



**ARTS UNIVERSITY PLYMOUTH**

**ACADEMIC REGULATIONS FOR  
ACADEMIC YEAR 2024/25**

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## **GLOSSARY**

## **APPENDICES**

- A. LEVEL DESCRIPTORS**
- B. ACCREDITATION OF PRIOR LEARNING**
- C. ACADEMIC MISCONDUCT POLICY**
- D. EXTENUATING CIRCUMSTANCES PROCEDURE**
- E. POWERS AND PROCEDURES RELATING TO UNIT ASSESSMENT BOARDS AND PROGRESSION AND AWARD BOARDS**
- F. EXTERNAL EXAMINERS**
- G. APPEALS PROCEDURE**
- H. CERTIFICATION OF AWARDS AND SUPPLEMENTARY CERTIFICATION**
- I. BOARDS FLOW DIAGRAM**

## **SUMMARY OF CHANGES FOR THE 2024/25 ACADEMIC YEAR**

1.6 Revised to include the CUF extending to Postgraduate study
4.3 Revised to include new process for requesting deferral and withdrawal
4.5 Revised to include new process for requesting transfer of mode
4.6 Revised to include new process for requesting course transfer
5.10 Revised to amend penalties for late submission of work
7.7 Revised to clarify the purpose of the EC Panel
Appendix A updated to reflect new FHEQ
Appendix C updated to remove the use of the AMBeR tariff and to replace with new categories of penalties
Appendix E updated to reflect requirements of samples for EE to review
Appendix G updated to revise the membership of the Appeals Panel

## **SECTION ONE**

### **INTRODUCTION**

1.1 These Academic Regulations (hereafter referred to simply as the Regulations) apply to all undergraduate and postgraduate taught courses leading to credit or qualification of Arts University Plymouth (AUP).

1.2 The Regulations in force at the time of a student's annual registration are those for that academic year unless specified otherwise within the Regulations. When a student registers part way through an academic year, the student comes under the Regulations in force for that academic year. When a student resumes study after any period of interruption, the student comes under the Regulations in force at the time of resumption.

1.3 These Regulations are referenced in the documentation for each validated course of study, together with any specific requirements from professional, statutory or regulatory bodies as agreed in the validation process for the course and approved by Academic Board. The documentation for each course of study encompasses the course specification and units specifications.

1.4 AUP will make changes to the Regulations where this will assist in the proper delivery of taught courses. Changes to the Regulations may only be approved through processes approved by Academic Board and will normally come into effect at the beginning of the next academic year. The University will only introduce changes during the academic year when it reasonably considers these to be in the best interests of students or where this is required by legislation or regulatory authority.

1.5 Academic Board may approve Emergency Regulations if, due to exceptional circumstances beyond its reasonable control, the University is unable to apply the approved Regulations. Emergency Regulations will set out any modifications to the approved Regulations that apply to students and for the duration as determined by the Vice-Chancellor and the Board of Governors. The implementation of Emergency Regulations shall not constitute a failure to apply correctly the relevant approved Regulations and shall therefore not of itself provide valid grounds for an academic appeal against a decision of a Progression and Award Board.

1.6 AUP introduced a validated 'Common Unit Framework' for implementation in the 2021-22 Academic Year, which applies to all delivery at Levels 4, 5 & 6 (including Extended BA). The 'Common Unit Framework' has been extended to Level 7 for Postgraduate, Level 7 study for implementation in the 2024-25 Academic Year. The CUF makes reference to courses and units, rather than programmes and modules, and this terminology will be updated as the existing curriculum is phased out. For the purposes of clarity the use of course/course and unit/module are interchangeable.

## **SECTION TWO**

### **QUALIFICATIONS**

#### **General**

2.1 AUP qualifications shall be approved by Academic Board before a course of study leading to the qualification may be commenced. Qualifications may only be awarded to students who have followed and successfully completed a taught course of study approved by the University.

2.2 AUP qualifications are defined with reference to the The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ). This framework provides a set of learning outcomes and skills expected of the holders of AUP awards. AUP awards and their level within this framework are set out in the table below, with levels 4, 5 and 6 relating to undergraduate courses and level 7 to postgraduate.

<b>Higher Education Award</b>	<b>FHEQ level</b>	<b>Total Credits Required</b>	<b>Academic Credit and FHEQ Level</b>
Certificate of Higher Education (CertHE) (exit award)	4	120	120 at level 4
Diploma of Higher Education (DipHE) (exit award)	5	240	120 at level 5; 120 at level 4
Ordinary Bachelor's degree (BA) (exit award)	6	300	60 at level 6; 120 at level 5; 120 at level 4
Bachelor of Arts with Honours degree (BA(Hons))	6	360	120 at level 6; 120 at level 5 120 at level 4
Top Up Bachelor of Arts with Honours degree (BA(Hons))	6	360	120 at level 6 plus prior credit equivalent to 120 at level 5 and 120 at level 4
Postgraduate Certificate of Higher Education (exit award)	7	60	60 at level 7
Postgraduate Diploma of Higher Education (exit award)	7	120	120 at level 7
Master of Arts degree (MA)	7	180	180 at level 7
Master of Fine Art degree (MFA)	7	120	120 at level 7 (subsequent to achievement of MA award 180 credits)

#### **Units and academic credit**

2.3 All AUP undergraduate and postgraduate taught courses are comprised of units of study designated to one of the levels in the framework outlined above i.e. level 4, 5, 6 or 7. Units are self-contained blocks of learning with defined aims, learning outcomes and at least one component of assessment.

2.4 The size of a unit is measured in credits. In accordance with practice across the

UK higher education sector, AUP allocates one credit for 10 hours of notional learning time. Notional learning time includes all activities required for a student to achieve the learning outcomes of a unit including contact hours (lectures, demonstrations, seminars, tutorials etc.), directed study, independent study, and assessment activity (including preparation). Notional learning time is a benchmark and the actual time students take to achieve the required outcomes may be shorter or longer depending on the knowledge and skills of students at entry, their rate of progression through the course, and the impact of any reasonable adjustments made for students with impairments.

2.5 It is important to emphasise that units and the credit assigned to them are attributed to a single designated FHEQ level - 4, 5, 6 or 7 - and that progression from lower to higher levels involves study that increases in complexity and therefore becomes more demanding. As a guide, generic descriptions relating to qualification at Levels 4, 5 and 6 are contained at Appendix A. Unit assessment is therefore unique to a given level.

2.6 For every course, the amount of credit assigned to every unit at the specified FHEQ level is determined and approved at validation, with the total credits required for awards as shown in the previous table.

2.7 It is also important to emphasise that credit is allocated to a learning activity on the basis of its stated learning outcomes, and that a student will only be assigned credit after demonstration through assessment of the achievement of the stated learning outcomes. Credit cannot be assigned if no assessment has taken place or if the assessment has not been appropriately conducted.

2.8 A student successfully completing any unit is awarded the full amount of credit assigned to that unit. The award of credit for the unit indicates the achievement of the threshold standard or better for the unit. Credit is awarded solely on a pass/fail basis and all learning outcomes must be passed for the unit to be passed and the credit awarded. There are no circumstances in which partial credit can be awarded for partial completion or success in particular components or elements of a unit.

2.9 Credit is not used for grading, therefore, but quantifies the volume of learning achieved at a particular level according to the amount of credit accrued. The amount of credit is independent of the standards in terms of grades awarded. Credit is therefore used to determine eligibility for progression from one year to the next and, finally, the type of award that may be made. The standard of achievement is determined by the amount of marks and the grades awarded through assessment - see section 5)

2.10 Credit also facilitates transfer between courses and/or institutions by providing an accessible record of achievement. This is relatively straightforward for transfer within the UK. For transfer across the European Higher Education Area (EHEA), a credit transfer agreement is in place that defines UK credit value as twice its European Credit Transfer System (ECTS) equivalent, meaning 30 AUP credits are worth 15 ECTS credits.

