



# Ruskin College Oxford

## ***COLLEGE REGULATORY FRAMEWORK***

**for programmes leading to the below listed  
Newman University validated awards.**



<b>Version</b>	<b>Changes</b>
V 0.1	First draft of framework.
V 0.2	Second draft of framework for review by Newman University
V 0.3	Third draft of framework for review by Newman University, incorporating suggested changes

**RUSKIN COLLEGE REGULATORY FRAMEWORK** for Level 4, 5, 6 and 7 programmes leading to the below listed Newman University validated awards (subject to specifics agreed at validation and outlined in the approved Programme Specification).

**Undergraduate Level:**

- 4: Certificate of Higher Education (CertHE)
- 5: Diploma of Higher Education (DipHE)  
Foundation Degree (FD)
- 4,5 or 6: Professional Certificate
- 6: Graduate Certificate (Grad Cert)  
Graduate Diploma (Grad Dip)  
Ordinary Degree (BA)  
Honours Degree (BA (Hons))

**Postgraduate Level:**

- 7: Postgraduate Certificate (PGCert)  
Postgraduate Diploma (PGDip)  
Master's Degree (MA)

These Regulations are to be read and applied in conjunction with:

- **Newman University's Collaborative Provision Handbook**
- **The Assessment Process at Ruskin College (for staff and students)**
- **The identified College Policies and Procedures**
  - Admissions Policy
  - Recognition of Prior Learning Policy
  - Enrolment Procedure
    - Medical Clearance and Medical Probation
  - Attendance Policy
    - Probationary First Term
  - Examination Procedure
  - Assessment Parity Policy
  - Individual Programme Student Handbooks
  - Examination Board Process for Newman University Validated Programmes
    - Terms of Reference for Examination Boards
  - Fitness to Study Policy
  - Newman University Appeals Procedure
  - Complaints Procedure
  - Newman University Complaints Procedure
  - Policy on Plagiarism
  - Mitigating Circumstances Policy

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## **1.0 INTRODUCTION AND PRINCIPLES**

1.1 These Regulations apply to all new student cohorts on programmes leading to a Newman University (NU) validated award with effect from 1st September 2017.

1.2 For individual students who are either returning to their programme of study after an approved break from their studies or are transferring to a new or different programme, the regulations of the cohort to which they are returning, will apply.

1.3 In addition to these regulations each programme of study will have a Programme Handbook containing procedures and requirements that are specific to that programme.

## **2.0 ADMISSIONS**

2.1 Associated policies and procedures:

Admission Policy

Recognition of Prior Learning Policy

2.2 Ruskin College offers a range of higher education courses to a varied adult learner population. The College aims to ensure that learners are appropriately matched to a programme of study and can make informed choices about their future direction.

2.3 All candidates must be able to satisfy the general admissions requirements for Ruskin College as outlined in the Admission Policy

2.4 Ruskin College will aim to ensure that potential learners receive advice and guidance from the College in order to help them decide on the course of study best suited to their needs. Those applying for higher education courses will be made aware of the admissions arrangements at open days, programme-specific taster days, via the website, in the prospectus, and through course leaflets.

### **Appeals and Complaints regarding Admissions**

2.5 Applicants who wish to complain about any decision made during the admissions and enrolment process should contact the Academic Registrar within one month of receipt of the relevant College letter or email.

### **Recognition of prior learning**

2.6 Students who are able to demonstrate that they have already fulfilled some of the learning outcomes of the programme by means other than attendance on the planned programme, and will be able, by completing the remaining requirements, to fulfil the learning outcomes of the programme and attain the standard required for the award, may be admitted exempting them from some modules or stages of the programme.

2.7 If the student's prior learning is not certificated, the College will assess the student's learning directly, either by requiring the applicant to take the normal progression assessments of the programme or by some other appropriate form of assessment.

2.8 A student may be awarded credit for prior learning (certified, experiential or uncertified), towards the requirements of an award up to 50% of the total credit requirements for that award.

2.9 Students entering a validated qualification level 6 ‘top-up’ programme, comprising 120 credits and designed to build on a lower credit bearing award, may not enter the programme with credit.

2.10 Credit for prior learning (certified, experiential or uncertified) is not allowed at the final stage (credit level 6) of a Bachelor’s Degree or for the thesis/dissertation module on a Master’s degree programme.

### 3.0 REGISTRATION AND ENROLMENT

#### 3.1 Associated Policies and Procedures:

Enrolment procedure

3.2 A student who is admitted for study on a programme leading to an NU validated award will be registered for that programme with the College.

#### Period of Registration for Newman University Awards

3.3 The maximum and minimum periods within which a student will be expected to complete the programme of study and associated assessment, including any resits are outlined below.

