



Academic and Assessment Regulations

2017/18

HNC/HND

Pearson BTEC

Contents

INTRODUCTION	2
REGULATION 1 – DURATION OF THE AWARD	4
REGULATION 2 – PASSING A UNIT AND THE AWARD OF CREDIT	5
REGULATION 3 - STUDENT ASSESSMENT / REASSESSMENT	7
REGULATION 4 - LATE SUBMISSIONS	8
REGULATION 5 - DEFERRAL IN A UNIT OR AN ASSESSMENT TASK	8
REGULATION 6 - ASSESSMENT AND REASSESSMENT PERIODS	9
REGULATION 7 - FAILURE OF A UNIT (CORE OR ELECTIVE).....	9
REGULATION 8 – PROGRESSION TO NEXT STAGE OR LEVEL	9
REGULATION 9 – RETAKING A UNIT (CORE AND ELECTIVE)	10
REGULATION 10 – EXTENSIONS REGULATIONS.....	11
REGULATION 11 – MITIGATING CIRCUMSTANCES REGULATIONS	14
REGULATION 12 – ACADEMIC MISCONDUCT	17
REGULATION 13 – OPERATION OF ASSESSMENT BOARDS	18
Glossary of Terms	21

INTRODUCTION

These regulations apply to all BTEC HNC/HND awards offered by the College. The College reserves the right to make reasonable changes to the regulations where it will assist in the proper delivery of education. These changes will normally come into effect at the beginning of an academic year. The College may introduce changes during the academic year when it reasonably considers these to be in the interests of students or where this is required by law.

Responsibilities of the College

The College will ensure that students have access to the BTEC HNC/HND Regulations and Assessment policies and procedures. These include:

- Academic misconduct regulations and procedures
- Mitigating circumstances and extensions policy
- Complaints procedures

The Assistant Academy Manager (AAM) will ensure that the assessment requirements for the course are published. This will include:

- Student handbook including programme specification
- Assessment schedule (including reassessment dates)
- Learning outcomes, assessment criteria, weightings and mode(s) of assessment for each unit
- Procedures for the submission of assignments, including the procedure for dealing with late submission of work, and indicative feedback dates
- Criteria relating to grading and marking schemes

Responsibilities of Students

It is the students' responsibility to:

- Ensure that students understand and comply with the assessment regulations for the BTEC HNC/HND course, ancillary policies and procedures
- Attend examinations and submit work for assessment as required
- Submit any relevant information on mitigating circumstances which they believe may have affected their performance in accordance with the mitigation regulations

REGULATION 1 – DURATION OF THE AWARD

- 1.1 The table below summaries examples of the normal duration of a programme for students studying on full-time or part-time HNC/HND awards.

Mode of attendance	Normal duration of programme	Normal credits per year
Part-time HNC	2 years	60 credits
Full-time HNC	1 years	120 credits
Part-time HND	4 years	60 credits
Full-time HND	2 years	120 credits

- 1.2 The total number of credits normally required for a BTEC HNC Diploma is 120 credits. The credits are made up of mandatory core units and units selected by the programme team. The BTEC HNC programme must contain a minimum of 65 credits at level 4.
- 1.3 The total number of credits normally required for a BTEC HND Diploma is 240 credits. The credits are made up of mandatory core units and units selected by the programme team. The BTEC HND programme must contain a minimum of 65 credits at level 4 and 125 credits at level 5 or above.
- 1.4 Exceptionally, and with the prior agreement of the Head of MIS, teams may offer a bespoke method of delivery for courses.
- 1.5 If the normal duration of a course is exceeded there may be funding implications for confirmed registrations.

Withdrawal from a programme

- 1.6 A break in study or permanent withdrawal from the programme may be necessary if circumstances prevent the student from continuing their studies. This must be discussed as soon as possible with the student and appropriate staff in the team area (e.g. AAM, Head of Academy (HOA) or Placement and Progression Officer (PPO)), so that the correct procedures are followed.

Error! Unknown switch argument.

Error! Unknown switch argument.

