods are reduced with the agreement of the student.
- 9.3.3.5 The programme / course team leader will present a summary of the investigation to date.
  - 9.3.3.6 The student is entitled to call witnesses and to present evidence to the meeting. Copies of any written material to be submitted to the meeting, and the names of witnesses to be called by the student, must be made available to the Assistant Principal or nominee holding the meeting at least four days before the meeting unless the Assistant Principal or The Director of Higher Technical Education agrees to reduce this time period or accept information at the meeting.
  - 9.3.3.7 Witnesses will be asked to leave the meeting once their evidence has been presented and questioned. Once all the evidence has been heard, the Assistant Principal or nominee holding the meeting may ask the student and her/his friend (and parent or guardian) to leave the meeting whilst a decision is reached.
  - 9.3.3.8 The Assistant Principal or nominee will make themselves aware of current guidance available and may impose one of the consequences set out below. The outcomes of the meeting will normally be communicated to the student immediately after the meeting. This will also be notified to the student in writing, with a copy placed on file and copied to the Director of Higher Technical Education and may be taken into account in any subsequent offence hearings. All decisions will be reported to the relevant Assessment Board.
  - 9.3.3.9 If, exceptionally, the Assistant Principal is unable to reach a decision without further advice/consultation s/he will inform the student of an anticipated date by which the decision will be given. This will normally be no longer than five working days after the meeting. If the Assistant Principal is still unable to reach a decision the case will be referred to be heard by an Academic Offence Panel (Step 3).
  - 9.3.3.10 If the nature of the offence warrants it, the Assistant Principal or nominee may also, depending on the nature of the offence, invoke the College's Disciplinary Policy against the student.
  - 9.3.3.11 If the student is reasonably dissatisfied with the outcome of the meeting with the Assistant Principal, an appeal may be lodged through the procedures detailed below.
- 9.3.4 Step 3 - Formal Academic offence panel may be convened where the Assistant Principal is unable to reach a conclusion.
- 9.3.4.1 The Panel will consist of three members of the College, together with a secretary (The Director of Higher Technical Education or Nominee) and represent a minimum quorum of Chair and two other members drawn from Academic Board or ~~Academic~~ Quality Team. They must not have been involved in the assessment of the student, the Assessment Board nor in any prior investigation of the alleged academic offence.
- 9.3.5 The conduct of the Academic Offence Panel.
- 9.3.5.1 Hearings will be held in order to consider evidence, decide whether an academic offence has been committed and if so the nature of its effect on academic standards, and to determine the appropriate course of action.
  - 9.3.5.2 The student will be given written notice of the time and place of the hearing and a clear statement of the nature of the alleged academic offence. The period of notice is at least 21 days but may be reduced or increased with the agreement of the student and in the interests of natural justice. The student is entitled to bring a friend who is not acting in a professional capacity, and if the student is under 18 years of age, her/his parent or guardian. The friend may make representations on the student's behalf with permission of the Chair. Details of anyone accompanying the student must be notified to the Chair at least seven days in advance of the meeting. In the event that the student fails to respond to a request to attend an Academic Offence Panel Hearing, the hearing will be concluded in the student's absence.
  - 9.3.5.3 Copies of any written materials to be submitted to the meeting by the reporting Assistant Principal and the names of any witnesses to be called by the Chair of the hearing must be made available to the student at least seven days before the hearing unless these time periods are reduced with the agreement of the student.
  - 9.3.5.4 The case will be presented by the reporting Assistant Principal or nominee.
  - 9.3.5.5 The student is also entitled to call witnesses and to present evidence to the hearing. Copies of any written material to be submitted to the hearing and the names of witnesses to be called



by the student, must be made available to the Chair of the hearing at least seven days before the hearing unless the Chair agrees to reduce this time period or accept information at the hearing. Witnesses will be asked to leave the hearing once their evidence has been presented and questioned. Once all the evidence has been heard the Chair of the hearing may ask the student and her/his friend (and parent or guardian) to leave the hearing whilst a decision is reached.

- 9.3.5.6 The Panel will reach its decision as to whether an offence has been committed or not by simple majority vote with the Chair having a casting vote: the Secretary to the Panel is not entitled to vote. The Panel will make itself aware of current guidance available and may invoke consequences as set out below. The Panel will then report its decision to the relevant Assessment Board and to the ~~Dean of HE~~ The Director of Higher Technical Education who will communicate the outcome to the student in writing.