## Curriculum structure

2.11 The undergraduate curriculum comprises units of 30 credits, as laid out in the validated course specification. The postgraduate curriculum comprises units of 60 credits, as laid out in the validated course specification. Some courses may offer optional units.

2.12 The development of skills and experience to promote transition to a professional career is a fundamental part of course design and delivery, with a commitment to strong industry and professional links, external collaborations and partnerships activities. The use of live or simulated project briefs offer the benefits of professional currency to enrich academic study. Learning, teaching and assessment is designed to support students in developing the essential transferable skills (e.g. communication, presentation, team-working) in preparation for successful professional careers. The design of the Common Unit Framework embeds Graduate Attributes (GAs), Digital Literacy (DL) and Employability Skills (ES) into curriculum delivery and assessment strategies alongside an integrated approach for the development of academic and information literacy.

2.13 The potential for student (and staff) exchange with higher education providers in other countries is permitted, primarily through opportunities in Europe but also further afield through institutional collaborative relationships. In such circumstances, learning agreements specify the academic requirements and academic credits involved, under the umbrella of recognised exchange schemes; or via overarching institutional exchange agreements; or through the Common Unit Framework.

## Extended BA(Hons) degree courses

2.14 AUP offers 4-year degree courses through Extended BA(Hons) courses in named awards. The entry year delivers to all students embarking on a 4 year extended course, taught at Level 4 with units common to all students. Performance in units is assessed at 0-100%, with a pass (40% or above) required in each unit to pass the year and be eligible for progression into BA(Hons) Year 1, joining the majority of students who enter directly at this point.

## Distance Learning

2.15 AUP can also offer 3 year degree courses via distance learning. Any distance learning courses are required to conform to the regulations set out in 2.16 to 2.19, applicable for all approved courses of study.

## Principles for named courses and awards

2.16 All approved courses of study are related to a unique named award, and titles accord with the normal expectations of higher education, relevant professional bodies, students and employers about the level of knowledge and skills to be expected from a person holding such a qualification.



2.17 Subject to certain qualifying conditions, students who do not achieve their target qualification will normally be offered an intermediate exit award which reflects the volume and level of credit they have successfully achieved during their period of study. Students will normally be considered for an exit award if they are withdrawing from AUP, and have completed the requisite credit (see section 5).

2.18 Courses are designed in accordance with the general requirements for credit, and any requirements specific to that course which students will have to meet in order to qualify for the award will be clearly stipulated. Postgraduate courses may acknowledge distinctive performance; and undergraduate awards are normally classified, with unclassified awards only available as exit (ordinary) awards.

2.19 The process for the design, approval, amendment, review and withdrawal of unit and course specifications is set out in AUP procedures for Validation, course Review and the withdrawal of Higher Education courses. A unit or course must be approved through processes approved by Academic Board before it may be delivered.

## **SECTION THREE**

### **ADMISSIONS**

#### General

3.1 The recruitment and admission of students to AUP courses is governed by the Admissions Policy, made widely available from the University website. Students registering for courses must have satisfied the admissions criteria.

3.2 To be eligible for admission to a course or stand-alone unit, an applicant has to satisfy AUP's entry requirements as outlined in the Admissions Policy. Equivalent learning from other study or experience may meet entry requirements. All applicants must demonstrate sufficient competency in English language to be able to study successfully for the proposed award as outlined in the Admissions Policy.

3.3 In line with the Admissions Policy, applicants are asked to declare any unspent criminal convictions, and ongoing or pending criminal proceedings as part of the online enrolment and registration process. In accordance with the Disciplinary Procedures for Students, students are required to inform the Registry of any criminal proceedings and convictions that may arise once registered as a student.

3.4 Any complaints with regard to the University's admissions process should be directed in the first instance to the Admissions Office (admissions@aup.ac.uk), telephone 01752 203434) and will be dealt with under the University Complaints guidelines, available from the AUP website. There is no right of appeal against an admission decision about matters of academic judgement regarding an applicant's suitability to study a course. Appeals against a decision not to admit an applicant to a course of study are restricted to those that cite irregularity in the decision-making process.

#### Accreditation of Prior Learning

3.5 Accreditation of Prior Learning (APL) is defined as the formal recognition of prior learning gained elsewhere to enable a student to be admitted to a course or for admission with credit whereby the credit may be counted towards the requirements for a AUP course.

3.6 APL has to relate to the course an applicant wishes to study at AUP. It has to be at the relevant HE level. The claim can be based on prior certificated learning, prior experiential learning or a combination of the two. APL is based on the concept of specific credit i.e. that the learning outcomes of the prior learning are directly equivalent to those of the units from which the student will be exempt as a result. However, credit for prior learning may also be awarded if the prior learning supports the achievement of the relevant course learning outcomes but does not match exactly the specific content of units contributing to the course. In all cases, the experiential and/or certificated learning must be considered relevant in terms of currency.

3.7 The maximum amount of credit that may be awarded through APL is as follows:

BA (Hons) Extended Degree	-	not applicable
Certificate of Higher Education	-	60 credits
Diploma of Higher Education	-	120 credits
Honours Degree	-	240 credits (Level 4 and 5 only)
Postgraduate Certificate	-	30 credits
Postgraduate Diploma	-	60 credits
Master of Arts Degree	-	120 credits (otherwise 60 credits required to be studied through the MA final major project at AUP)

3.8 It should be noted that:

- APL is not permitted for level 6 units for students entering directly into level 6 of BA (Hons) awards, other than in meeting the entry criteria of 240 credits prior certificated learning e.g. from verified Diploma of Higher Education, Foundation Degree, Higher National Diploma, or equivalent
- APL is not permitted for Master of Fine Art (MFA) degrees, (other than in meeting the entry criteria of a verified MA award in a relevant discipline)
- an applicant who has already gained an Honours degree or an equivalent level 6 qualification may be granted up to one third exemption of the total credit value towards another equivalent or lower qualification as defined by the FHEQ
- an applicant who has already gained a Taught Master's degree may be granted up to one third of the total credit value towards another equivalent or lower qualification as defined by the FHEQ.

3.9 Where it is agreed that certificated prior learning to which credits are attached may contribute towards a final award, agreement of APL must be accompanied by agreement for including the credits either in their original or amended form in the student record.

3.10 Further guidance and procedures regarding Accreditation of Prior Learning are contained at Appendix B.

## **SECTION FOUR**

### **REGISTRATION**

#### **General conditions**

4.1. All students must register at the beginning of their course of study and subsequently as required, normally at the start of a new academic year. The maximum period of registration for courses is normally 3 years longer than the planned duration of the course of study. All courses are offered through either full time or part time study with the latter normally organised so that as near as possible half the full time academic credits are attempted each part time year.

4.2. If unit choices apply, new students will be required to complete any unit choices by the time specified in the course handbook, and continuing students will be required to complete unit choices for the next year before the end of the existing standard teaching year.

4.3. Students who wish to interrupt (defer) or withdraw from their course of study must submit a request via the Student Portal, for follow up by the Registry team. Where the request is agreed, the Course Leader will submit an interruption/withdrawal request via SoMIS for processing. The Progression and Award Board will consider any achievement gained by the student and issue the appropriate award and transcript.