#### Completion time

3.4 Should a student break their studies for one of the reasons outlined at section 5 below, they will remain registered with the Newman University for three years beyond the expected duration of the validated award. This applies to both full-time and part-time students. For details see table 1 below.

Table 1

Programme	Full-time (years)		Part-time (years)	
	Minimum	Maximum	Minimum	Maximum
Single Level programmes Eg CertHE (Level 4) and MA (Level 7)	1	4	2	5
Double Level programmes Eg Foundation Degrees (Levels 4 and 5)	2	5	3	6
			4	7
Triple Level programmes Eg BA (Hons) degrees (Levels 4, 5 and 6)	3	6	4	7
			6	9

#### Interruption of studies

3.5 A student may apply, or be required, to take a study break for a maximum period of twelve consecutive months under the agreed procedure for reasons of ill health or other extenuating circumstances. This may be extended in exceptional circumstances as agreed between Newman University and the College.

## **4.0 ATTENDANCE**

### 4.1 Associated policies and procedures:

Attendance Policy

4.2 Attendance is necessary to help enhance educational development within the area of study, receive information about the programme, prepare for all assessments and undertake any practical work or group work (including working with others in seminars).

4.3 Students are required to attend at least 80% of scheduled classes and tutorials, for each module studied, whatever mode of study they are pursuing (e.g. full-time, part-time, block residential), and to complete required tutorial work. Students' attendance is monitored through class registers, absence reporting forms and followed up with action by College staff. Absence on medical grounds must be covered by certification.

4.4 If students are not attending and undertaking the course requirements in their first term then it is likely that they will fail to complete the course successfully. Monitoring attendance can help identify students who might be in danger of leaving or failing their course. Early intervention can often prevent situations from escalating, which may otherwise lead to early withdrawal or failure of the student to successfully complete their qualification.

4.5 Through early identification of such students, Ruskin College has an opportunity to be proactive by offering assistance and guidance to help encourage progression and to avoid potential discontinuation. Owing to the broader benefits of attendance monitoring, and to ensure equality of treatment, the attendance of all students is monitored through the same mechanism, as described in the probationary first term policy, which applies equally to all higher education students unless specifically stated otherwise.

## **5.0 ASSESSMENT, PROGRESSION AND THE AWARD OF CREDIT**

### 5.1 Associated Policies and procedures:

Assessment Procedure

Assessment Parity Policy

Individual Programme Student and Module Handbooks

5.2 Unless otherwise specified in the Programme Specification, all regulations apply to all students at all levels.

5.3 The forms of assessment and its weighting and timing, and the ways in which the learning outcomes are to be demonstrated through assessment, are set out in the module and programme specifications approved by Newman University at the point of validation.

5.4 Each programme handbook contains comprehensive details of the assessment scheme as approved by Newman University in the validation process.

## **Grading and Classification**

### **Awards except Bachelor Honours Degrees**

5.5 Validated taught awards, including Masters' degrees, consisting of at least 120 credits at FHEQ level 4 or above may be awarded with Merit or Distinction with the exception of honours degrees where the award of Merit or Distinction will not apply.

- For the award of Distinction, the overall aggregate mark will be 70% or above.
- For the award of Merit, the overall aggregate mark will be 60% - 69%.

5.6 Where the final result of the classification calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

### **Bachelor Honours Degree Classification**

5.7 Classification of bachelor degrees will be based on the average mark across all modules within Levels 6 and 5 at a ratio of 2:1 respectively unless the requirements of a Professional, Statutory and Regulatory Body (PSRB) state otherwise.

5.8 Honours degrees are classified as:

First class (1 <sup>st</sup> )	Aggregate mark of 70% or above
Upper Second class (2:1)	Aggregate mark between 60% and 69%
Lower Second class (2:2)	Aggregate mark between 50% and 59%
Third class (3 <sup>rd</sup> )	Aggregate mark between 40% and 49%

5.9 Where students have directly entered a Qualification Level 6 top-up award (e.g. having previously undertaken a Higher National Diploma (HND) or Foundation Degree (FD) award) the calculation for the honours classification will be based solely on all credits at Credit Level 6.

5.10 Performance in work for which an award of credit for prior learning has been made is not taken into account in the calculation of the final award.

5.11 Where the final result of the classification calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

### **Exit awards**

5.12 Individual Programme Specifications outline the exit awards available on each programme.

5.13 Sanctioned by the Board of Examiners, exit awards are available to students who wish to withdraw before completing the full programme of study but who have successfully completed modules and accrued academic credits.

5.14 Students registered on an undergraduate degree (foundation or honours) which commences at Level 4 may exit with a CertHE if they withdraw having successfully completed 120 credits at Level 4.