REGULATION 2 – PASSING A UNIT AND THE AWARD OF CREDIT

- 2.1 This regulation explains what the student needs to achieve in order to pass a unit, how the overall unit results are derived and how credit is awarded.
- 2.2 Unit assessment is made up of one or more assessment tasks which could be either “In Programme Assessment” or “End Assessment”. Where there is more than one assessment task, weightings and rules for passing the unit will be defined and published. Each assessment component and/or unit will be graded as Fail, Refer, Defer, Pass, Merit or Distinction.
- 2.3 Grades of achievement for BTEC / Pearson units for performance are agreed by the Assessment Board.
- 2.4 The grades for BTEC / Pearson units awards as follows:

GRADE	OTHER OUTCOMES
Pass – awarded when all pass criteria have been achieved	Refer – after formative and summative assessment the student has failed to achieve a pass grade
Merit – awarded when all pass and merit criteria have been achieved	Fail – after initial referral and reassessment the student has failed to achieve a pass grade the student will be deemed to have failed the unit
Distinction – awarded when all pass, merit and distinction criteria have been achieved	Defer – after the student has submitted a case for mitigating circumstances and it has been accepted the student is permitted a further opportunity for assessment

- 2.5 Subject delivery teams will be responsible for recommending overall student grades for each unit. For a unit involving one assessment, the overall grade will be the grade obtained in that assessment. For a unit involving more than one assessment, each student’s profile of grades and weightings of assessment components will be considered when awarding the overall grade.
- 2.6 The minimum pass criteria to pass a unit are as follows:

To achieve a Pearson BTEC Higher National Diploma qualification a student must have:

- completed units equivalent to 120 credits at level 5;
- achieved at least a pass in 105 credits at level 5;
- completed units equivalent to 120 credits at level 4;

Error! Unknown **switch argument**.

Error! Unknown **switch argument**.

- achieved at least a pass in 105 credits at level 4.

To achieve a Pearson BTEC Higher National Certificate qualification a student must have:

- completed units equivalent to 120 credits at level 4;
- achieved at least a pass in 105 credits at level 4.

COMPENSATION PROVISIONS

COMPENSATION PROVISIONS FOR THE HND

A student can still be awarded a HND if they have not achieved a minimum of a Pass in one of the 15 credit units at Level 4 and one of the 15 credit units at Level 5 but they have otherwise fulfilled all the above conditions.

COMPENSATION PROVISIONS HNC

A student can still be awarded a HNC if they have not achieved a minimum of a Pass in one of the 15 credit units but they have otherwise fulfilled all the above conditions. The calculation of the overall qualification grade is based on the student's performance in all units to the value of 120 credits.

Students are awarded a Pass, Merit or Distinction qualification grade using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND, based on unit achievement.

- All units in valid combination must be attempted (120 credits)
- At least 105 credits must be Pass or above
- All 120 credits count in calculating the grade
- The overall qualification grade is calculated in the same way for the HNC and for the HND
- The overall qualification grade for the HND will be calculated based on student performance in Level 5 units only.

Points per credit

Pass 4

Merit 6

Distinction 8

Point boundaries Grade Point boundaries

Pass 420–599

Merit 600–839

Distinction 840 +

(Quality Code Expectations A2.1, A2.2, A3.2, B6)

REGULATION 3 - STUDENT ASSESSMENT / REASSESSMENT

- 3.1 This regulation explains the number of assessment and reassessment entitlements within one delivery of a unit and explains the different forms of assessment and re-assessment available.
- 3.2 Registration onto a unit entitles the student to:
- one delivery of the unit
 - access to learning and teaching resources
 - an initial opportunity to attempt the assessment tasks
 - one resubmission opportunity (if required - capped)
 - One re-take opportunity (if required – capped)