4.4. The minimum period of registration for all undergraduate courses and awards is one academic year. The minimum period of registration for all postgraduate courses and awards is equivalent to the period required to achieve one half of the total credits for the intended award.

4.5. A student may change their mode of study (from full-time to part-time or vice versa) where alternative modes are validated and in operation. Students who wish to change their mode of study must submit a request via the Student Portal, for follow up by the Registry team. Where the request is agreed, the Course Leader will submit a transfer request via SoMIS for processing. Students may normally only change between modes of study at the start of a level, although exceptions will be made where this would be in the student's interest. Normally only one transfer of mode is permitted for any student.

4.6. Students may also transfer between courses. Students who wish to change their mode of study must submit a request via the Student Portal, for follow up by the Registry team. Where the request is agreed, the Course Leader will submit a transfer request via SoMIS for processing. Normally, only one transfer is permitted for any student. Unless there are exceptional circumstances, transfers will be considered only for students during the entry year of Extended BA courses or by the end of BA Year 1. This is set out in our Student Transfer Policy which also covers the transfer of students to and from a different provider.

4.7. A student will remain registered for the maximum period of the award, or until they have achieved the award or the registration has been terminated, whichever comes first.

4.8. A student's registration may be terminated if the student has:

- been judged to have breached the Student Code of Conduct in such a severe manner that recommendation for withdrawal has been approved in accordance with the Disciplinary Procedures for Students
- been judged unsafe or beyond the capacity of the University to be safely supported for study under application of the Support for Study Procedures
- exhausted all opportunities to remedy failure or has made insufficient progress through their course of study at the required stage
- formally notified the institution that they wish to discontinue and withdraw from their studies
- failed to comply with their financial commitment to AUP in payment of tuition fees, in accordance with the AUP Student Debt Policy
- failed to attend for a period in excess of 6 weeks and failed to respond to requests to engage with the University, in accordance with AUP HE Attendance Policy

#### Interruption of Studies

4.9. A student may request in writing to the Registry to take a study break for a maximum period of 12 months, for reasons of ill health or other extenuating circumstances, or be required to do so under Support for Study or Student Disciplinary procedures. This may be extended in exceptional circumstances for a further year. Students who are required to interrupt their studies for health reasons will be required to provide evidence that they are fit to resume their studies before returning.

4.10. No student may interrupt their studies for a period of longer than two years. If the student does not return to the course after 2 years, they will be deemed to have withdrawn. Return by a student after a longer break is permissible, but only through making a new application under approved Admissions procedures.

#### Attendance requirement

4.11. AUP expects that students attend 100% of timetabled hours and arrive punctually at the beginning of each timetabled session. Attendance is monitored on a regular basis and if there is attendance of 50% or less for four weeks students will be subject to a review process which could lead to sanctions being applied and payment of any bursaries or scholarships being affected. However, personal and unavoidable circumstances will always be taken into consideration. The University's HE Attendance & Engagement Policy is made available to students through the Student Portal and Student Handbook.

## **SECTION FIVE**

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

#### Purposes and criteria of assessment

5.1. The purposes of assessment are to:

- objectively measure a student's achievements against the learning outcomes of the unit
- assist student learning by providing appropriate feedback on performance
- provide a reliable and consistent basis for the recommendation of an appropriate award

5.2. Each unit will have a clear statement of summative assessment criteria and methodology appropriate to its level, learning outcomes and length of study, and a timetable for assessment. This is set out in unit specification forms. The summative assessment criteria represent the evidence to be produced to demonstrate that the learning outcomes for the unit have been achieved. This may take a variety of forms (e.g. artefact(s), a written paper, a presentation, a research file). Assessment may be made holistically taking all submitted work into account against the learning outcomes, or may be made for each individual component of submitted work. Additionally, particular assessment tasks may be weighted to emphasise their significance. In all cases, the method of assessment must be defined and stated clearly.

In the case of University closure through response to disasters and/or national emergencies, and ensuing disruption to teaching and assessment, adjustments to summative assessment criteria may be implemented where it is not possible for students to complete the original work as specified in the unit specification. Adjustments to the assessment criteria will be developed and communicated as swiftly as possible to affected students through a revised Unit Guide as part of plans to mitigate adverse impact by ensuring students are able to demonstrate the learning outcomes in alternative ways.

5.3. Summative assessment criteria and assessment methodology must be specified prior to the start of the unit within the approved unit brief.

5.4. Appropriate adjustments may be made to the learning and teaching experience as required to take account of disclosed disabilities. Any reasonable adjustments made for assessment are to be reported to the relevant Unit Assessment Board.

5.5. All learning outcomes must be passed to successfully complete a unit.

### Minimum requirements for pass

5.6. Students are required to complete all parts of the course's approved assessment and comply with all regulations relating to their course of study. The minimum pass marks for AUP assessments, units, stages and qualifications are:

- 40% for undergraduate courses
- 50% for postgraduate courses.

5.7. A student who fails a unit and is referred will normally be required to re-submit only the element(s) of the unit which have been failed. A student who fails and is required to repeat a unit will normally be required to repeat all elements.

### Submission of assessed work

5.8. Work submitted for a summative assessment component cannot be amended after submission, or re-submission.

5.9. Student requests for extensions to assessment deadlines must be made only in accordance with AUP Extenuating Circumstances Procedures (see Section 7).

5.10. Where coursework is submitted late and there are no accepted extenuating circumstances, the grade will be capped at the pass mark - 40% for Undergraduate and 50% for Postgraduate.

5.11. Students who fail to submit work for assessments or attend examinations shall be deemed to have failed the assessments concerned and will not receive a grade, with confirmation of details for any further attempt following the relevant Progression and Award Board.

5.12. Extensions to deadlines for submission of coursework may not be granted by members of academic staff. Extensions to deadlines are only made for valid extenuating circumstances, for which students must apply in accordance with these Regulations. Where situations arise that dictate the need for the University to award Extenuating Circumstances for all students or all students in any particular cohort, leading to a common deadline extension, there is no requirement for students to apply for this individually (e.g. response to disasters and/or national emergencies).

5.13. Students with valid extenuating circumstances will not be penalised for late submission. Where an extenuating circumstances claim is deemed invalid, submitted work will be managed in line with paras 5.10 and 5.11 above. In the meantime, feedback may be given on the quality of the work submitted and an indicative grade provided, subject to the outcome of the claim.

5.14. All assessments will be marked on a percentage scale of 0-100.

5.15. The final grade for an individual assessment component will be determined after completion of all processes defined in AUP Assessment and Moderation Procedures encompassing first, second and third marking (where required), and moderation.

5.16. If the result of any overall assessment 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.

#### Provision for *viva voce* examination

5.17. Exceptionally, *viva voce* examinations may be conducted under procedures relating to Academic Misconduct (Appendix C) as an additional assessment in determining whether a student has committed misconduct.

#### Determining progression and qualification outcomes

5.18. The paths through which students are required to progress through any course and the elements identified as compulsory or optional are set out in the approved course specification. Each of the stages of an undergraduate course consists of a total of 120 credits. In cases where courses are not divided into stages (for example, postgraduate courses) the provisions below apply to the whole course.

5.19. In order to complete and pass a stage of a course, a student must acquire the total number of credits set out in the course specification at the approved qualification level for the award. The exception to this rule is restricted to circumstances detailed further below covering compensation for marginal failure.

5.20. If a student studies more than the number of credits required in the level, the Progression and Award Board will consider the marks of the best credits falling within the course specification and up to the number required for completion of the level (subject to any core/prerequisite requirements) in considering decisions on progression.

5.21. Units which have been successfully completed cannot be reassessed.

#### Rules regarding failure

5.22. A student will be permitted a maximum of three attempts at a unit. A failed unit may therefore not be resat or repeated on more than two occasions.