5.15 Students registered on an undergraduate honours degree may exit with a DipHE if they withdraw having successfully completed 120 credits at both Levels 4 and 5.

5.16 Students registered on an undergraduate honours degree may exit with an ordinary degree if they withdraw having successfully completed 120 credits at both Levels 4 and 5 and 60 credits at Level 6.

5.17 Students registered on a postgraduate degree may exit with a Postgraduate Certificate if they withdraw having successfully completed the first 60 credits of their programme of study

5.18 Students registered on a postgraduate degree may exit with a Postgraduate Diploma if they withdraw having successfully completed the first 120 credits of their programme of study.

### **Definition and purpose of assessment**

5.19 Assessment is the means by which a student's ability, progress and achievement are measured against agreed criteria. The principles are:

- The assessment regulations for each programme of study must state the basis on which students will be assessed for an award.
- The assessment regulations must cover all assessments which formally contribute to progression or final award recommendations.
- External Examiners must be associated with all assessments which formally contribute to an award.
- These assessment regulations must be made known to students and included in the student handbook.
- Information must be made available about the grounds for requesting assessment decisions to be reviewed.
- It is the responsibility of students to attend examinations, submit work for assessment as required and provide the examiners with any relevant information on personal circumstances which may have affected performance and which they wish the examiners to take into account.
- Students will be required to put their candidate number on all their assessed work to ensure anonymity, recognising that this is not always effective for all markers, e.g. in the case of practice portfolios or independent projects. Failure to do so will result in a 10% mark reduction, rounded as necessary. (Example: the student is awarded a mark of 52% but includes their name on their submission. The student has their mark reduced by 5%, giving a final mark of 47%).
- Assessed work must be submitted in the English language.
- All assessed work – other than timed examinations, should be submitted in electronic form through *turnitinUK*.

- A word count is required.
- All submitted work must be accompanied by an authenticity statement.
- Students will receive full and timely feedback (normally within three weeks of submission) for assessments which have been internally moderated.
- Level 6 and 7 dissertations should be submitted through *turinitinUK* and also in hard copy to the Administrator, within one working day of the submission date.
- All submissions must be sent by 13.00 (1pm) on the published submission date.
- If a student is found to have attempted to gain an unfair advantage, the examiners have authority to deem the student to have failed part or all of the assessments, and the authority to determine whether or not the student shall be permitted to be reassessed.

5.20 Assessment is an integrated part of the programme's learning and teaching strategy and enables students to obtain feedback on their learning and helps them improve their performance. The purpose of assessment is to enable students to demonstrate that they have fulfilled the learning outcomes of the programme and achieved the standard required for the award they seek. Assessment relates the achievement to a consistent national standard of awards, taking account of relevant benchmarks and the UK national qualifications frameworks

### **Word Count**

5.21 Detailed assignment briefs outline how long each answer should be. This word count includes quotations and in-text references but not the reference list or the assignment title. Please make sure a total word count is included at the start of the assignments. If the assignment is in more than one part, a subtotal should be included for each part.

5.22 Note: marks will not be lost simply because an answer is a little under the published word count. However, if your work is significantly under length, it is unlikely that the objectives required to obtain a very good grade will not have been achieved.

5.23 Writing to a stipulated length is an important skill and if the word count is exceeded the task may not have been completed within the terms that have been set. Some leeway is built into the word count requirement:

- Exceeding the limit by 10 per cent or less results in no sanction.
- Exceeding the limit by more than 10% and less than 20% results in the mark being reduced by 10%, rounded as necessary. (Example: the student is awarded a mark of 52%, but the word count is 10% over. The student has their mark reduced by 5%, giving a final mark of 47%).
- Exceeding the limit by more than 20% results in the mark being capped at a 'pass' (40% for undergraduate programmes and 50% for post-graduate programmes).

### **Type and method of assessment**

5.24 There are three main types of assessment:

- Diagnostic assessment is not graded and provides an indicator of a learner's aptitude and identifies possible learning and study needs

- Formative assessment is not graded but is designed to provide learners with feedback on progress and informs development
- Summative assessment is graded and provides a measure of achievement in respect of a learner's performance in relation to the intended learning outcomes of a programme of study

5.25 A variety of assessment methods may be used in line with the following principles:

- That students are assessed in accordance with the aims and learning outcomes of their programme of study
- That the methods and types of assessment encourage and support effective student learning and relate closely to the learning outcomes and subject matter of the programme of study
- That the learning outcomes are consistent with subject benchmarks where available
- That the scheduling, amount and weighting of assessment types is appropriate to the level of the award, the programme of study and the delivery mode
- That appropriate and timely feedback is provided to students on assessed work to promote learning and facilitate improvement.

