



New College Durham

Academic Regulations for the Awards of Foundation Degree

Section C: Regulations Governing Assessment and Progression

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C1 Introduction

- C1.1 This section of the Regulations sets out the assessment framework for the Colleagueidated awards of Foundation degree. The Regulations may be varied to meet the particular requirements of Professional Statutory and Regulatory Bodies (PSRB's). Approval would normally occur at the time of validation. A course specific regulation that requires approval at an alternative timeframe from validation must be approved by The Principal.
- C1.2 The Regulations are subject to annual review at the end of each academic year. Any approved revisions will be incorporated into the definitive set of regulations applying to the following academic year of study. This will be published at the commencement of the academic year. The Regulations apply to higher education students entering the college in or after September of an academic year. They will progress through each level of their programme of study under these assessment regulations.

C2 Definition and Purpose of Assessment

- C2.1 Assessment is the means used to confirm whether a student has achieved the learning outcomes associated with the programme, and the level of that performance.
- C2.2 The measurement of a students performance is expressed as a percentage unless there is a competency based assessment whereby performance may be expressed using an alternative scale such as pass/fail. Student assessment is attached solely to performance in the modules making up the programme of study.
- C2.3 Summative assessment provides a reference point for students and academic staff, recording achievement and progress within a programme. It also informs the determination of the overall classification which a student achieves. An award classification is of value to employers in making judgements about the suitability of applicants for jobs, and to higher education institutions and professional bodies when making decisions about the potential of applicants seeking to undertake further qualifications offered by such bodies.
- C2.4 These assessment regulations are underpinned by the requirement that students are entitled to receive feedback on both their formative and summative assessment which is timely and evaluative, to enable them to develop and strengthen the quality of the work they submit for assessment purposes as they progress through their programme. Feedback may be provided both orally and in writing. It should normally be made available to a student no later than twenty working days following the submission of the assessment. For the purposes of these regulations the College does not include Saturdays, Sundays, statutory public holidays, or other days when the College is closed as working days.

C2.5 Students are also entitled to expect that they will receive guidance regarding the criteria being used to measure their performance in assessments before they begin the assessment activity.

C3 Definitions of Essential Terminology

C3.1 The following definitions are adopted within the College Regulations.

- (a) **Compensation:** the mechanism for allowing marginal underperformance in one module resulting in that module being failed to be offset by a stronger performance in other modules.
- (b) **Assessment criteria:** descriptions of the standards required to achieve a particular mark or set of marks in assessed activities in a given subject area and at a specified level. The College's generic criteria define a basis for the academic standards expected at each level. Subject-specific criteria are aligned to the generic criteria.
- (c) **Component of assessment** - an agreed assessment activity such as an examination or a piece of coursework, defined in the module specification and given a weighting to indicate the contribution of the mark for that work to the assessment of the module as a whole. Where several pieces of work such as laboratory reports make up an component of assessment the marks for all the pieces of work must be aggregated and a single mark returned for the component of assessment. When a programme is validated the assessment strategy for each module is required to identify how many components of assessment are used for the module. If more than one component is included the strategy must state whether there is a pass mark attached to each component or as an overall grade.
- (d) **Summative Assessment** - Assessments which contribute marks used to determine a student's ability to progress from one stage of a programme to the next, and which are used to determine an overall award classification, are referred to for the purpose of these Regulations as summative assessments.
- (e) **Formative Assessment** - Assessments which are non-contributory in this way are referred to as formative assessments. They are used to assist students in their learning by preparing them for summative assessments and providing them with feedback which identifies strengths and areas for development.
- (f) **Reassessment:** there are two types of reassessment opportunities a) resubmission and b) resit. Resubmission will require a student to redo and resubmit a failed piece of work, based upon feedback from the tutor. A resit will require a new assessment task being undertaken. Normally the circumstances for the latter have been determined by the type of assessment e.g. exam, practice assessment, presentation etc.