5.23. Where a student fails a unit, the following may apply:

- Referral - this means a second/third attempt of assessment component(s) within a unit, following failure at first/second attempt
- Repeat - this means repeating the year of study and submitting new work for



- units previously failed (UG only)
- Compensation - the award of credit by the Progression and Award Board for a failed unit(s) for which compensation may be awarded on account of good performance in other units at the same credit level where the learning outcomes have been met (UG only)
- Trailing credit - this is where the Progression and Award Board allows progression of a student to the next stage without award the full 120 credits, on an exceptional basis and subject to specific conditions. (UG only)

### First referral

5.24. Referral gives a student an additional opportunity to undertake work equivalent to the failed assessment component(s) of a unit. This involves the completion of additional work or the repeat of the component(s) in order to secure the learning outcomes of the failed unit. Referral is available for all failed units, except where a student has been barred from undertaking a re-assessment as a penalty for academic misconduct.

5.25. Referral will normally take place at the point of failure (i.e. the unmoderated notification of unit results). The time allowed for re-assessment will in all cases be standard, agreed centrally and consistent across all awards.

5.26. The Unit Assessment Board must confirm that submitted work for referral is satisfactory before credit can be awarded. This confirmation will be given as soon as possible, and students will be notified of the date their results will be available. Successful completion of a referral for any assessment component gains a pass mark of 40% for the unit. Where the referral mark does not improve upon the previous mark, the previous mark will stand.

5.27. If the unit has not been passed, the student will normally be offered a further and final referral opportunity by the Progression and Award Board unless other factors (such as the student's overall balance of failure) exclude this under the regulations (see below).

5.28. Referral work may be subject to the terms of Compensation (see 5.36).

### Second referral by Progression and Award or Resit Board

5.29. Second referral provides an option to provide a student with one final opportunity to retrieve a failed unit. This may be offered by the Progression and Award Board, on the recommendation of the Unit Assessment Board, to enable a student to meet the requirements for progression or award. In determining its recommendation, the Unit Assessment Board will consider the overall profile of the student as indicated by the unit results achieved. The Board may consider evidence about how the student has engaged with the course, including patterns of attendance and the submission of work, for example if a student has failed to submit any work for assessment in a unit on both previous occasions (submission and first referral). To permit continuous study, and direct progression to the next academic level, second referrals will normally be offered only up to a maximum of 30 credits.

To ensure consistency of approach, the deadline for all re-takes will be set centrally by the University, and will apply to all students.

5.30. Where the Board considers that the work is not retrievable before the start of the next academic level, or where 60 credits are outstanding, the student will normally be required to repeat (as below), or retake the failed units without attendance, as determined by the Board. This includes situations where work is outstanding following deferral (e.g. approved extenuating circumstances resulting in first attempt being considered at Resit Board), and is intended to ensure that a student is not overburdened during the next level of study.

5.31. Where a student has achieved fewer than 60 credits, normally the student will be deemed to have failed the year without opportunity to retrieve failed units, resulting in the termination of studies. However, exceptionally, the student may be offered the opportunity to repeat the year.

5.32. Progression and Award or Resit Board must confirm that submitted referred work is satisfactory before credit can be awarded and approved. This confirmation will be given as soon as possible, and students will be notified of the date their results will be available. Successful completion of second referral work for any assessment component gains a pass mark of 40% for the unit. Where the referral mark does not improve upon the previous mark, the previous mark will stand. If the student fails a second, there are no further opportunities to retrieve the unit. If the student's overall balance of credit is insufficient to permit progression, this will normally result in the termination of studies by the Resit or Progression and Award Board. However, the student may be offered the opportunity to repeat the year.

5.33. Work subject to second referral may be subject to the terms of Compensation.

5.34. Where a student is required to submit referred work at a point past their expected end date due to extenuating circumstances, they will have limited access to University resources and will not be able to use workshops, attend lectures, or access online materials. Academic staff will not be expected to provide further teaching, but may offer limited tutorial support.

### Repeat

5.35. In cases where a student's overall profile would normally result in the termination of studies the Progression and Award Board may, at its sole discretion, offer the student the opportunity to repeat the year and submit work for the failed units. In such cases, the student will be offered referrals in line with the above rules regarding failure for units for which ECs have been granted. Otherwise, there is only one final attempt permitted for failed units and for these, a maximum mark of 40% is only available. A student may only repeat a year once throughout their course of studies. This opportunity is not available at Level 6 and 7.

## Compensation

5.36. Unless otherwise stated in the approved course specification, compensation will be applied at stage level and agreed during a Progression and Award Board when the following conditions are met:

- In normal course, no more than 30 credits (or equivalent) (at Levels 4 and 5 (including Extended BA)) can be compensated in any one stage of an undergraduate course
- Progression and Award Board is assured that learning outcomes of the qualification level have been satisfied, as identified in the course specification.
- A minimum mark of no more than 5 percentage points below the unit pass mark has been achieved in the unit to be compensated
- Taking the unit mark to be compensated into account, an aggregate mark of 40% has been achieved for the qualification level of the undergraduate course
- Compensation is not permitted for postgraduate units, nor for specific undergraduate units as defined in the course specification
- In exceptional circumstances where there is significant disruption to the learning environment and where the learning outcomes for a unit at Level 4 (of no more than 30 credits) have sufficient synergies with other Level 4 learning outcomes, compensation for the unit may be applied to all affected students without requirement for submission, and in addition to the form of compensation specified above

5.37. A student who receives a compensated pass in a unit shall be awarded the credit for the unit. The original component mark(s) (i.e. below the pass mark) shall be retained in the record of marks and used in the calculation of the aggregate mark for the stage or qualification. In the case of exceptional circumstances where the University is unable to support the delivery of a specific unit all students compensated will be awarded the pass mark for the unit and the associated credit.

## Trailing credit

5.38. The Progression and Award Board may, at its discretion and exceptionally, allow students to progress to a higher stage of a course without having completed the requisite 120 credit of the lower stage, provided that each of the following conditions are met:

- a minimum of 90 credits at the lower level have been successfully completed including passes in all designated core units
- all requirements for academic prerequisites for the higher level units are met
- a successful application for extenuating circumstances has been recorded, and results are still pending in the student's profile;

## Grading and Classification of Awards except BA Honours Degrees

5.39. Taught MA degrees may be awarded with Merit or Distinction; Merit is awarded where the overall aggregate mark lies between 60% and 69%, Distinction is awarded where

the overall aggregate mark is 70% or above. The overall aggregate mark is based on the credit weighted aggregate marks for all units within a course.

5.40. 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.

5.41. Where the final result of the award 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).

5.42. 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:

#### BA Honours Degree Classification

5.43. Classification of BA degrees will be based on the average of marks across all units within Level 6 and Level 5 at a ratio of two-thirds for Level 6 and one-third for Level 5 units respectively.

5.44. Honours degrees are classified as:

First class	Aggregate mark of 70% or above
Upper Second class	Aggregate mark between 60% and 69%
Lower Second class	Aggregate mark between 50% and 59%
Third class	Aggregate mark between 40% and 49%

5.45. Where students have directly entered a Qualification Level 6 'top-up' award the calculation for the honours classification will be based solely on all credits at Level 6.

5.46. 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.

5.47. Where the final result of the award 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

5.48. A student who has withdrawn from a course or has exhausted all assessment attempts will automatically be considered for an exit award where sufficient credit has been accrued. Wherever a student leaves with an exit award they may reapply at a later date to upgrade to a higher award on the same course, if still offered.