## 9.4 Consequences of Committing an Academic Offence

- 9.4.1 The following outcomes may be used when an academic offence has been found to have been committed. The severity of the penalty is dependent on details of the case.
- 9.4.2 An advisory note: This will normally include further action to be undertaken relating to study skills and/or support to address the lack of understanding/ inexperience. This will be confirmed to the student in writing, copied to the programme / course team leader for implementation and monitoring.
- 9.4.3 A written warning: Stating that any further offences committed while the student is registered with the College will normally lead to termination of registration and enrolment. All formal/written warnings are issued through the Director of Higher Technical Education. The outcome may be taken into account in any subsequent hearings. A written warning will accompany the consequences listed below:
- 9.4.3.1 Where the effect of the offence on academic standards is limited, the assignment(s) / examination in which the offence occurred will be failed and a numerical grade of 0 (Zero) is recorded. The student will be permitted to resubmit with the final assignment/examination mark limited to a minimum pass mark (40%). The student is expected to submit the referral / sit the referral exam. If the student elects not to resubmit, the overall mark for the module they take to make up the credit deficit will be limited to 40%. Where the offence is committed on a referral the module will be failed and the student will be allowed to retake the module (subject to programme specific regulations) with the appropriate assignment/examination mark limited to a minimum pass mark. If the student elects to take a different module to make up the credit deficit, that module will be limited to the minimum pass mark.
- 9.4.3.2 Where an offence is deemed to be more serious, threatening the maintenance of academic standards, the module(s) in which the offence(s) occurred will be failed and a numerical grade of 0 (Zero) recorded. The student will be allowed to retake the module(s) with the final module grade limited to a minimum pass mark. If the student elects to take a different module to make up the credit deficit, that module will be limited to the minimum pass mark.
- 9.4.3.3 All credits earned in concurrent modules may, at the Panel's discretion, be suspended with the student being required to retake the modules in order to gain the credits necessary for the stage/award. The grades recorded for these modules will be the lower of the original grade or that achieved on re- assessment.
- 9.4.3.4 Where the offence is found to be widespread and systematic or as a result of impersonation, termination of the student's registration, cancellation of enrolment and the annulment of all assessments for concurrent modules will normally be recommended. Termination normally prevents a student from applying for further study for a period of one full calendar year.
- 9.4.3.5 The Panel, on behalf of Academic Board, may on the basis of evidence presented to it instigate a review of credit previously obtained by students who have committed a serious offence. If the Panel concludes that any or all of such credits were not properly earned, it may recommend to Academic Board that they be cancelled.
- 9.4.3.6 The record will be taken into account in any subsequent offence hearings or in giving any reference on behalf of the student and UCAS may be informed.

## 9.5 Repeat Offences

- 9.5.1 Where a student is found to have committed any further offence after a previous written warning a

consequence of termination will normally apply to the student. This may also include failure and removal of credit of concurrent modules.

#### 9.6 Offences found after an Award has been made.

9.6.1 Where an individual is found to have committed an academic offence after they have been conferred an award of a University (through a partner University), under the University regulations, the University reserves the right to revoke the award.

9.6.2 If the result of the Academic Offence Panel is to revoke the award, this recommendation will be submitted for final ratification to Academic Board at both the College and the partner University. All award documentation including the Award Certificate will become invalid, reference requests to the University and electronic records will be updated to show that no valid award exists.

9.6.3 Attempted use of previously issued documentation would amount to deception.

#### 9.7 Academic Offence Appeals Right to Appeal

9.7.1 Students have the right to appeal against the outcome of an Assistant Principal's meeting, an Academic Offence Panel Hearing or fixed penalty decision.

9.7.2 An appeal will only be allowed if new evidence is available and/or it can be shown that the correct procedures were not followed.

9.7.3 Appeals must be submitted to the Vice Principal Innovation, Curriculum and Quality in writing, within 14 days of written notification of the outcome following the meeting, hearing or fixed penalty decision, explaining the reasons for the appeal.

9.7.4 The Vice Principal Innovation, Curriculum and Quality (or nominee) will consider whether there are grounds for appeal. Where an appeal has been accepted an Offence Appeal Panel will be convened to consider the case.

9.7.5 The Offence Appeal Panel will be constituted and operate in the same way as the Academic Offence Panel (see above) but will consist of different members of the college if the appeal results from a decision made by an Academic Offence Panel.

9.7.6 The outcome of an appeal can be to confirm or amend the original decision and may confirm or reduce the original consequence(s).

9.7.7 The appeal decision is final.

#### 9.8 Office of the Independent Adjudicator for Higher Education

9.8.1 In the event that the appellant rejects the outcome of the appeal, s/he may request an independent review of the process by the Office of the Independent Adjudicator (OIA). In order to do so the student must obtain a Completion of Procedures letter from the College. This confirms that the institution has completed consideration of the case through local procedures.

9.8.2 In such circumstances, the student should forward a completed Scheme Application Form to the OIA, who will review the appeal independently in due course.