Formative and Summative Assessment

- 3.3 One formal opportunity to provide final formative assessment feedback will be included in each assessment plan at a point when students will have had the opportunity to provide evidence towards all the assessment criteria targeted.
- 3.4 Normally, further formal opportunities for formative feedback should not be necessary. However, if it is clear at the formative assessment stage that students have misinterpreted or have been misdirected by the assignment brief, there may be the need for another formative assessment once issues have been addressed.
- 3.5 Following formative assessment and feedback, students are able to:
- Revisit work to add to the original evidence produced to consolidate a pass grade or to enhance their work to achieve a higher grade
 - Submit evidence for summative assessment and final unit grade
- 3.6 Summative assessment is a final assessment decision on an assignment task in relation to the assessment criteria of each unit. It is the definitive assessment grade that is recorded on the student's profile. Should the student not achieve at least a pass grade after both formative and summative assessment, the submitted work will be recorded as a "Refer" or "Resubmission".

Referral in a unit

- 3.7 If the student does not achieve the minimum pass criteria for the unit overall, they are entitled to a resubmission at the end of the unit.
- 3.8 Resubmission assessment will be on a 'task for task' basis and will usually be of the same form as the initial task. However an alternative form of assessment task may be set if it is not appropriate for the student to be assessed by exactly the same method as at the first attempt, for example if this was group work or took place on a field trip.

Gayle Peachey 12/5/17 09:57

Deleted: and

Gayle Peachey 12/5/17 09:58

Deleted: r

Error! Unknown switch argument.

Error! Unknown switch argument.

Passing a unit following referral/resubmission

- 3.9 The minimum criteria to pass a unit are that the student:
- achieves an overall pass grade and
 - makes a valid attempt at all unit assessment tasks
- 3.10 Merit and distinction criteria are not included in the referral assessment brief; therefore the maximum grade available is a "Pass".
- 3.11 Students are normally only allowed one reassessment opportunity for each unit. Should a student not submit work that consolidates a pass grade, the unit will be recorded as a "Fail".

REGULATION 4 - LATE SUBMISSIONS

- 4.1 Deadlines for assessment are an important part of BTECs. Students are encouraged to develop good time management that will stand them in good stead in the workplace. It is important that students are assessed fairly and consistently and that some students are not advantaged by having additional time to complete assignments.
- 4.2 Where an authorised extension has not been approved in advance, work submitted late by up to 10 working days of the published deadline may be marked. Punitive capping and downgrading grades to a "Pass" for late work is not acceptable unless the assessment criteria in the Merit/Distinction grade descriptors require evidence of:
- Meeting agreed timelines
 - The ability to plan/organise time effectively
 - The ability to work to industrial/commercial practices that include implicit timelines.
- 4.3 Work submitted after 10 days of the published deadline and without an authorised extension will not be marked and will be recorded as "Did Not Submit". Students will be offered a single retake at the next available opportunity. Merit and Distinction criteria will not be included in the retake brief and the work will be capped at Pass only.
- 4.4 Students must be made aware of the consequences of failing to meet deadlines.

REGULATION 5 - DEFERRAL IN A UNIT OR AN ASSESSMENT TASK

- 5.1 A deferral in an assessment task or an overall unit means that, due to mitigating circumstances accepted by the College, the student has a further opportunity to take the assessment task that was affected. The grade is not capped unless the task is already "Referred".
- 5.2 Deferred assessment will be on a 'task for task' basis and will usually be of the same form as the initial task, but would normally be a different piece of
-

work from the original assessment. However, an alternative form of assessment task may be set if it is not appropriate for the student to be assessed by exactly the same method as the initial task, for example if this was group work or took place on a field trip.

REGULATION 6 - ASSESSMENT AND REASSESSMENT PERIODS

- 6.1 All assessment and reassessment (retake) for BTEC HNC/HND programme provision will take place within a specified period.
- 6.2 Each programme team will publish a calendar for assessment and reassessment deadlines.
- 6.3 Normally, reassessment will take place within 6 months of notification of "Referral/resubmission" at the next appropriate assessment window.