### Posthumous and Aegrotat awards

5.49. Should a student be prevented by illness, or other circumstances, from completing the final assessed component of the course, the Progression and Award Board, 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 unit that would complete a qualification, and have been assessed on at least part of the unit. 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.

5.50. Posthumous awards are permitted for all courses. The classification for such awards is based on past performance and aligned to the closest exit award (which may include a classification).

## **SECTION SIX**

### **ACADEMIC MISCONDUCT**

6.1. Academic misconduct is defined as ‘Any action by a student which gives or has the potential to give an unfair advantage in an examination or assessment, or might assist someone else to gain unfair advantage, or any activity likely to undermine the integrity essential to scholarship or research.’ (Office of the Independent Adjudicator)

6.2. In investigating and dealing with cases of suspected misconduct, the Academic Misconduct Policy is followed.

6.3. The following is a non-exhaustive list of examples of academic misconduct which will be considered under these Regulations:

- Plagiarism:
  - Poor referencing
  - Paraphrasing without acknowledgement
  - Copying another student’s work (raw data, notes, or a finished piece)
  - Self-/auto-plagiarism
- Falsifying data, evidence or results
- Misrepresentation
- Impersonation
- Cheating in examinations/assessments (including in-class tests)
- Collusion
- Inappropriate use of Generative Artificial Intelligence tools
- Contract cheating
  - Paying others to complete work
  - Essay mills
  - Pay-per-hour freelance websites/forums
  - Friends/family/other students

6.4. The Skills and Post-16 Education Act 2022 makes it an offence to provide or arrange to provide all or part of an assignment where this could then not reasonably be considered to have been completed personally by the student. It is also an offence to advertise this service.

- It is a strict liability offence so the intent of the service provider is irrelevant.
- Service providers cannot use disclaimers as a defence
- Excludes students using such services from being considered to have commissioned a criminal offence

6.5. AUP’s Academic Misconduct Policy is at Appendix C.

## **SECTION SEVEN**

### **EXTENUATING CIRCUMSTANCES**

7.1. In the case of University closure through response to disasters and/or national emergencies and ensuing disruption to teaching and assessment, the University is able to provide extenuating circumstances and extended deadlines to all affected students without the requirement for an EC application to be submitted.

7.2. The University operates extenuating circumstances procedures to ensure that students experiencing serious illness and other forms of exceptional and unforeseen interference with their academic performance are treated fairly during the assessment process. If a student has failed (or failed to sit/submit) all or part of an assessment due to valid extenuating circumstances, the student has a right to sit/submit the assessment as if for the first time in a form and by a date to be determined by the Progression and Award Board. The procedure is set out in full at Appendix D.

7.3. Students are responsible for making known any exceptional circumstances which have affected their academic performance. Where appropriate, these circumstances may be taken into account by the Progression and Award Board in making a decision. It is not the intention that extenuating circumstances procedures serve to mitigate failure or to give any student an unfair advantage over their peers. Equally, extenuating circumstances will not be accepted as a reason for any form of academic misconduct.

7.4. Where a student is aware that particular circumstances, be they work-related, family or financial problems, or any other issues, are likely to interfere with their ability successfully to complete their academic work in any semester or academic session, it is also open to the student to apply to interrupt studies for a period and return to complete the course of study when the problems are not so great.

7.5. It may also be possible for a student undertaking a full time course to transfer to part-time study so as better to balance academic and other commitments.

7.6. Students are responsible for ensuring that they notify the University of any extenuating circumstances by submitting an extenuating circumstances claim form. This should be submitted as soon as possible, and must be submitted within 5 working days after the deadline date for submissions of work affected by the extenuating circumstances. Supporting evidence must be provided with the form, or if unavailable at that time, within 1 month of the date of submission of the claim form. If a student fails, without good cause, to provide information about extenuating circumstances within these timescales the University will reject the claim.

7.7. The University maintains oversight of all claims for extenuating circumstances through reporting decisions taken to Unit Assessment Boards to Progression and Award Boards. Consideration of complex cases will be referred to the Extenuating Circumstances Panel for decision. Unit marks presented at these Boards will clearly identify where extenuation has been considered and applied.

## **SECTION EIGHT**

### **ASSESSMENT RESPONSIBILITIES AND PROCEDURES**

8.1. This section of the Regulations set out the assessment responsibilities within AUP relating to taught courses of study and should be read in conjunction with other information in these regulations and other salient University guidance, particularly AUP Higher Education Assessment and Moderation Procedures and the definitive course documents. The University operates a two-tier arrangement of Unit Assessment Boards (UABs) and Progression and Award Boards (PABs) for all taught courses:

- Unit Assessment Boards determine the final mark for each student in every unit within their purview and award academic credits for the unit to every student who has demonstrated appropriate achievement against the learning outcomes of those units.
- Progression and Award Boards make decisions relating to the progression of students in courses and to the consequence of failure at any stage of a course. They make recommendations to Academic Board for the conferment and classification of awards.

8.2. The Academic Registrar is responsible for the central administration of UABs and PABs, assisted by Registry and other University administrative staff.

8.3. Through the Dean of Arts, Design & Media, Assistant Deans and Course Leaders, the Pro Vice-Chancellor (Academic) is responsible for the academic standards of assignments and related assessment of student performance.

8.4. Exceptionally, circumstances beyond the control of the University might make it impossible to operate the processes of assessment in accordance with these regulations and procedures. In such circumstances the Vice-Chancellor, as Chair of Academic Board, will approve proposals from the Deputy Vice-Chancellor that will vary these regulations and procedures or vary the constitution or quoracy requirements of any board, panel or committee. The Vice-Chancellor will make the variation(s) known to staff and students by a written statement published either in hard copy or electronically or both. Before doing so, the Vice-Chancellor will notify the Chair of the Board of Governors in writing of the variation and the reasons for it. The Registrar will report the variation and the reasons for it to the next meeting of Academic Board. Specific powers relating to Unit Assessment Boards and Progression and Award Boards are set out at Appendix E of these Regulations. Guidance on the procedures to be followed when using these powers may be obtained from the Deputy Vice-Chancellor or Academic Registrar.

8.5. Appendix E of these Regulations sets out detailed procedures for Unit Assessment Boards and Progression and Award Boards.



## **SECTION NINE**

### **EXTERNAL EXAMINERS**

9.1. Each undergraduate and postgraduate course has at least one external examiner, with the precise number being dependent on student numbers and the breadth of the course curriculum. The external examiner(s) for the course(s) attends Unit Assessment Board whilst the Chief External Examiner attends Progression and Award Board. The regulations governing the formal remit and operation of the AUP External Examiner system is contained at Appendix F.

## **SECTION TEN**

### **ACADEMIC APPEALS AND COMPLAINTS**

#### Complaints and appeals

10.1. The procedure for academic appeals is provided to enable students to appeal the decisions of Progression and Award Boards and the assessment process which gives rise to these. An appeal is not the appropriate procedure for students to raise problems experienced with the delivery of their course, supervisory issues or the availability of facilities, for example. These issues need to be pursued through AUP Complaints Procedures for Students. However, when considering an appeal, if it seems that issues raised would be dealt with more appropriately via the complaints procedure, the student will be advised to this effect and as to how the University proposes to deal with the issues raised. In some circumstances it may be appropriate for AUP to consider some of the issues raised by a student through the appeal process and others as a complaint. This will be made clear to the student.