- (g) Generic course regulations:** Regulations which automatically apply to all validated foundation degree courses of the College.
- (h) Course Specific Regulations:** Regulations which are specific to an individual named course and are additional to the College generic regulations. Such regulations require the specific approval of a validation panel, and where they involve a variation to the College Regulations the variation must be approved by The Principal. Such regulations should be communicated to students in the programme and/or module handbook(s) as appropriate.
- (i) Level:** the indicator of challenge, complexity, depth of study and learner autonomy. All modules are attributed to an academic level and an individual module cannot span more than 1 level. There are eight credit levels used in England, Wales and Northern Ireland and of these levels 4 to 8 represent the types of work undertaken in HE as described in the FHEQ and the related national credit guidelines. Foundation degrees sit within levels 4 and 5 of the FHEQ.
- (j) Stage:** an indication of the structure of a programme such that each stage normally equates to one academic year of study irrespective of the level(s) of the modules taken within that stage.
- (k) Year:** an indication of the progress of study of a student defined by the number of years (usually academic years) for which he/she has been registered for a programme. This is irrespective of the stage of study and of the level(s) of the modules involved.
- (l) Profiling:** is a defined profile of achievement. It is the calculation of a classification by the count of modules within each classification band multiplied by their level weighting (0.20 for each 20 credit module). The classification is worked out from best to worst classification and counting cumulatively. A classification is based on the band that has the most module counts.
- (m) Weighted Average:** is the calculation of a classification based on the weighted average of the whole of the module grade points.

C4 Management of Assessment Results

C4.1 Assessment outcomes are determined in two phases: that for the module and that for the programme. To manage this process the College operates Module Assessment Boards and Progression and Award Boards for each programme.

C4.2 Module Assessment Board (MAB)

C4.2.1 Courses with modules which are due to be completed at the end of a semester will have a Module Assessment Board at the end of that semester to confirm the marks for those modules.

- C4.2.2 A module outcome, pass or fail, is determined by a Module Assessment Board and is based upon the aggregation of the component parts of assessment, each separately weighted, to determine an overall grade. The outcome decision is taken at a point when the final assessment component has been completed.
- C4.2.3 The responsibility of each Module Assessment Board is to make its judgment on student performance based upon approved terms of reference and to record these using the approved assessment codes and recording templates.
- C4.2.4 All modules must be assessed in accordance with their published assessment methods. Module assessments must be submitted by fixed dates during the year. These deadlines are determined by the course team at the beginning of each academic year. Students must be given details at the start of a module of the assessment scheme for the module, and of the arrangements and timetable according to which assessed work must be submitted. Students are required to submit coursework as prescribed by the relevant module guide.
- C4.2.5 Module Assessment Boards are held at the end of each semester. The module marks achieved are considered at these Boards only where a module has completed delivery within that semester, or is a referred assessment from a previous semester.
- C4.2.6 Module assessment marks must be presented to the first scheduled Module Assessment Board after the last component of assessment is due for that module where an overall grade for the module will be determined.
- C4.2.7 It may be necessary for a decision to be determined by Chair's Action within an allocated time period before the next full Board meeting is scheduled to take place. This is only permitted where clear guidance on the decision outcome has been pre-determined by the Module Assessment Board at the time of the re-assessment decision being made. The outcome of the Chair's Action must be presented as matters arising at the next full meeting of the Board.

C4.3 Progression and Award Board (PAB)

- C4.3.1 The responsibility of each Progression and Award Board is to make its judgment on student performance based upon approved terms of reference and to record these using the approved progression codes and recording templates.
- C4.3.2 The outcome at a programme level is based upon a student's achievement profile across a level, or stage if a student is studying a level over more than one academic year. A progress decision and, where relevant, an award classification is determined by the Progression and Award Board. This progress decision or award classification is based upon overall module

grades and module outcomes received from the Module Assessment Boards. Where deemed to be appropriate, combined Module Assessment Boards and Progression and Award Board may be held. These are referred to as Module and Progression Award Boards (MPAB).