REGULATION 7 - FAILURE OF A UNIT (CORE OR ELECTIVE)

- 7.1 This regulation explains the circumstances in which a student can fail a unit. There are three circumstances in which a unit can be failed:
 - following a first attempt and referral, the student has not made any valid attempt in one or more assessment tasks i.e. non submission
 - following a referral, the student does not achieve the minimum overall pass criteria in a unit, which may include the requirement to pass an individual assessment task
 - where failure in a unit is the sanction set by an academic misconduct panel (see Regulation 12 – Academic Misconduct)
- 7.2 If a student fails a unit:
 - They can retake the same unit on one occasion only if this applies to core and elective units.
 - They can retake a substitute for the unit on one occasion only - this applies to elective units only.
 - If a unit is failed due to academic misconduct, a student may be given a sanction that means they are not allowed to retake the unit or a substitute unit.

REGULATION 8 – PROGRESSION TO NEXT STAGE OR LEVEL

- 8.1 This regulation explains the constraints on progression that are not based solely on individual student performance.
- 8.2 If the student passes all the units at any given stage or level of the programme they can normally progress to the next stage or level. In some circumstances however, progression could be affected by the following factors:

Error! Unknown **switch argument**.

Error! Unknown **switch argument**.

- any specified pre-requisite relationships between units that dictate the sequence in which they must be studied
 - the non-availability of units
- 8.3 If the student has not passed all the units but has had mitigating circumstances accepted at either the first assessment or a reassessment point, then they will be allowed to progress with a further opportunity at reassessment, at the discretion of the assessment board.
- 8.4 If the student has failed a unit/s then normally they will be provided with the opportunity to re-take the unit/s as if for the first time and not be allowed to progress until these units have been passed.
- 8.5 Exceptionally, at the discretion of the Assessment board a student may be allowed to progress with one failed unit. Opportunities must be provided for the student to retake or substitute the unit in the following stage. Students will be charged an additional fee for the additional unit.

REGULATION 9 – RESUBMISSION AND RETAKING A UNIT (Core and Elective)

- 9.1 Resubmissions -A student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification shall be expected to undertake a reassessment.
- Only one opportunity for reassessment of the unit will be permitted.
 - Reassessment for course work, project or portfolio-based assessments shall normally involve the reworking of the original task.
 - For examinations, reassessment shall involve completion of a new task.
 - A student who undertakes a reassessment will have their grade capped at a Pass for that unit.
 - A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.
- (Quality code Expectation B6)

This regulation explains the circumstances under which a student can retake and what retake means.

- 9.2 If the student fails to achieve a pass for a unit in both the first submission and resubmission opportunity, they will be allowed to retake the unit on one occasion only at our discretion and/or via the Assessment Board, unless prevented due to:
- an academic misconduct sanction
 - availability of the unit concerned
 - programme duration regulations.

9.3 Retaking a core or elective unit means that:

- The student may be charged a fee, published by the College

Error! Unknown **switch argument**.

Error! Unknown **switch argument**.

- The student must take all the assessment tasks in the unit with full attendance
- The student must have the same reassessment opportunities as at the first registration
 - The unit retake will be capped at a Pass

9.4 If the unit is no longer available, a replacement unit may be studied a directed by the College. This will be treated as a retake and will be subject to all regulations relating to retake units. If a replacement unit cannot be studied, the student will need to renegotiate their programme of study. Decisions about taking a replacement unit or renegotiating a programme require discussion and agreement with the programme team.
(Quality Code Expectation B6)

Consequences of failure on a retaken unit (core and elective)

9.5 If a student fails a core or elective unit after retake this would normally mean that they will have to withdraw from the programme.

REGULATION 10 – EXTENSIONS REGULATIONS

Short Term Extension – up to and including 10 working days

- 10.1 It is the responsibility of all students to attend any examinations and to submit work for assessment by the set date and time for that assessment. Where a student's circumstances are such that the student feels unable to meet this deadline, the student is strongly encouraged, as soon as possible, to discuss his/her circumstances with an appropriate member of academic staff (usually the AAM or unit leader) in advance of the submission / examination date. The member of staff will support the student to identify a suitable type of extension, depending on circumstances.
- 10.2 The purpose of a short term extension is to allow a student, for acceptable reasons, to defer the submission of work to a later date agreed by the tutor.
- 10.3 Requests for extensions **must** be submitted with supporting evidence, in advance of the hand in date and time.
- 10.4 A student may request a maximum of one short term extension to a submission deadline per element of a module's assessment when circumstances outside the student's control have arisen which prevents submission or are likely to result in significant underperformance if the original deadline is enforced.