10.2. The procedures for both complaints and appeals are available to students through the student portal and student handbooks. The Complaints Procedure is also available on the University website:

<https://www.aup.ac.uk/reports-legal-privacy>

#### Grounds for appeal

10.3. The University will only consider an appeal where a student can produce evidence:

- that assessments were not conducted in accordance with the current Assessment Regulations.
- that some other material irregularity, related to assessment, has occurred.
- the mark(s) and/or result published by the University contains grammatical or other errors of fact.
- that there is evidence of prejudice or of bias such that the validity of the result of assessment(s) is called into question
- in support of a claim that performance in the assessment was adversely affected by extenuating circumstances which the student was unable or, for valid reasons, unwilling to divulge before the Progression and Award Board reached its decision

10.4. Disagreement with the academic judgement of an Assessment or Award Board cannot constitute grounds for an appeal. Disappointment with results if marks were accurately recorded, assessment regulations were followed and there is no evidence of material irregularity does not constitute grounds for appeal. Nor is the level of marks in itself evidence of any irregularity. Students with a query regarding a mark awarded should address this with their Course Leader in the first instance; it may be that the query can be resolved through further discussion without requiring an appeal.

10.5. An appeal must be made within the time limits and in the manner prescribed in the AUP Appeals Procedure at Appendix G.

10.6. An Appeals Panel will sit to consider any and all academic appeals, following which the student will be sent a written statement setting out the decision that has been made and the reasons for reaching that decision, together with any actions required by the student or AUP to follow up and implement that decision. The written statement will also include details of any further right of appeal available to the student if they remain dissatisfied with the final outcome of University procedures.

## **SECTION 11**

### **TRANSCRIPTS, DIPLOMA SUPPLEMENTS AND CERTIFICATES**

11.1 On completion of each unit a student will receive notification of provisional unit assessment marks from their Course Leader or Unit Tutor via the Student Portal. Students are responsible for ensuring that they obtain their assessment marks once available.

11.2. Students should note that at this stage these marks will not have been confirmed and they may subsequently be subject to moderation at the Unit Assessment Board. All marks following the completion of a unit should therefore be viewed as provisional until the meeting of the Progression and Award Board.

11.3. Upon successful completion of the requirements for an award a student will receive a Diploma Supplement and an Award Certificate. Students withdrawing prior to meeting the requirements of a degree award may be eligible for an exit award and will receive a certificate and transcript of credits achieved.

11.4. The Student Transcript will be issued to students who have concluded their studies at AUP, usually having completed their Award. Its purpose is to serve as a formal record of achievement and supplement the Award Certificate, giving details of the credit obtained.

11.5. Further information is at Appendix H.

## GLOSSARY

Accreditation of Prior Learning (APL)	Assessment of prior learning that has occurred in any of a range of contexts including school, University and university, and/or through life and work experiences. Once recognised through this process, prior learning can be used to gain credit or exemption for qualifications. This includes Accreditation of Prior Certificated Learning (APCL), Accreditation of Prior Experiential Learning (APEL).
Assessment component	An individual piece of work or a collection of pieces of work that forms a summative assessment
Assessment element	An assessment element is a piece of work that contributes to an assessment component.
Award	AUP qualification given to students following the successful completion of an approved course of study.
Compensation	Compensation can be applied to the results of a student who has failed to attain the required pass mark at undergraduate level
Course (Programme)	A schedule of academic study and assessment which leads to a AUP award
Course specification	A document that defines key characteristics of an award, including learning outcomes, models of teaching and learning, assessment schemes, and how individual units relate to qualification levels and contribute to the classification of awards.
Credit	A means of quantifying and recognising learning, expressed as 'numbers of credits' at a specific credit level. One credit represents 10 notional hours of learning (including individual study).
Credit level	An indicator of the relative complexity, depth and autonomy of learning associated with a particular unit (used in credit frameworks).
Deferral	The delay of submission of work for the first time to a later submission date due to extenuating circumstances
Definitive module records (Unit Specification Forms)	A document that defines key characteristics of a module, and includes learning outcomes, models of teaching and learning, and assessment schemes.
Exit award	A lower award than one for which the student is registered, that may be conferred if a student completes part of, but not all, of the requirements of the course for which they are registered.
Learning outcome	What a student is expected to know, understand and be able to demonstrate after completing a defined element of study. Learning outcomes features within the course specification must align with unit descriptors.
Module (Unit)	A self-contained, formally structured, credit-bearing unit of study with explicit learning outcomes. (Some institutions use the word 'course' to refer to individual modules.)

Office for Students	The Office for Students (OfS) is a non-departmental public body of the Department for Education of the United Kingdom Government. It acts as the regulator and competition authority for the higher education sector in England.
Office of the Independent Adjudicator (OIA)	The Student Ombudsman Service who will consider appeals and/or complaints externally to the University after local procedures have been exhausted and a Completion of Procedures letter issued.
Programme (Course)	A schedule of academic study and assessment which leads to a AUP award
Progression	The advancement (or progress) by a student from one stage of a course to an adjacent higher stage. Such progression is the subject of regulations of AUP and must be confirmed at a meeting of the Progression and Award Board.
Qualification level	One of a series of defined points in the Further and Higher Education Qualification Framework. They are numbered in ascending order. Qualifications at the same qualification level share characteristics and require similar achievement.
Quality Assurance Agency (QAA)	The UK government-appointed agency that safeguards the quality and standard of the higher education awards offered by UK universities. Arts University Plymouth complies with the codes of practice defined by the QAA and is subject to its scrutiny
Referral	To take again part or all failed assessments component in order to pass a unit. Referral does not require the student to participate in classes.
Repeat	To repeat study, submitting new work against failed units again.
Stage	A stage of an undergraduate course is a collection of study consisting of a total of 120 credits. In full-time courses of study a stage is equivalent to the year of study. Stages are usually commensurate with a credit level.
Unit (Module)	A self-contained, formally structured, credit-bearing unit of study with explicit learning outcomes. (Some institutions use the word 'course' to refer to individual units.)
Unit Specification Forms (Definitive module records)	A document that defines key characteristics of a unit, and includes learning outcomes, models of teaching and learning, and assessment schemes.
Validation	The formal process whereby a new course of study is critically appraised in order to establish that it meets the requirements for approval. Approval of a course of study is for a period of up to five years before a further validation (re-validation) is required.

## **APPENDIX A**

### **LEVEL DESCRIPTORS**

#### **Level 4**

The qualification descriptor provided for Level 4 on the FHEQ is for any Certificate of Higher Education. Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment.

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

Holders of a Certificate of Higher Education will have a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. They will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility. The Certificate of Higher Education may be a first step towards obtaining higher-level qualifications.

#### **Level 5**

The descriptor provided for this level of the FHEQ is for any foundation degree which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at Level 5 of the FHEQ, such as Diplomas of Higher Education and Higher National Diplomas.

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in

- an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation - for example, HNDs - enabling them to perform effectively in their chosen field. Holders of qualifications at this level will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

### Level 6

The descriptor provided for this level of the FHEQ is for any bachelor's degree with honours which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at Level 6 of the FHEQ, including bachelor's degrees and graduate diplomas. Bachelor's degrees with honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
  - to devise and sustain arguments, and/or to solve problems, using



- ideas and techniques, some of which are at the forefront of a discipline
  - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

Typically, therefore, holders will have the qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Holders of a bachelor's degree with honours will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.

Holders of a bachelor's degree with honours should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

Bachelor's degrees with honours form the largest group of higher education qualifications.

Typically, learning outcomes for these courses would be expected to be achieved on the basis of study equivalent to three or four full-time academic years and lead to qualifications with titles such as Bachelor of Arts, BA (Hons) or Bachelor of Science, BSc (Hons). In addition to bachelor's degrees at this level are short courses and professional 'conversion' courses, based largely on undergraduate material, and taken usually by those who are already graduates in another discipline, leading to, for example, graduate certificates or graduate diplomas.