- C4.3.3 Progression and Award Boards are held when students on a programme have completed each stage and / or level of their programme. At the end of level 4 a Board has to decide whether a student is eligible to progress to the next level. If a student is studying in stages which do not fit with the normal delivery of a full level per academic year, a Board will be required to progress a student to the next academic year if they have not yet reached the end of a level.
- C4.3.4 At the end of Level 5 the Board has to decide whether the student is eligible for the award of foundation degree, and if so, what their classification is. These Boards are usually held at the end of the second semester of delivery of each year of study, after the Module Assessment Board for the programme has met. If a Progression and Award Board is unable to complete all its work because there are students on the programme who have to undertake further assessment it will reconvene on a further occasion to consider the result of these further assessments. This will normally be at the end of the next semester of delivery (or after summer recess where applicable).
- C4.3.5 As specified in regulation A8.3 an award is calculated on the basis of the marks obtained from the modules taught and assessed by New College Durham using a profile of greater than 50% of all marks gained in one classification and/or using the formula specified in C4.3.6 to weight the average marks.
- C4.3.6 The classification of an award is calculated on the basis of graded marks obtained from modules delivered and assessed by New College Durham. Two methods of calculation are used and the classification awarded is based upon the greater of the two methods.

The profiling method calculates the classification based on a student achieving greater than 50% of their graded credit value within one classification band, for example a student must gain 70 credits or more out of their full 120 credits to obtain that classification.

The weighted average method uses the mean of the aggregated overall marks to determine the classification band. Where a measurement of a student's performance for a module has been expressed as a pass/fail and not as a numerical grade the credit value of that module will not be used in the calculation for a profile or weighted average classification. The classification categories are merit, commendation and distinction (Section A.8). The classification a student is eligible to receive is determined by the Progression and Award Board through the application of the Regulations as they apply to degree classifications.

C4.3.7 A student who has studied additional modules to those which make up their award may not use the assessment of such modules to contribute to the assessment of the student's primary programme of study nor classification of their award.

C5 Assessment of Modules

C5.1 Tutors are responsible for providing in a timely fashion all relevant information regarding an assessment, including details as to date, time, place and format of submission and arrangements for obtaining a receipt for work handed in. Students are responsible for ensuring they meet the deadline and requirements of the assessment submission. Failure to comply without appropriate evidence of extenuating circumstances will determine a fail.

C5.2 The overall pass mark for each module is 40% unless specified otherwise. Components of assessment where marked with a numerical grade will be marked and presented in whole percentages. The calculation for weighted overall grade for a module must use an integer to round up or round down to a whole number.

C5.3 To pass a module a student must attempt all component parts of assessment. Failure to attempt a component without appropriate evidence of extenuating circumstances will determine a fail.

C5.4 Where module assessment comprises two or more contributory components a pass will be awarded where a student achieves an overall average grade of at least 40%, providing that the student has submitted assessment in all components, and where there is no programme specific regulation for a higher pass mark. The student does not need to achieve a mark of 40% in each component, unless specified otherwise as a programme specific regulation.

Extension to Assessment Deadline

C5.5 A student may apply for an extension to a deadline at the point of assessment for up to a period of 10 working days. This will apply equally to full and part time students. Applications must be completed in writing. All approved extensions must be reported to the relevant Module Assessment Board, and Progression and Award Board. An extension will not normally be given after the date on which the assessment should have been attempted by.

C5.6 An assignment which is submitted after the published date and time without an approved extension will be subject to a penalty. The penalty will be a reduction of 1% per day of the total marks allocated up to and including a maximum of 10 working days. For these purposes the daily penalty will be taken from the next working day after which the work was due to be submitted. Work submitted later than 10 working days without an approved extension will be determined a non-submission and a fail. Late submitted work will be marked on the basis that it had been handed in on time i.e. from

a full range of marks and feedback given based on that mark. The daily penalty will then be deducted from the initial mark awarded. If the mark achieved is below the pass mark threshold the component will be treated as a fail. It is this mark which will be recorded and submitted to the Module Assessment Board. The module will not be subject to the rules of compensation until such time as reassessment has been completed.