### **Minimum pass marks and compensation**

5.29 The minimum aggregate pass marks for The Newman University validated awards are:

- 40% for undergraduate programmes
- 50% for postgraduate programmes

These minima may apply to assessments elements as stated in the wording of the module specifications, but will apply to modules, stages and qualifications. The final grade for an individual assessment component will be determined after completion of the quality assurance process (e.g. marking, moderation, remarking).

5.30 For all undergraduate awards, students must achieve a pass grade in each summative assignment in each module of the programme. However, if specified in the Programme Specification, in each module within a programme a student is allowed a failure of an element of assessment. They will pass the module should the aggregate of all assessment elements reach the minimum pass mark and if the failed element receives a minimum mark of 35%. Postgraduate marks may not be compensated.

### **Generic Marking criteria**

5.31 Detailed marking criteria for specific assessment methods can be found in the assignment briefs.

### **Generic Marking criteria for undergraduate programmes**

5.32 Students will have the assessment criteria in advance. Tutor feedback will be given related to these criteria and will recognise strengths as well as weaknesses and make suggestions for improvements.

5.33 Below is the following is the general College framework for undergraduate programmes at Levels 4, 5 and 6.

*70+ Excellent pass.*

Grades within this band are awarded for work that demonstrates excellent knowledge of the subject matter and excellent understanding of relevant concepts, ideas and terminology covered in the module. Ability to apply knowledge to solving problems to a high degree; excellent analytical ability; excellent structure, clear expression and apparatus of bibliography and referencing.

In addition the work will show a special distinction in one or more of the following ways:

Particularly clear or forceful argument or a particularly perceptive interpretation.

Evidence was used in an imaginative way.

Very effective expression of ideas.

A critical approach, that was appropriate and went beyond the study materials provided.

*60-69 Very Good Pass*

Grades within this band are awarded for work that shows a very good knowledge of the subject matter; a very good ability to apply knowledge to solving problems is and is well constructed, well-argued and clearly written. The work will be supported which is well supported by clear and appropriate evidence or argument; and which shows consistent and accurate use of a scholarly apparatus.

*50-59 Good Pass*

Grades within this band are awarded for showing a good knowledge of the subject matter; a fair degree of ability to apply knowledge to solving problems; adequate analytical ability; clarity of writing and expression; adequate presentation and use of evidence, an accurate use of a scholarly apparatus.

*40-49 Pass*

Grades in this band are awarded to work that presents some relevant material in a reasonably clear way and shows some understanding of this material relates to the question. In addition, there will be some evidence and argument provided, but it may not be completely coherent. A minimum scholarly apparatus is in place.

*0-39 Fail*

Grades in this band area awarded to answers that present only a small portion of the relevant study materials, but in a way that is so inaccurate or incoherent that it suggests that you have understood only a small part of this material. There is a low degree of ability to apply knowledge to solving problems. Work in this band is often scant or severely under length.

## **Generic Marking criteria for Level 7 programmes**

5.34 The following is the general College framework for Master's degree classification and for marking all level 7 assessed work.

### *70 – 100% Distinction*

The work submitted conforms fully to the syllabus requirements in number and appropriate length. The candidate has shown evidence of wide reading, a skilful grasp of a range of theoretical issues and a confident grasp of a range of concepts as applied to the topic. The work contains a high level of argument and reflection, and is critically evaluative, showing evidence of development of insights gained from the field of study and work on the assignment. There will thus be a good indication of original thought and/or approaches to the work submitted. The assignments will be presented in the appropriate format with relevant footnotes and references as necessary.

### *60 – 69% Merit*

The work submitted conforms to the syllabus requirements in number and appropriate length. The candidate has shown evidence of wide reading, and a good conceptual grasp of a range of theoretical issues as applied to the topic. The work contains analysis, argument and reflection, and is critically evaluative. There may be some evidence of original thought and/or approaches to the work submitted. The assignments will be presented in the appropriate format with relevant footnotes and references as necessary.

### *50 – 59% Pass*

The work submitted conforms to the syllabus requirements in number and appropriate length. The candidate has shown evidence of reading, and an understanding of theoretical issues as applied to the topic. Arguments presented are likely to be descriptive with little analytical ability shown. There may be some indication of original thought and/or approaches to the work submitted. The assignments will be presented in the appropriate format with relevant footnotes and references as necessary.

### *0 – 49% Fail*

The work does not conform to the syllabus requirements, nor is it sufficiently consistent with the appropriate standards. There is insufficient evidence that the candidate has the ability to submit satisfactory work.

### **Academic cut-off dates**

5.35 To ensure a student's work may be considered at an examination board, assignments must be submitted for marking by the following dates:

For the July examination board:

No later than 3 weeks before the date of the examination board.