### Level 7

The descriptor provided for this level of the Frameworks is for any taught master's degree which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at Level 7 on the FHEQ/SCQF Level 11 on the FQHEIS, including postgraduate certificates and postgraduate diplomas.

Master's degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
  - to evaluate critically current research and advanced scholarship in the discipline;
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- deal with complex issues - both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility
  - decision-making in complex and unpredictable situations
  - the independent learning ability required for continuing professional development.

Much of the study undertaken for master's degrees is at, or informed by, the forefront of an academic or professional discipline. Successful students show originality in the application of knowledge, and they understand how the boundaries of knowledge are advanced through research. They are able to deal with complex issues - both systematically and creatively, and they show originality in tackling

and solving problems. They have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments.

Master's degrees are awarded after completion of taught courses, courses of research or a mixture of both. The learning outcomes of most master's degree courses are achieved on the basis of study equivalent to at least one full-time calendar year and are taken by graduates with a bachelor's degree with honours (or equivalent achievement).

Master's degrees are often distinguished from other qualifications at this framework level (for example, advanced short courses, which often form parts of continuing professional development courses and lead to postgraduate certificates and/or postgraduate diplomas) by an increased intensity, complexity and density of study. Master's degrees, in comparison to postgraduate certificates and postgraduate diplomas, typically include planned intellectual progression that often includes a synoptic/research or scholarly activity.

## **APPENDIX B**

### **ACCREDITATION OF PRIOR LEARNING**

#### **General**

The Accreditation of Prior Learning (APL) process allows students to claim for learning which they have gained before starting their course to be counted towards their final award.

Students can make two types of claim. One is for Accreditation of Prior Certificated Learning (APCL) and the other is for Accreditation of Prior Experiential Learning (APEL).

Accreditation of Prior Certificated Learning (APCL) is previous learning undertaken at the University or another institution for which qualifications or certificates have been awarded, for example a university unit, higher national unit or higher national certificate or diploma.

Accreditation of Prior Experiential Learning (APEL) is learning based on experience. It is about knowledge and skills gained from life and work experiences. It is important to stress that credit is not given for the experience itself. It is what the student has learned from the experience that counts.

When making an APL claim the students' prior learning has to relate to the course they want to study at the University and it has to be at the relevant HE level. The claim can be based on prior certificated learning, prior experiential learning or a combination of the two.

Academic Regulations (Section 3) confirm the maximum amount of credit that can be claimed under APL.

#### **Direct Entry**

The Academic Regulations allow for entry into each year of a degree course. The University does not award APL for Level 6 units.

It is expected that applicants would discuss eligibility for direct entry at the time of application and should apply for their desired year of entry when applying via UCAS.

The student is responsible for submitting evidence to support their claim for direct entry. Evidence is likely to be an academic transcript / certificate that demonstrates previous achievement. This evidence should be provided at the point of interview where possible and the Course Leader will assess the evidence provided for validity, sufficiency and authenticity, and advise the Admissions team that the evidence provided is appropriate. The evidence will be shared with the Academic Registrar for recording of assessment information.

In such cases the student is not required to complete the application process for APL.

Students who enter directly into Level 6 of a degree course will have their award calculated

solely on the achievement at this level, (refer to Section 3, Academic Regulations for further detail).

## **Claims Procedure**

There are five distinct stages to deal with a claim for APL. To ensure a consistent approach and to allow tracking of progress please ensure that all claims are progressed through the five stages. It is expected that the majority of APL claims should be fully processed by the end of the Autumn term.

### Stage 1 – Initial Enquiry

Initial enquiries are most likely to arise during the application and interview process, but may also occur during induction and tutorial activity. Students who wish to proceed with a claim must request an interview with the Course Leader to discuss the process in more detail. (Claim Form).

### Stage 2 – Meeting to discuss claim

At this meeting the student will be expected to bring with them evidence to support their claim for APL and the Course Leader will need to have a discussion with them to consider how appropriate their claim is in terms of meeting course requirements, bearing in mind the maximum claim amounts detailed in the University regulations. If appropriate, the student should be given advice on how to proceed with the claim and what further evidence will be required, this is particularly important for APEL claims where students must demonstrate the learning they have gained from life and work experiences.

### Stage 3 – Making a formal claim

Should the student wish to proceed with their claim they must complete the APL claim form (provided by Registry) and submit to the relevant Course Leader. A further interview/tutorial will then be arranged to discuss and review the evidence provided by the student, and where necessary further meetings will be arranged should the student be requested to provide further evidence.

### Stage 4 – Assessing the claim

Assessing APL claims is the responsibility of Academic staff and must follow the same principles applied to all assessment activity for HE provision.

#### *Claim for APCL:*

Staff assessing APCL claims must check that the student has supplied evidence of prior certificated learning to support their claim. It is normally expected that where APCL is awarded for units completed at other institutions that the grades awarded will be matched to units as appropriate. Where this is not possible a pass grade of 40% for undergraduate and 50% for postgraduate will be awarded. The Course Leader must complete Section D of the APL claim form ready for stage 5 of the process.

### *Claim for APEL:*

Staff assessing APEL claims must check that the student has supplied evidence of learning gained from life and work experiences – the student should have already been advised the form of evidence required. Evidence provided for a claim should cover the following:

- Validity – it must be appropriate in terms of level and relevance for the purpose of the claim
- Sufficiency – it must be enough to satisfy the learning outcomes of the unit(s) being claimed
- Currency – it must demonstrate the claimant's current knowledge and abilities – in most cases this should be no longer than 5 years before the planned start date
- Authenticity – it must be indicative of the claimant's own learning.

Prior learning should relate directly to the learning outcomes of those units for which credit is being sought.

The Course Leader will work with a nominated assessor, not previously involved in the claim, to review the evidence provided by the student and will, as required:

- Assess the evidence provided identifying any areas where further information is required
- Confirm that evidence provided demonstrates that prior learning meets the learning outcomes of the unit(s)
- Award a grade for each unit claimed (SEE NOTE BELOW)

The Course Leader and Assessor must complete Section E of the claim form ready for stage 5 of the process.

NOTE: In most circumstances APEL claims will receive a pass grade i.e. 40% for undergraduate students and 50% for postgraduate, however in exceptional circumstances where substantial evidence is available of outstanding prior experiences the assessment team may be able to arrive at and apply a higher grade.

### Stage 5 – Processing the Claim

The Course Leader will:

- Present the completed claim form to the relevant Assistant Dean for approval
- Pass all information to the Academic Registrar for recording and communication to the student.
- Ensures all claims are available for review by External Examiners

Note: All claims for APL and associated grades are subject to final confirmation by the Unit Assessment Board and Progression and Award Board

## **APPENDIX C**

### **ACADEMIC MISCONDUCT POLICY**

#### **Introduction**

Academic integrity is fundamental to the reputation of academic institutions. Arts University Plymouth is committed both to developing high standards of academic practice among its students and to safeguarding the standards of its academic awards by detecting and acting upon cases of academic misconduct.

This policy is designed to be read in conjunction with the wider Academic Regulations that it is a part of and also suggests guidelines about good and bad academic practice.

The policy applies to all undergraduate and postgraduate courses leading to awards of the University.

#### **Definition of Academic Misconduct**

Academic misconduct is defined as ‘Any action by a student which gives or has the potential to give an unfair advantage in an examination or assessment, or might assist someone else to gain unfair advantage, or any activity likely to undermine the integrity essential to scholarship or research.’ (Office of the Independent Adjudicator, 2022)

In investigating and dealing with cases of suspected misconduct, the Academic Misconduct Policy is followed and any penalties arising are levied in line with the AMBeR Tariff.