- C5.7 An assignment which is not submitted to the correct published place which is authorised to receive it will be treated as a non-submission and determined a fail.
- C5.8 A student who fails to attend an examination or other form of assessment whose performance requires attendance at that published time and date, such as a presentation, without prior authorisation or extenuating circumstances will be treated as a non-submission and determined as a fail.
- C5.9 Where a module has a specific pre-requisite module, that module must be passed before a student may proceed to the requiring module. A compensated failure is counted as a pass for these purposes.
- C5.10 A student who has passed a module at the first attempt may not re-take the module in order to achieve a higher mark, unless the student's performance is judged to have been affected by extenuating circumstances and where the Progression and Award Board approves it.
- C5.11 Where a student has failed to submit an component of assessment, has been given the opportunity to re-submit and has failed to do so without any extenuating circumstances having been established, they will be deemed to have failed the module and will be required to repeat the module with attendance at their own cost and, where relevant, will not be allowed to progress to the next level or achieve the award or be granted compensation until the module has been repeated.
- C5.12 The Module Assessment Board may confer the following assessment decisions:
- a) Pass (P): successful achievement of module
 - b) Referral (R): component of assessment outstanding
 - c) Deferral (D): component of assessment outstanding due to approved extenuating circumstances
 - d) Fail (F): referral opportunity now complete and a pass mark not achieved.
 - e) Academic Misconduct Fail (MF): failure due to academic misconduct
 - f) Professional Misconduct Fail (PF): failure due to professional misconduct

Note: Compensatory Pass (CP): when a decision has been made by the Progression and Award Board to compensate a fail the module coding must retrospectively be changed to note this. This decision cannot be made by a Module Assessment Board.

C6 Re-assessment of Modules

- C6.1 When a student fails to meet the criteria for an assessment at the first attempt, he/she will be offered the opportunity of reassessment in that component, once only.
- C6.2 Students must be given clear guidance within a module guide whether a piece of assessed work can be resubmitted in case of referral or whether the nature of the assessment will require completion of a new assessment task. Opportunities for this type of reassessment will be at the next published point for this assessment.
- C6.3 Where a resubmission of the initial assessment is feasible, the opportunity to undertake the resubmission must be given at the time the student receives feedback indicating they have not met the criteria. A student will normally need to undertake the resubmission within six weeks. Details of reassessment opportunities, both resubmission and resit, must be issued to the student in writing with their feedback. The initial grade and the reassessment grade, if known, will be presented to the next full meeting of the Module Assessment Board, where an overall grade for the module can then be determined. Where a reassessment grade is unknown at the time of that Module Assessment Board the reassessment opportunity will be noted by the Board and the reassessment grade presented at the next full meeting of the Module Assessment Board.
- C6.4 When a student is re-assessed in a module, the marks obtained in the component of assessment passed at the first attempt shall stand whereas the maximum mark that may be awarded for the reassessed component is 40%. Reassessed work will be marked from a full range of marks and feedback given based on that mark. The overall mark for the module will be calculated on the basis of the original marks for the components passed at the first attempt and the capped marks gained in the reassessed component(s).
- C6.5 In exceptional cases i.e. where the assessment method is no longer available or appropriate, a module leader has the discretion to set a different type of assessment for the reassessed piece of work as long as it assesses the same learning outcomes. The Module Assessment Board must be notified where this is the case.
- C6.6 Up to 120 Level 4 credits may be re-assessed in this way, unless specified otherwise through a programme specific regulation. However in such a case as a student has been required to take more than 80 credits reassessment at level 4 it will be at the discretion of the Progression and Award Board to grant approval for the student to progress to Level 5;
- C6.7 Normally only up to 80 Level 5 credits may be re-assessed in this way, unless specified otherwise through a programme specific regulation. At the discretion of the Board the 80 credit threshold may be waived. A student failing more than 80 credits at level 5 will be required to repeat the remaining

40 credits with attendance. Only in exceptional circumstances, with supporting evidence, may the Progression and Award Board require a different outcome.