Error! Unknown **switch argument**.

Error! Unknown **switch argument**.

- 10.5 Students must submit a fully completed Extension form to the Central Admin Team located in Building A. The form should be submitted in a sealed envelope with the students name and nature of request clearly specified, e.g. Joe Bloggs, Mitigation request
- 10.6 The Quality Team (The Panel) have delegated authority to approve an extension request. The Panel are permitted to request, at their discretion, evidence to support short term extension requests, especially where a student is regularly seeking multiple short term extensions (ie: for many different elements of assessment on numerous occasions).
- 10.7 All extensions are for a default period of ten working days. A student is permitted to submit the work earlier than the expiry date of the extension period.
- 10.8 The following are acceptable reasons for such a request:
- short-term illness;
 - a short-term illness of any person for whom the student has a responsibility for care;
 - authorised absence from College during teaching weeks;
 - an enforced change in employment circumstances for which only short term notice was given;
 - other reasons considered acceptable by the Quality Team.
- 10.9 The following are not acceptable reasons for such a request:
- academic workload;
 - misreading the instructions on submission deadlines in the Module Guide/MDF/ timetable;
 - computer, disc, printer or any other technical failure for which the student is responsible (students should ensure that they keep a back-up copy of their work);
 - unauthorised absence from College (e.g. holiday taken during teaching weeks).
- 10.10 If a student's circumstances require additional time beyond the expiry date of the original short term extension, the student can seek a long term extension or submit a claim for mitigation as no further short-term extensions can be granted. Consequently, the assignment is processed and assessed by the appropriate Tutor/team at a future assessment period (as determined by the College and in line with the academic calendar).
- 10.11 A short term extension cannot be granted to extend the period of five working days in which students can submit late work
- 10.12 Student/Tutor must consider the following guiding principles:

- a long or short extension must be agreed in advance of the assessment date, rather than using the Mitigating Circumstances Regulations
- students should always be encouraged to submit partially completed work rather than not submit anything if an extension or mitigating circumstances has not been agreed
- if students are experiencing difficulties in submitting work, long extensions should be considered where possible (but not past the end of the resit period). Long extensions could be given for all modules if the student's circumstances are such that they are likely to be able to work towards submission at the first attempt for all modules during the resit period.
- a form must be completed for both long and short extensions, dated prior to the hand-in date
- if an extension is seen as not appropriate or not feasible, the student should be advised to submit some work, even if partially completed.

Long Term Extension – up to 6 months

10.13 A student may request a long term extension to a submission deadline per element of a module's assessment. Long term extensions of up to six months are considered and approved if, in the view of the Panel, the student is experiencing personal or professional difficulties and use of other measures would:

- result in significant disadvantage to the student's academic performance and/or ability to complete scheduled (re)assessment tasks;
- exacerbate an existing health problem or result in additional stress related problems;
- fail to address the underlying problem or issue which is unpredictable in nature.

10.14 Students **must** submit their request before the submission deadline.

10.15 A long term extension may also be considered and approved where there are practice-related issues which can be resolved only through additional time for completion.

10.16 Long term extensions are viewed as exceptional solutions and are used only in circumstances where the Panel is confident that the individual case merits such action.

10.17 All long term extensions are considered on a confidential basis.

10.18 A long term extension cannot be granted to extend the period of five working days in which students can submit late work.

Error! Unknown switch argument.

Error! Unknown switch argument.

10.19 Long term extensions are agreed only in exceptional cases where the students can provide appropriate evidence over the 6 month full period.

REGULATION 11 – MITIGATING CIRCUMSTANCES REGULATIONS

11.1 Mitigation is the process by which Harlow College makes allowance for any matter or circumstance which may have seriously affected a student's performance in an assessment element(s) (including an element submitted for re-assessment).