9.8.3 Scheme Application Forms are available from the OIA at:  
Office of the Independent Adjudicator, 5th Floor, Thames Tower, Station Road, Reading, RG1 1LX.  
Telephone: 01189 599813 Email: [enquiries@oiahe.org.uk](mailto:enquiries@oiahe.org.uk) Website: [www.oiahe.org.uk](http://www.oiahe.org.uk).

### 10.0 Part J - Academic Appeals

#### 10.1 Introduction

10.1.1 Assessment is a broad term used to describe methods by which students can demonstrate skills, knowledge and behaviours through evidence generation and may take a variety of forms including

dissertation, examination, project, essay, presentation, practical work or any other exercise which is designed to enable students to demonstrate achievement.

10.1.2 Prior to submitting an appeal, students should raise issues informally with members of the Programme Team and attempt to resolve any concerns.

10.1.3 Impartial advice on how best to raise issues is available from the Student Centre and Wellbeing Centre.

10.1.4 It is important that students ensure that any circumstance which they feel could adversely affect their performance is recorded in accordance with the published procedures (with reference to EEC guidance in particular) and within the deadlines set down in those procedures. It is unlikely that an appeal on this basis will be successful if the student has not reported it and followed the appropriate procedures.

10.1.5 All staff involved in an appeal will maintain confidentiality.

## 10.2 Valid Grounds for Appeal

10.2.1 Students can only appeal against an assessment result (including an RPL decision – see Part C) or a decision of an Assessment Board for one or more of the following reasons:

10.2.1.1 That the student's performance in an assessment suffered through illness or other compelling circumstances which could not have been reasonably reported at the time of the assessment; students who base an appeal on this ground will be expected to show why the circumstances could not have been reported earlier;

10.2.1.2 That the assessment was not carried out in accordance with the programme and/or module regulations and procedures.

10.2.1.3 That the administrative procedures were not correctly followed or that a significant mistake was made in the administrative process (such as recording the grade in MarkBook for example).

10.2.1.4 That the assessor(s) or the Assessment Board did not consider all the previously reported circumstances which may have significantly affected the student's performance. Students are reminded that such circumstances must be recorded at the time they arise.

## 10.3 Invalid Grounds for Appeal

10.3.1 Students cannot appeal against academic judgement.

10.3.2 Students cannot make an appeal based on a complaint which was not formally recorded at least seven days prior to completion of the assessment process, i.e. formal release of results.

10.3.3 In cases where such a formal complaint has been made, but not satisfactorily resolved, the complaint investigation will be completed before consideration of the appeal. If the circumstances can be shown to have had an effect on the student's performance any relevant findings may be subsequently taken into account in considering the appeal.

## 10.4 Making an Appeal

10.4.1 There are three routes by which students can make an appeal:

10.4.1.1 For a student who is registered for a programme with a partner University then the student should follow the relevant University regulations relating to academic appeals. These programmes are subject to an Assessment Board and appeals can only be made against a decision of such a Board on formal release of results.

10.4.1.2 External Awards: This route is used for a programme of study leading to an award of an external professional body or in partnership with an external professional body, for example, AAT or CIPD.

10.4.1.3 For a student who is registered on a College programme of study (i.e. Pearson programme) then the procedure is set out below.

## 10.5 Appeal Procedure: College / Pearson Programme Awards

- 10.5.1 This procedure relates to appeals against formally released module results or the decision of an Assessment Board regarding a module or group of modules.
- 10.5.2 Initially the student will approach members of the Programme Team or the Module Leader to seek clarification.
- 10.5.3 If not resolved the student may raise an appeal with the Assistant Principal of Quality. To enable a student to make raise an appeal as swiftly as possible, this can be done by email to the Assistant Principal of Quality. The email must set out clearly the grounds for the appeal and clearly state the case with the desired outcome. Alternatively, the student may complete and submit a Formal Appeal Form to the Assistant Principal of Quality within 10 days of the date of formal publication of module results or following receipt of the letter from the Director of Higher Technical Education post Assessment Board.
- 10.5.4 On receipt, the email or form will be checked to ensure that it complies with the following:
  - 10.5.4.1 It is fully completed (including desired outcome, signature – an email signature will suffice).
  - 10.5.4.2 All relevant evidence is attached.
  - 10.5.4.3 The case is clearly stated and relates to one of the previously listed grounds for appeal.
- 10.5.5 The College reserves the right to reject an appeal submission without further investigation if it fails to comply with all of the above. Receipt of the appeal will be acknowledged to the student by the Assistant Principal of Quality—or nominee, who will advise the student on whether the appeal submission has been accepted and the anticipated timescale for the investigation. Students are advised that full consideration of an appeal including a panel may take up to 30 calendar days depending on the complexity of the circumstances.
- 10.5.6 The email or form may be copied to the Chair of the Assessment Board, the programme / course team leader nominee, The Examinations Manager and to the Assistant Principal with responsibility for the student's programme.
- 10.5.7 The Assistant Principal of Quality or nominee may collect written evidence from relevant members of staff or from the Assessment Board and will consult with the Chair of the appropriate panel or nominee.
- 10.5.8 If after the above consultation the Assistant Principal of Quality or nominee establishes that the appeal is not properly based on one of the acceptable grounds set out above, s/he will recommend to the Chair that the appeal be turned down.
- 10.5.9 If the Assistant Principal of Quality—or nominee and/or Chair of the Assessment Board or nominee establish that the student does have grounds for appeal, a consultation may be held with relevant members of the Assessment Board, which may include an External Examiner. The consultation will agree what action, if any, should be taken to address the appeal without the need for a Formal Appeals Panel hearing. Any such action may be confirmed by Chair's action and reported to the next meeting of the Assessment Board.
- 10.5.10 Assistant Principal of Quality or nominee will notify the student of the decision and indicate the reasons why. Notification will mirror the contact from the student, so if the student emailed their appeal, then notification will be given by return email. A copy of the decision will be recorded on the student's ProMonitor record.
- 10.5.11 The student will be deemed to have accepted this decision unless s/he rejects it by informing Assistant Principal of Quality or nominee in writing giving reasons, within 14 days of receiving formal notification. Where the outcome is rejected by the student, s/he may request that the matter be referred to a formal Appeals Panel.