C6.8 A student may only be referred in the component(s) in which he/she has failed.

C6.9 Repeat with Attendance or by an Alternative Mode of Study

- a) when a student has failed a module at both the first attempt and when subsequently re-assessed, he or she may, at the discretion of the Progression and Award Board and taking into account the recommendations of the Module Assessment Board, attempt that module again, once only, with attendance. This may be in an alternative mode of study as deemed by the Board to be appropriate. In this case the student must remain at the same stage and may not register to study modules for the next stage. Up to 120 Level 4 credits may be repeated in this way. Only at the discretion of the Progression and Award Board will a level 5 student be approved to repeat the full 120 credits. Where applicable students may therefore be studying a full-time programme in part-time mode for one year;
- b) in the case of a repeat with attendance, or repeat by an alternative mode of study, the student will be required to retake all the components of assessment and no marks from previous attempts will be carried forward.
- c) a student who fails assessment for the repeat module is entitled to one final re-assessment. The marks for the reassessment(s) and for the module as a whole will be capped at 40%.

C6.10 Carry Forward of Modules

- a) Exceptionally a Progression and Award Board may permit a student to carry forward a module or a component of assessment of a module to the next academic year. This is only when a student has not been able to complete the assessment or reassessment process and this non completion is attributable to extenuating circumstances which have been accepted by the Progression and Award Board, and where related to a PSRB is permissible. A student will not normally be permitted to carry forward a module which is a pre-requisite to a module at a higher level and if approved to do so must successfully complete the pre-requisite module before starting the higher level module.
- b) A student may only be permitted to carry forward a maximum of 20 credits.

C7 Progression from One Stage or Level of Study to the Next

C7.1 A Progression and Award Board (PAB) must make a progression decision on each student at the end of each academic year. The progression decision must be one of the following:

- a) Progression to the next stage of the programme (PS);
- b) Progression to the next level of the programme (PL);
- c) Progression to Award (PA);
- d) Progression to the next level carrying compensated fails (CP) (*refer to regulation C5.13*);
- e) Progression pending due to outstanding components of assessment (deferred or referred) (CP);
- f) Stay the same stage due to academic failure (SS);
- g) Stay the same stage due to extenuating circumstances (SE);
- h) Stay the same stage, temporary withdrawal from the programme (LA);
- i) Fail and withdraw due to academic failure (FW);
- j) Fail and withdraw due to Professional Misconduct (FP)
- k) Student withdrawal, progress to award (WA)
- l) Student withdrawal, letter of achievement (SW);
- m) Other progression decision (OP), (reason to be cited clearly in minutes of PAB)

C7.2 In circumstances where a PAB is unable to make a progression decision at the time of the meeting the Board may agree that the Chair can make a decision on their behalf. The Board must clearly define the parameters of the decision a Chair may take on their behalf based upon the different scenario outcomes of the circumstances. The progress decision noted at the time of the meeting will be CA. This decision must be updated to a progression decision as shown in C7.1 once an outcome has been confirmed by the Chair. Detailed minutes of any decision of the Board must be made and detail:

- a) the date for completion of this Chair's Action. Normally this would be within 5 working days of the meeting,
- b) the action to be taken in order for a progression decision to be made
- c) the outcomes that the Chair may ratify depending on the outcome.

C7.3 A student may not progress to the next stage or level of study (as defined in Section B.2) until they have satisfied the requirements of the current stage or level of study for which they have been registered and may not register for modules from the next stage or level of study until they have progressed. Progression must be confirmed by the Progression and Award Board.

C7.4 A student will be entitled to progress to the next stage, level, or to award, if they have successfully completed sufficient credit as associated with that stage, level, or award.