Eligibility

11.2 Mitigating circumstances must have had a seriously adverse effect on the student's performance and have been unanticipated and beyond the student's control.

11.3 The following reasons are considered as acceptable grounds for mitigation:

- a serious personal illness which is not a permanent condition;
- the death, or serious illness, of a close family member, a friend or person for whom the student has a responsibility of care;
- sudden or unforeseen circumstances beyond the reasonable control of the student.

11.4 The following reasons are not considered acceptable as grounds for mitigation:

- family, work, financial or other general problems which lie outside of the circumstances
- poor awareness of Harlow College /University's Academic Regulations;
- being unaware of, or misunderstanding, a submission deadline or the date of an examination;
- computer, disc, printer or any other technical failure for which the student is responsible (students should ensure that they keep a back-up copy of their work).

11.5 A disability which emerges during a student's studies may be considered under the mitigation process at the first assessment point after it emerges. Following diagnosis and assessment of the effects of the condition the College makes allowance and in doing so enables the student to be assessed on the same basis as other students.

11.6 Mitigation is considered only in sudden or unexpected circumstances. Students are strongly encouraged to disclose recurrent problems affecting their performance in assessment so that the College can provide appropriate help and/or make allowance with regard to the assessment

Error! Unknown **switch argument**.

Error! Unknown **switch argument**.

process. Such recurrent problems, if disclosed by a student, are considered on a strictly confidential basis.

- 11.7 Claims for mitigation must be submitted by the student, or in exceptional circumstances (e.g. when a student has been hospitalised) by an AAM of the team on behalf of the student, no later than five working days after the submission date of assessed work or the date on which an examination has been sat. Exceptionally, if the documentary evidence in support of a claim cannot be provided by the submission deadline, the claim is submitted within the deadline but without the documentary evidence. In such circumstances the evidence must be submitted within a further ten working days.
- 11.8 A claim for mitigation, once formally submitted, cannot be withdrawn.
- 11.9 A mitigation claim against an (initial or re-assessment) attempt at an element of assessment for which a penalty for an assessment offence has been applied cannot be considered. The claim is deemed null and void.
- 11.10 Any penalty for an assessment offence under the College Policy which is determined (following the conclusion of the assessment offences process) for an attempt (initial or re-assessment) at an element of assessment for which mitigation has earlier been granted deems the outcome of the mitigation process null and void. The penalty for the assessment offence is therefore applied.

Consideration

11.11 Claims for mitigation are considered against two criteria:

- the basis of the claim is an acceptable ground for mitigation;
- and
- the claim is supported by documentary evidence (eg: a certificate/letter from a medical professional in the case of illness; a death certificate in the case of bereavement etc.) which must accompany the claim wherever practicable.

11.12 Claims for mitigation are considered only if both the above criteria are satisfied.

11.13 Students are strongly recommended to ensure that claims for mitigation are submitted to a Tutor/AAM for an initial check on whether both criteria have been satisfied before the claim is formally considered.

11.14 Inform the College of any extenuating circumstances which they wish to be taken into consideration in respect of assessed work, prior to the deadline and normally at least 24 hours before the published deadline.

Error! Unknown **switch argument**.

Error! Unknown **switch argument**.

11.15 Ensure that the request is submitted in the appropriate manner and ensure that the notification is received in accordance with College Policy. The Mitigation form (Located on the qube) must be fully completed and submitted to the Central Admin Team located in Building A. The form should be submitted in a sealed envelope with the students name and nature of request clearly specified, e.g. Joe Bloggs, Mitigation request.

11.16 Claims for mitigation are considered by the Panel without knowledge (whether by staff or students) of any mark attained by students and in confidence.