For the September examination board:

No later than the 16<sup>th</sup> August annually.

For the Post Graduate examination board:

No later than 20<sup>th</sup> September annually.

For any other arranged examination boards, the cut of date would be:

No later than 3 weeks before the date of the examination board.

Failure to submit work for marking by these deadlines will mean that a student's progression within a programme, completion of their programme or award of an exit qualification will not be considered until the next scheduled examination board.

### **Progression through the programmes**

5.37 The paths through which students are required to progress through the programme, and the elements identified as compulsory or optional, are set out in the programme specification and approved in the validation process.

5.38 Students may progress to study at level 5 if they have successfully completed a relevant Certificate of Higher Education (120 credits at Level 4), or the first year of an equivalent BA (Hons) or Foundation Degree, or equivalent.

5.39 Students may progress to study at level 6 if they have successfully completed a relevant Diploma of Higher Education (120 credits at Level 4; 120 credits at Level 5), or two years of an equivalent BA (Hons) programme, or a Foundation Degree, or equivalent.

5.40 In order to complete and pass a Level of a programme, a student must acquire the total credit set out in the programme specification at the approved qualification level for the award, or have been exempted through Recognition of Prior Learning, or through the implementation of the processes covering extenuating circumstances.

5.41 The credit value of each module contributing to a Level determines its weighting in the aggregation of credit for a stage.

### **Monitoring progress, failure to make academic progress**

5.42 Associated Policies:

Fitness to Study policy

Suitability to Practice (on specified programmes)

5.43 Students are warned, in writing, if they are not fulfilling the academic requirements of the programme and may, at the discretion of the Programme Coordinator or Academic Co-ordinator (after due discussion with the Programme Co-ordinator and tutor), be required to make good any work missed through, for example, guided reading or other study, or additional tutorial work.

5.44 If, after due warnings, students fail to meet the academic requirements, they may be required by the Board of Examiners to repeat one or more modules or the entire year of study (with or without attendance, as the Examiners determine) or, in an extreme case, they may be deemed to have failed to meet the course requirements.

### **Internal assessment and examination and moderation**

5.45 All summative assignments and exams will be marked by a single marker. At least 25%, including all distinctions / firsts and fail grades will be moderated by a second tutor, who will confirm the marks in discussion with the first marker where necessary, as meeting the appropriate standard.

5.46 All final year and Level 7 Independent Studies, Projects, Dissertations, 'capstone projects' and those particular modules specified in Programme Specifications and assignment briefs, will be double marked.

### **External moderation**

5.47 A selection of assessed work from all summative assessments for all modules across all programmes, including the internally moderated work, will be sent to the External Examiners for moderation. The work will be selected to reflect the full range of student abilities and will include work of any students whose marks are borderline or might fail.

5.48 The External Examiners will have the discretion to see any other work if they so wish. Their terms of reference are as specified by Newman University. External Examiners report their findings to the Board of Examiners and in writing in line with the process outlined in the Newman University Collaborative Provision Handbook and the Newman University external examiner handbook.

### **Determining module outcomes**

5.49 The overall module mark or grade shall be determined as set out in the assessment strategy detailed in the module specification.

5.50 A student who passes a module shall be awarded the credit for that module. The amount of credit for each module shall be set out in the programme specification.

5.51 In order to pass a module a student must achieve the requirement of the module as set out in the module specification.

### **Extensions**

5.52 In exceptional circumstances, such as ill health or bereavement, where circumstances beyond the student's control prevent submission by the due date, the submission date for assignments may be extended, subject to prior approval.

5.53 Module tutors in conjunction with Programme Coordinators can give up to 5 working days.

5.54 Requests for extensions over 5 days in length are made to the Head of Higher Education who will consider any further time allowance up to a maximum of 15 working days.

5.55 Should a student require an extension of over 15 days, mitigating circumstances must be submitted (see section 6 below) and reference may need to be made to the Fitness to Study Policy. Students with extensions must submit by 13.00 (1pm) on the agreed date. The administrators will upload to TII within 2 working days and work will be marked and returned within 5 days.

5.56 Where any agreed extension would involve a delayed date of completion of the current level of study or of the programme, the Academic Registrar is responsible for confirming this date with the student (in discussion with the relevant Programme Co-ordinator and having regard to the requirements of the awarding body and of any relevant professional body) and hence must be kept fully informed throughout.

5.57 All extension dates must enable a student to submit the work no longer than one month past their programme end date.

### **Students with Dyslexia and other Specific Learning Difficulties**

5.58 Students who have declared or been diagnosed with dyslexia or other specific learning difficulty will receive an initial extension of 5 working days. Any further extension requests are made as per the above guidance.