- C7.5 A Progression and Award Board has the discretion to award compensation in a failed module to allow progression to the next level or to award of up to 20 credits, at each level.
- C7.6 Compensation of a failed module may not be allowed at the end of a stage, if the end of that stage is prior to and does not coincide with the end of a level of study. Failure of a module in a stage prior to the end of a level must be carried forward and considered by the Progression and Award Board at the end of the level it is associated with.
- C7.7 A student offered an in-year referral as specified in Section C.6 above:
- a) may be compensated at the end of the level by the Progression and Award Board on the basis of the original failed mark for the module, not the mark for the referral;
 - b) may be compensated at the end of the level by the Progression and Award Board on the basis of the original failed mark for the module, without having taken up the opportunity of the referral, as long as the failed module has an average of 35% or over as per regulation C8.1.
 - c) may not be offered further referral opportunities in the failed module after the Progression and Award Board has confirmed a progression decision, unless that progression decision is to allow for those referrals to be completed;
 - d) may make a request using approved extenuating circumstances procedures to defer a referral deadline until a later time to manage his/her workload.
- C7.8 A student who fails to pass a module after using up the right to be reassessed and considered for the opportunity to repeat the module, and is required to leave the College may be awarded an exit qualification if they are so entitled, under Regulations A4.4. Where an exit qualification cannot be awarded a letter of achievement outlining the credit successfully completed will be issued.

C 8 Compensation of Modules

- C8.1 Where a student has attempted the required number of credits at Level 4 or Level 5, failure in up to 20 credits at each level may be compensated by the Progression and Award Board, providing that the student has:
- achieved at least a 35% average in the module concerned;
 - submitted all components of assessments for that module; and
 - has an average mark across all other modules at that level of at least 40%.
- C8.2 A Progression and Award Board has the discretion to compensate up to a further 20 credits (for a maximum of 40 credits overall, in any combination of module sizes), where there are extenuating circumstances and provided that the student has successfully met the criteria for C8.1.

C8.3 The mark(s) achieved for the module(s) compensated will stand, and the credits for the module(s) will be awarded. The student will be allowed to progress to the next level of study. A compensated pass is accepted as a pass in a pre-requisite module.

C9 Discretion of the Assessment Boards

C9.1 Module Assessment Boards and Progression and Award Boards have the power to exercise discretion through the application of their academic judgement to ensure that students are treated equitably and that academic standards are maintained. In exercising their discretion Module Assessment Boards and Progression and Award Boards must take account of recommendations from the Mitigation Panel and views of the external examiner(s) and should ensure that decisions are taken in the spirit of these Regulations. Decisions reached as a result of the exercise of their discretion must be minuted and be supported by a statement setting out the reasons for the decision.

C9.2 Boards will be required to exercise their discretion in the case of:

- a) decisions relating to students with extenuating circumstances
- b) decisions relating to cohorts or to individual students whose academic experience has been disrupted for reasons beyond their control other than those which naturally fall within the terms of extenuating circumstances; and
- c) requests put forward by External Examiners to raise or lower cohort module marks.

C10 Extenuating/Mitigating Circumstances

C10.1 It is the responsibility of students to attend examinations and submit work for assessment as required and to report to the Mitigation Panel, in writing, in advance of the published date(s) of the relevant Module Assessment Board(s), any extenuating circumstances which may have affected any aspect of their assessment.

C10.2 If a student fails to provide information about extenuating circumstances in accordance with the procedures governed by these regulations but subsequently is able to show good cause why they were unable to do so the Mitigation Panel has the authority to make a determination based upon the evidence presented. The decision of the Mitigation Panel will be reported to the next meeting of the Module Assessment Board, and where relevant to the Progression and Award Board.