Consequences

11.17 The outcome of a successful mitigation claim is that:

- any mark achieved for the relevant element(s) is annulled;
- the student is required to take either the initial attempt (or the re-assessment attempt) in the mitigated element(s) at a time determined by the College. In certain circumstances the student may be required to re-attend the module in order to be assessed in the mitigated element;

[NB: To ensure that the formal decision on a student's performance for the first and final attempts at a module is made using the appropriate marks for each assessment element and at the appropriate point, the various assessment elements for an individual module must remain synchronised. For this reason assessment in a mitigated assessment element must be completed by the student, and considered by the Panel, before any re-assessment in another non-mitigated element(s) of the module can be undertaken]

- the module result will not be capped unless it is a further attempt at the re-assessment attempt following a previous failure.

Late Mitigation

11.18 A student may submit a late mitigation claim (defined as a claim which is submitted after the standard deadline).

11.19 In addition to the detail of the mitigation claim and the supporting evidence, a student is also required to explain why the claim was not submitted within the standard deadline of five working days after the submission date of assessed work or the date on which an examination has been sat, supported by appropriate documentary evidence.

11.20 Late mitigation claims are considered by the Panel.

11.21 The Panel first determines if the student has provided a valid reason for why the claim was not submitted at the appropriate juncture. Poor Error! Unknown switch argument.

Error! Unknown switch argument.

awareness of College Academic Regulations, or a student choosing not to submit a mitigation claim by the standard deadline in order to wait for the publication of results, are not acceptable or valid reasons for the submission of a late claim. This is not an exhaustive list.

- 11.22 If the Panel believes that no valid reason (supported by documentary evidence) has been provided to explain the late submission of a claim, it is rejected.
- 11.23 If the Panel is satisfied that a valid reason for the late submission of the claim has been provided (and supported by documentary evidence), the Panel considers the detail of the mitigation claim itself, applying the criteria in Regulation 6.108 above.
- 11.24 The consequences of the approval of a late mitigation claim are the same as for a claim submitted and considered in accordance with the standard deadline. It should be noted that the timing of any (re)assessment that is permitted as a consequence of a successful late mitigation claim may be different to the timing allocated to students who submitted a mitigation claim at the appropriate juncture (eg: a late mitigation claim pertaining to Semester/Trimester 2 is likely to mean that the further (re)assessment that a successful mitigation claim permits will not occur during the standard July (re)assessment period).
- 11.25 A late claim for mitigation, once formally submitted, cannot be withdrawn.

REGULATION 12 – ACADEMIC MISCONDUCT

- 12.1 The College will investigate, admitted or found cases of cheating, plagiarism and unfair practice across the institution. This will be considered by the Registrar. Prior to consideration cases are investigated by a senior manager. The College “Procedures to be followed in the event of a Suspected Breach of Assessment Regulations” set out the detail of the procedures to be followed.
- 12.2 Any attempt to gain an unfair advantage may be considered as an offence and dealt with under these Regulations and the associated procedures.
- 12.3 For the purpose of these Regulations, assessment includes the following forms of assessment:
- Coursework
 - Examinations
 - Other Forms of Assessment
- 12.4 Each case will be considered on its own merits, and on the basis of:

Error! Unknown **switch argument**.

Error! Unknown **switch argument**.

- the gravity of the case
- the circumstances of the case
- the level at which the offence took place
- whether the offence was a repeat offence

Determination of whether an offence has occurred

12.5 The determination of whether cheating, plagiarism, or other form of seeking unfair advantage has occurred is made through an Investigatory Interview, or by an Investigating Officer (see College procedures).

Schedule of Decisions Available to an Investigating officer or Investigating Panel

- 12.6 The following penalties may be applied:
- determine that the student may be awarded the appropriate grade for the re-assessed work;
 - assign a “Fail” grade and determine that the grade for re-assessed work will be a maximum of a “Pass” grade
 - determine that the student has failed the level and is required to withdraw from the programme of study

Record of Offences

12.7 A record of admitted or found offences will remain on the student’s file for the duration of their study in the College.

Right of Appeal

12.8 A student has the right to appeal a finding of an Assessment Panel. Grounds on which the appeal is made must be included in the notification of appeal. A simple request for a rehearing does not constitute valid grounds for appeal.