### **Assessment arrangements for students with special needs**

5.59 If a student with special needs is unable to be assessed by the methods specified in the assessment regulations, the College will take all reasonable steps (subject to the nature of the programme) to accommodate that student by making special arrangements in line with recommendations in their Needs Assessment.

5.60 Students with specific learning difficulties such as dyslexia will normally be given 25% extra time in set timed exams (15 minutes for each hour of an exam) and a one week extension for written work, with the exception of the Practice Learning Portfolio, where up to two weeks additional time will be allowed.

5.61 If special arrangements are made, the College will bear in mind the need to assess the student fairly as against other students.

### **Provisions for students to make good an initial failure (referral)**

5.62 A student who is required to repeat one or more pieces of assessment (including by reason of non-submission) may be allowed to resubmit the work concerned to make good the earlier failure. Only one such submission is permitted for each piece of work failed. A resubmission date or programme of dates will be set for the resubmission(s).

5.63 The deadline for the resubmission of an assignment is as follows:

- For the majority of assignments (up to 5000 words): 4 weeks from the date of the letter confirming the initial failure
- For assignments of more than 5,000 and up to 10,000 words: 6 weeks from the date of the letter confirming the initial failure
- For assignments above 10,000 words in length: 8 weeks from the date of the letter confirming the initial failure.

5.64 These deadlines may be run consecutively or concurrently though due regard must be taken of the student's ability to progress or complete in a timely manner and in accordance with the requirements of outside bodies.

5.65 Where this date or series of dates extends beyond the normal end date of the level of study in question or beyond the date of expected completion of the programme, the Academic Registrar is responsible for confirming the revised date with the student (in discussion with the relevant Programme Co-ordinator and having regard to the requirements of the awarding body and of any relevant professional body) and hence must be kept fully informed throughout.

5.66 A student who does not complete the resit by the date specified shall not progress on the programme, except in cases where the process for allowing extenuating circumstances has been followed.

5.67 A student who successfully completes any required resits within a module shall be awarded the credit for the module and the result capped at the minimum pass mark for the module. Resits will be awarded a maximum overall mark of:

- 40% at undergraduate level
- 50% at postgraduate level.

5.68 Resits are not permitted for a student to improve on a mark or grade which is above the pass level.

### **Non-completion of assessment**

5.69 If a student fails to attend examinations or submit work for assessment without good cause, and none of the above procedures applies, the examiners have the authority to deem the student to have failed that assessment.

### **Repeat of study**

5.70 If, having exhausted all permitted resit opportunities, a student is still unable to pass, the Board of Examiners may, at its discretion, permit one of the following repeat options:

Partial repeat as fully registered student:

- The student is not permitted to progress to the next stage of the programme but must repeat the failed modules and/or components in full during the following academic year
- The student has full access to all facilities and support for the modules and/or components being repeated
- The marks that can be achieved for the modules and/or components being repeated will be capped at the module and/or component pass marks

- The student retains the marks for the modules and/or components already passed
- No further resit opportunities are permitted.

Partial repeat for assessment only:

- As outlined above, except that access to facilities and support will be limited to certain learning resources for the module(s) and/or component(s) being repeated. Participation will only be allowed for relevant revision sessions and assessments.

Full repeat:

- This is only permitted where the student has extenuating circumstances;
- The student does not progress to the next stage of the programme but instead repeats all the modules in the current stage during the following academic year,
- The student has full access to all facilities and support,
- The marks that can be achieved are not capped, and the student is normally entitled to the resit opportunities available. However, a student is not able to carry forward any credit from previous attempts at the stage.

5.71 Where resit and repeat opportunities have been exhausted, a Board of Examiners may recommend a student for an exit award as defined.

### **Deferral**

5.72 A deferral is an agreed delay. The term is sometimes used to distinguish a permitted late submission from a resubmission following a fail. Hence, for example, where a Board of Examiners decides that there are grounds to discount an earlier submission and to allow the student a fresh start with that piece of assessment, this is sometimes called a 'deferral' rather than a 'referral' (as it would have been if a 'fail' had been allowed to stand). See also section on Extenuating Circumstances.

### **Suspension of studies**

5.73 Where a student wishes to suspend their studies, the date of return or of required next contact must be agreed with the Academic Registrar, who will have regard to the requirements of the awarding body and of any relevant professional body, in discussion with the relevant Programme Co-ordinator. The Academic Registrar will confirm the agreed date in writing to the student and, where this is a date of return to studies, will also specify the revised date of expected completion.