C10.3 If the Module Assessment Board (MAB) and / or Progression and Award Board (PAB) accepts the recommended outcome of the Mitigation Panel with respect to the extenuating circumstances presented by a student, the Board shall act in a manner appropriate to the case, in line with the following:

- a) A student has the right to be re-assessed as if for the first time in any or all of the components of assessment, as specified by the Module Assessment Board. If an assessment affected by illness, or other cause, was itself a second or subsequent attempt the student shall be permitted to re-sit as if for the second or subsequent time.
- b) Where the Module Assessment Board and /or Progression and Award Board is satisfied that there is sufficient evidence of the student's achievement, or this evidence is subsequently obtained, the student may be awarded a module pass at an appropriate mark or be recommended for the award for which he/she is a candidate, with or without Merit, Commendation or Distinction as appropriate. In order to reach a decision, the Board may assess the student by whatever means it considers appropriate. This may include a *viva voce* examination.
- c) Where a student has failed a module and the Module Assessment Board accepts a plea of extenuating circumstances the Progression and Award Board may permit the student to pass the module by compensation with a maximum mark of 40%.
- d) Where a student has passed a module and the Module Assessment Board accepts a plea of extenuating circumstances, the Board will not amend the mark but will report its findings to the Progression and Award Board.
- e) Where there is insufficient evidence to determine the recommendation of an award but the Progression and Award Board is nevertheless satisfied that the student would have qualified for the award for which he/she was a candidate had it not been for illness or other valid cause, an Aegrotat award may be made. Aegrotat awards cannot be given with Merit, Commendation or Distinction unless the weighted aegrotat average falls within the normal classification range.
- f) Before a recommendation under (b) – (e) above is submitted to the College, the student must have signified that they are willing to accept the award and understands that this implies waiving the right to be re-assessed under (a) above.

C10.4 Any award listed in these Regulations may be conferred posthumously by a Progression and Award Board, provided that the normal conditions of award are satisfied. The Progression and Award Board may seek permission of The Principal to make an award where the normal conditions of the award are not fully met, but the Progression and Award Board is nevertheless satisfied that the student would have qualified for the award for which he/she was a candidate.

C 11 Academic Misconduct

- C11.1 Students will be advised of the nature of cheating, plagiarism, and other forms of unfair practice at induction and at other appropriate times throughout their studies.
- C11.2 The College will operate an academic misconduct panel to consider admitted or found cases of cheating and plagiarism.
- C11.3 Prior to consideration by the Panel, cases are investigated following the procedure laid down in the guidance and procedures for dealing with cheating and plagiarism.
- C11.4 If the academic misconduct panel finds a student to be guilty of cheating or plagiarism they may determine a penalty to be imposed by the Module Assessment Board, or Progression and Awards Board.
- C11.5 Penalties will depend on the nature and severity of the academic misconduct and are outlined in the guidance and procedures for dealing with cheating and plagiarism.

C 12 Professional Misconduct

- C12.1 A student studying on a profession qualification regulated by a professional or statutory body may be governed by additional professional principles and practices. Students will be advised of the nature of relevant professional conduct at induction and at other appropriate times throughout their studies.
- C12.2 The College will operate a professional misconduct panel to consider admitted or found cases of professional misconduct. All allegations of professional misconduct will be fully investigated prior to consideration by the Panel following the procedure laid down in the guidance and procedures for dealing with professional misconduct.
- C12.3 Where a panel finds a student guilty of professional misconduct the panel may impose a penalty. Penalties will depend on the nature and severity of the professional misconduct and are outlined in the guidance and procedures for dealing with professional misconduct.
- C12.4 Where a student has been found guilty of serious professional misconduct the relevant professional and/or statutory body will be informed.
- C12.5 Failure to meet these professional standards may result in the student being unable to practice professionally, and possibly asked to withdraw from the programme.

C13 Appeal Against a Decision of an Assessment Board

- C13.1 All requests for reviews of assessment decisions will be conducted in accordance with the Academic Appeals and Complaints Policy.

- C13.2 A student may appeal against a decision made by a Module Assessment Board or a Progression and Award Board only on the grounds that process and procedure were not followed. All academic appeals must be made in writing and within the required time period as stipulated in the published procedure.
- C13.3 The Principal, or a review body authorised by The Principal, may in the following circumstances require a Module Assessment Board or Progression and Award Board to reconsider its decision if a student requests such a reconsideration and establishes to the satisfaction of the Principal or review body that there has been a procedural irregularity in administration, or in the assessment of the programme, or that some other material irregularity has occurred.