REGULATION 13 – OPERATION OF ASSESSMENT BOARDS

Terms of Reference

- 13.1 Assessment Boards are authorised to:
- determine the standard of student module assessment outcomes
 - note any instance of cheating, plagiarism and other forms of unfair practice
 - note any accepted claims of mitigation
 - confirm unit grades and classifications
 - identify referral/deferral opportunities

Error! Unknown **switch argument**.

Error! Unknown **switch argument**.

Record of Attendance

- 13.2 A full list of members of the Assessment Board must be signed by all members present. This is evidence of their attendance.

Chair

- 13.3 Normally chaired by the Assistant Principal or an Academic Manager nominated by the Assistant Principal will chair all Assessment Boards.

Information to the Assessment Board

- 13.4 The following provisions apply:
- the Promonitor/spreadsheet of grades arrived at by internal examiners/assessors will be tabled as a confidential paper
 - where there is a discrepancy, the grade as moderated by the external examiner(s) may also be tabled, providing both grades are shown

All results sheets/spreadsheets must be collected at the end of the meeting.

Discussion and Decision-Making

- 13.5 The Chair should clearly identify the courses of action open to the Assessment Board.
- 13.6 The module/unit assessment outcomes for each student should be conducted as follows:
- the grades for each student should be considered
 - any amendment to the grades will be agreed and recorded on the grading sheet/schedule
 - the overall module/unit assessment outcomes for the student will be agreed
- 13.7 Consideration of individual results should be conducted as follows:
- Extenuating circumstances
 - Cases of cheating and plagiarism
 - Progression of students on to the next stage of the programme
 - The awards to be made to students
 - Referrals and deferrals

Assessment Boards may also monitor academic standards. It is only when the unit results of students' achievement have been considered by an Assessment Board that certification can be awarded. Prior to this the External Examiner will have sampled work and the report will be received by the Assessment Board.

- 13.8 The decisions of the Assessment Board will be formally recorded in the minutes. The Chair of the Assessment Board will confirm the minutes and will forward them to the next meeting of the relevant Assessment Board.
- 13.9 The award of merit or distinction should be determined in accordance with Pearson regulations and EE report.
- 13.10 Tutors should take care not to disclose the confidential proceedings of the Assessment Board and should guide the student on what they now have to do.

Disclosure of Results

- 13.11 Only designated staff are authorised to disclose results in accordance with College Policy.

Glossary of Terms

Academic Misconduct	Any attempt to gain unfair advantage over other students
Assessment	The process of evidencing and evaluating the extent to which a student has met the learning outcomes. Assessments can include projects, essays, exams, presentations, portfolios and practical tests.
Assessment – Formative	"Trial" assessments that are used to provide developmental feedback to a student so that they can improve their future summative performance.
Assessment – Summative	Assessment undertaken in order that a learner's achievement of learning outcomes can be measured and the level of performance judged, graded and recorded.
Assessment Boards	Assessment boards meet at least once each academic year to confirm module grades and awards.
Deferral	The opportunity granted by a Mitigating circumstances panel for a student to be assessed as if for the first time, for reasons upheld by a properly constituted Mitigating Circumstances panel.
End Assessment	Normally occurs in the form of an examination.
Extensions	An agreed extension to a pre-defined assessment date.
Feedback	Information given to learners about the quality of their performance in an assessment.
In Programme Assessment	Normally occurs in the form of programme or other class room based activity assessed in parallel with the delivery of the unit.
Late Submission	When submission of a piece of coursework is received after the pre-defined hand in date.
Mitigating Circumstances	Students may submit requests for consideration of mitigating circumstances in respect of: a) inability to submit assess coursework on the required date b) inability to attend examinations or other scheduled assessments c) poor performance.
Referral and Reassessment	If, after formative and summative assessment the student has failed to gain a pass grade, the unit will be deemed a referral. The student will have one opportunity to be reassessed without formal restudy. A specified timescale will be applied for the reassessment.
Retake	A second opportunity to pass a unit, with re study, potentially at a cost to the student.