5.74 A student that has suspended study is not enrolled at the College for the duration of their suspension of studies and may not receive any funding via Student Finance England (SFE) be that tuition fees or maintenance or have access to the College hardship funds or have library lending rights and may lose other specific student-related benefits e.g. Council Tax Exemption. Also, the students who have suspended study may not accrue contact hours towards their qualification should they continue to attend work experience or placement activities.

### **Withdrawal**

5.75 A student wishing to withdraw from their programme of study should inform the Academic Registrar in writing.

5.76 Students who are continuously absent without authorisation will have their position on the programme reviewed and may be deemed to have withdrawn. They will receive a recorded delivery letter to this effect, with a deadline for challenging this assumption where relevant.

### **Academic Misconduct**

5.77 Associated policies:

Policy on Plagiarism.

### **Introduction**

5.78 The College's Policy on Plagiarism refers to the AMBeR Tariff.

5.79 The College takes any allegations of plagiarism seriously and has put in place a policy to manage and reduce the risk of these in assessed work. The policy applies to all programmes of study within the College, and is provided to all students working towards validated awards. The Examinations Secretary for the relevant programme, working in close conjunction with the Chair of the Examination Board, is the member of academic staff responsible for investigating any allegations of misconduct.

### **Definitions**

5.80 The College defines the following actions as academic misconduct:

- **Plagiarism:** The unacknowledged incorporation in a candidate's work of material derived from the work (published or unpublished) of another.
- **Cheating:** Committing an act designed to obtain for the candidate an unfair advantage in an examination, timed assessment, test or assessed assignment.
- **Collusion:** Where a student submits for assessment as entirely their own a piece of work which has been completed, worked on or prepared in collaboration with another person(s).
- **Purchasing work:** Where a student uses an essay or academic work site that may involve a commercial transaction, with or without the authors consent.

5.81 The student shall have a right of appeal against the decision in accordance with the College's Academic Appeals and Complaints Policy.

## **6.0 EXTENUATING CIRCUMSTANCES**

6.1 Associated policies and procedures:

Mitigating Circumstances Policy

Assessment Procedure

6.2 Extenuating circumstances are factors which have a detrimental effect on a student's academic work, or their ability to submit work. They may be used by students seeking mitigating circumstances in parts A and B.

### **MITIGATING CIRCUMSTANCES**

6.3 Mitigating circumstances are extenuating circumstances which have a detrimental effect on a student's academic work, or their ability to submit work. A student may ask for mitigating circumstances to be taken into account in order to

explain why their academic performance has fallen below expectations, or that they require extra time beyond 15 days to submit their work  
Mitigating circumstances must be:

- a) significant, meaning that they should have a clearly detrimental effect on the student's academic work; and
- b) relevant, meaning that they must relate directly to the timing of the class, assessment or deadline in question; and
- c) outside the student's control, meaning that the effect could not be avoided, counteracted or reduced by the student taking reasonable steps in preparation or in response.

6.4 The process of mitigating circumstances is used in two parts:

- Part A is for assignment extensions beyond 15 days. Students will submit their evidence to the Academic Coordinator or the Head of Higher Education who will reply with the decision/course of action within 24 hours.
- Part B is for circumstances affecting a student's performance in an assessment/exam or in mitigation of a late unauthorised submission. Students will submit their evidence to the Academic Registrar within 10 working days of the assessment deadline or exam. The evidence will be considered within the mitigating circumstances policy.

## **7.0 EXAMINATION BOARDS**

7.1 Associated policies and procedures:

Examination Board Process

Terms of Reference for Boards of Examiners

7.2 Arrangements for Examination Boards operate within the Regulations for Validated Awards of the Newman University, the College's Terms of Reference for Boards of Examiners as approved by the Newman University at Institutional Review, and of any programme-specific requirements established when the programme is validated and approved. Please also see the College's Examination Board Process and Terms of reference for Examination Boards.

7.3 The Board of Examiners (BoE) will meet at the end of each academic year. Within the constraints imposed by the assessment regulations, the Board of Examiners has discretion to reach decisions on the awards to be recommended for candidates. It then recommends these results to Newman University, which makes the awards.

7.4 The College can record a number of outcomes from Examination Boards. These are outlined in the table overleaf.

Recorded outcome	Definition
Pass – Complete	The student successfully completes their programme of study. This will include the awarded classification. A Transcript/Diploma Supplement (HEAR) is issued.
Pass – Progress	The student successfully completes a level of study and may progress to the next level of the programme.
Fail and Fail (with exit award)	The student fails the programme at a certain level. A lower exit award may be available. A Transcript/Diploma Supplement (HEAR) is issued.
Deceased	The student passed away during their programme of study. A posthumous award (with or without aegrotat) may be available.
Withdrawn and Withdrawn (with exit award)	The student has officially withdrawn from the programme. An exit award may be available. A Transcript/Diploma Supplement (HEAR) is issued.
Suspended studies	The student has been granted a temporary withdrawal from the programme with an agreed date of return.
Deferred	The consideration of the student's assessments has been deferred to the next available examination board, for example when a student has long extensions to submission deadlines.
Referred	The student has failed one or more assessments and resits have been arranged with submission dates prior to the next examination board or until the next year (if also suspending studies).