## 10.6 Appeals Panel

- 10.6.1 The Director of Higher Technical Education or nominee will convene the Appeals Panel which will comprise of:

- 10.6.1.1 A College academic Assistant Principal or nominee, other than the Assistant Principal or manager with responsibility for the student's programme, as Chair.
- 10.6.1.2 Two members of academic staff, normally drawn from the membership of Academic Board or Head of Subject but not including any member of staff involved with the student's programme.
- 10.6.1.3 A student representative, normally the HE Student Governor.
- 10.6.1.4 The Director of Higher Technical Education or nominee will act as Secretary to the Panel.
- 10.6.2 The Director of Higher Technical Education or nominee will notify the student, at least 14 days in advance, of the time, date and place of the panel hearing. This timescale can be reduced by mutual agreement.
- 10.6.3 It is the student's responsibility to prepare and present her/his case and s/he is entitled to bring a friend. This person should be a member of the College or a Student representative. The friend may make representations on the student's behalf with permission of the Chair of the Panel. Where the appeal is brought by a student under the age of 18, they may be accompanied by a parent or guardian. Details of anyone accompanying the student must be notified to the Appeals Panel seven days in advance of the hearing.
- 10.6.4 The student is entitled to call witnesses but must notify the Director of Higher Technical Education or nominee seven days in advance of the panel hearing if s/he intends to do so.
- 10.6.5 The student is entitled to see in advance of the hearing all relevant evidence, except provisional assessment marks or grades, but must keep all such information confidential. S/he is entitled to be present throughout the hearing except for the private meetings of the panel.
- 10.6.6 The panel may also call witnesses and may seek information from ~~the Chair~~ members of the Assessment Board or nominee.
- 10.6.7 Members of the panel may question the student and the witnesses. The student may also question the witness. All witnesses will leave the meeting after giving their evidence.
- 10.6.8 When all the evidence has been heard, including the student's closing statement, the student and her/his friend or parent/guardian will leave the meeting and the panel will consider its decision in private.
- 10.6.9 Based upon the evidence the Appeals Panel will either:
  - 10.6.9.1 Determine whether to uphold the decision of the Assessment Board or published result; OR
  - 10.6.9.2 Require the Assessment Board to annul its decision or rescind the published result.
- 10.6.10 The decision of the Appeals Panel is final. The panel's decision will normally be communicated to the student immediately after the meeting and subsequently confirmed in writing by the Chair.
- 10.6.11 The report of the panel hearing, once approved by the Chair of the panel, will be submitted in confidence to the members of the panel, the Chair of the Assessment Board and to the Chair of Academic Board.
- 10.6.12 If the Assessment Board is required to annul its decision or rescind the published result, then it must agree appropriate arrangements for the student to complete any outstanding assessment requirements as quickly as practicable and notify the student accordingly. Such arrangements may be agreed by a full meeting of the Assessment Board, convened especially for the purpose.
- 10.7 Completion of the College's Internal Procedures
  - 10.7.1 Following the Appeals Panel, the College will confirm through a Notice of Completion that the internal procedure has been completed.
  - 10.7.2 In the event that the appellant rejects the findings of the Appeal Procedure, the student may request an independent review of the process by the Office of the Independent Adjudicator (OIA) provided it

is eligible under their rules. In such circumstances, the student should submit a Scheme Application Form to the OIA. Scheme Application Forms are available from the OIA website: [www.oiahe.org.uk](http://www.oiahe.org.uk).