## 8.0 APPEALS PROCEDURE

NOTE: This procedure also applies to decisions related to practice learning.

### 8.1 Associated Policies

Academic Appeals and Complaints Policy  
Newman University Appeals Procedure  
Complaints Procedure

### Appeals

8.2 If a student thinks they have grounds for an appeal, the Examiners may be asked to reconsider their decision. Appeals must be based on (1) additional information about a student's circumstances which has not been taken into account and which the student was unable to divulge before the Examination Board determining the result at that level reached its decision or (2) evidence of a flaw or irregularity in the assessment procedure.

8.3 Disagreement with the decision of the Examiners cannot of itself constitute grounds for an appeal.

8.4 To appeal, the student must put their case in writing together with any evidence, to the Academic Registrar within two weeks of the date on the letter confirming the result.

8.5 The Academic Registrar will notify the student of the outcome of the appeal, normally within seven days of the hearing. The Academic Registrar will further notify the student of the outcome of any resultant reconsideration by the Examination Board, where applicable, normally within seven days of the Board having met.

8.6 If an appellant remains unsatisfied with the outcome and all the College's internal appeals procedures must have been exhausted, they may refer their appeal to Newman University. In this event the student must refer to the NU appeals procedure.

8.7 Upon the completion of the internal and external processes relating to appeals, the appellant will be issued with a **Completion of Procedures letter** as required by the Office of the Independent Adjudicator for Higher Education. A template of this letter is included in the appendix to the relevant policy. The appellant is then able to bring the matter to the attention of the Office of the Independent Adjudicator.

## **Complaints**

8.7 Ruskin College is committed to providing the best possible service for its students. In order to do this, we need you to tell us when we fail to meet your expectations. The College will keep this procedure under review and will monitor its operation to ensure that it is applied fairly and effectively.

8.8 In the first instance, the College expects a complainant to discuss their dissatisfaction with the person believed to be causing it. Most difficulties can be resolved quickly and easily by doing this. If the complainant does not feel able to do this, or if they are still dissatisfied, please follow the procedure set out below.

8.9 Formal complaints are to be submitted in writing on the correct form to the Leadership Team Secretary. The form may be found on the intranet.

8.10 Following the investigation, the College will inform the complainant of the outcome. The College will aim to conclude the investigation within ten working days, though in some circumstances and at certain times of the year may mean that there is a delay in concluding the investigation. In any event, the College will respond to the complainant outlining the outcome or with a response indicating when the investigation will be concluded.

8.11 The complainant will be contacted in writing by the College within the above outlined timescales. The College will clearly outline the process undertaken and evidence reviewed and will state the outcome of any investigation.

8.12 If a complainant remains unsatisfied with the outcome and all the College's internal complaints procedures must have been exhausted, they may refer their complaint to Newman University. In this event the student must refer to the NU complaints procedure.

8.13 Upon the completion of the internal and external processes relating to complaints, the complainant will be issued with a **Completion of Procedures letter** as required by the Office of the Independent Adjudicator for Higher Education. A template of this letter is included in the appendix to the relevant policy. The appellant is then able to bring the matter to the attention of the Office of the Independent Adjudicator.

8.14 For complainants studying for a degree in Social Work course, unresolved complaints may be brought to the attention of the Health and Care Professions Council. The process for instigating such a complaint may be found on the Social Work pages of the intranet.

## **9.0 POSTHUMOUS AND AEGROTAT AWARDS**

9.1 Should a student be prevented by illness, or other circumstances, from completing the final assessed component of the programme, the board of examiners, having considered the relevant evidence (including medical certification) may make a recommendation that an Aegrotat award be made. Such exceptions are limited to students who are permanently unable to continue their studies and are registered for the final module that would complete a qualification, and have been assessed on at least part of the module. The board must be satisfied that the student's prior performance shows beyond reasonable doubt that they would have passed but for the illness, or other circumstances.

9.2 Posthumous awards are permitted for all programmes. The classification for such awards is based on past performance and is recommended to the Newman University Programme Assessment Board for approval.

9.3 Should a student studying for a BA (Hons) in Social Work accept the offer of an aegrotat award, that student would not be eligible for admission to the Register maintained by the Health and Care Professions Council. Practice placements cannot be subject to aegrotat provision.