#### **Examples of Academic Misconduct**

The following is a non-exhaustive list of examples of academic misconduct which will be considered under these Regulations:

- Plagiarism:
  - Poor referencing (for example failing to follow convention in acknowledging sources, use of quotation marks etc.)
  - Paraphrasing without acknowledgement
  - Copying another student’s work (raw data, notes, or commissioning, purchase and submission of a piece of work, in part or whole, as their own)
  - Self-/auto-plagiarism (submitting the same work that the student has already submitted for another assessment when this is not permitted)

It is recognised that some plagiarism may not be deliberate but instead poor academic skills (see case study examples below).

If a student has an acknowledged learning disability, a proof-reader may be used to ensure that the student’s meaning is not misunderstood as a result of the quality and standard of writing. The proof-reader may identify spelling and basic grammatical errors, but

inaccuracies in academic content should not be corrected and nor should the structure of the piece of work be changed.

- Falsifying data, evidence or results
  - made up survey results for example
- Misrepresentation
  - Submitting fraudulent extenuating circumstances claims or falsifying evidence in support of extenuating circumstances claims (this may also be considered a non-academic disciplinary matter)
- Impersonation
  - sitting someone else's examination for example
- Cheating in examinations/assessments (including in-class tests)
- Collusion
  - working with someone else on an assessment which is intended to be the student's own work;
  - cooperation in order to gain an unpermitted advantage.
  - legitimate input from tutors or approved readers or scribes is not considered to be collusion.
- Inappropriate use of Generative Artificial Intelligence tools
  - submitting work for assessment that consists only of substantially unmodified content from Generative Artificial Intelligence software will be considered as poor academic practice
  - persistent exhibition of poor academic practice through inappropriate use of Generative Artificial Intelligence tools, such as a lack of evidencing their use.
- Misconduct in examinations (including in-class tests)
- Breaches of research and ethics policies
  - carrying out research without appropriate permission
- Contract cheating
  - Paying others to complete work
  - Essay mills
  - Pay-per-hour freelance websites/forums
  - Friends/family/other students

The Skills and Post-16 Education Act 2022 makes it an offence to provide or arrange to provide all or part of an assignment where this could then not reasonably be considered to have been completed personally by the student. It is also an offence to advertise this service.



- It is a strict liability offence so the intent of the service provider is irrelevant.
- Service providers cannot use disclaimers as a defence
- Excludes students using such services from being considered to have commissioned a criminal offence

### **Example / Case Study**

#### **Plagiarism or poor academic practice?**

A student submits an essay during their first semester. The student's tutor notices that the essay contains a small section of text that is quoted directly from the coursework materials. The quoted text is not separated from the other text by quotation marks, italics or indented text.

The tutor tells the student about her concerns and invites them to a meeting to discuss the essay. She says that she is considering whether to refer the student to the Academic Misconduct Procedures.

After a discussion, the tutor decides that the student did not understand how to reference quotations. She decides to take this into account as poor academic practice when marking the work. She explains the referencing requirements and shows the student some training resources on the intranet. She tells them that she will not take any further action, but that she is making a record of their discussions so that if their work is suspected of plagiarism in the future, the incident may be taken into account.

#### **Previous poor academic practice**

A third-year student is accused of plagiarism in their dissertation: some text has been copied from a textbook without a reference. The student was penalised for poor academic practice in their second year and at that time the student had to attend a refresher session on referencing. The copied text in the dissertation is not extensive and the provider considers whether the student is guilty of poor academic practice.

The provider decides that the student is guilty of plagiarism even though the copying is not extensive because of the previous incident of poor academic practice which was very similar.

### **Responsibilities**

Students shall be considered responsible for the academic integrity of all work they submit for assessment, including group assessments.

All students must ensure that they are aware of, and comply with, University and course requirements and that they are not party to any behaviour which could be construed as academic misconduct.

Students authorised to work in pairs and/or groups will normally be required to complete a cover sheet declaring whether the work was undertaken alone or as part of a team. Students may be required to name other students with whom they worked and/or identify individual responsibility for component parts.

Students submitting an individual assignment must confirm that the work is entirely their own and has been completed in accordance with University and Course Regulations.

The University requires the submission of written work for specified units (in 2024/25 these are Level 4 404, Level 5 502 and Level 6 602, along with all Postgraduate written work) through Turnitin to ensure appropriate academic conventions are utilised, and so that any concerns around Academic Misconduct can be identified.

Course Leaders must ensure that students receive written guidelines clearly identifying the parameters of acceptable practice for the units for which they are responsible. Where students are authorised/required to work collaboratively, the unit leader must specify the boundaries of collaboration at the outset. Information on the presentation of written assignments in order to avoid allegations of academic misconduct (e.g. information on acceptable referencing etc) should be reinforced in lectures, seminars and tutorials as appropriate.

The pedagogic aims of this policy and its use of marks caps (in the tables below) reflects the academic merit of any work produced by such misconduct. Therefore, expressions of guilt, remorse or lack of intent will not usually be accepted as justifications for any alleged misconduct or in determining how a student should be dealt with where such misconduct is established.

### **Academic judgement**

Identifying suspected academic misconduct and making decisions on disciplinary cases will often, but not always, involve academic judgement. Where an academic judgement is made it should be evidence based. For example, an academic member of staff who says that the standard of an assignment is out of line with the student's other work should be able to support that with examples from the student's other work.

The interpretation of academic misconduct detection software reports will involve academic judgement. It is good practice to share the academic analysis of such a report with the student as well as the report itself.

Deciding questions of fact does not involve academic judgement. Decisions on the penalty to apply in academic disciplinary cases will not normally involve academic judgement.

### **Alleged Coursework Misconduct (including tests)**

#### **- Panel of Investigation**

The University will convene formal meetings of Panels of Investigation for coursework misconduct (including tests) as and when required. The Panel will be convened by the Academic Registrar who will act as Secretary to the Panel. The Panel will be chaired by the Pro Vice-Chancellor (Academic) or the Deputy Vice-Chancellor. Panel members will include an Assistant Dean and a Course Leader. The Academic Registrar will ensure an appropriate

gender balance in determining membership.

**- Initial action by internal or external marker**

Where an internal marker suspects that a candidate has breached the Regulations in respect of assessed work other than a formal examination, they should advise the unit leader for the work in question.

The unit leader, in consultation with the Academic Registrar, Course Leader, and/or Assistant Dean, will agree on the appropriate action to be taken. In the first instance, a meeting should be held with the student, unit leader or Course Leader and Academic Registrar to explore the concerns raised. On the basis of this meeting the Academic Registrar will confirm the next steps to be taken and whether the matter should be progressed further as set out below.

**Progression to Panel of Investigation**

The Academic Registrar must advise the student in writing (recorded delivery letter to local and home addresses, with copy to the student's email address) of the allegation and the date of the University Panel of Investigation, enclosing a copy of these Regulations, and ask the student to confirm in writing, through standard pro-forma, within 5 working days, whether:

- they wish to accept the allegation to be laid against them and understand that the case will be considered by a Panel. The candidate may submit evidence in mitigation, in the form of a written statement, for consideration by the Panel if they so wish. Should a response not be received from the student by the deadline, it will be assumed that they have accepted the allegation made and the case will be forwarded to the Panel.
- they wish to contest the allegation and appear before a formal hearing of a Panel of Investigation. The date of the meeting of the Panel will be confirmed in the letter. The student has the right for their case to be heard in absentia if they are unable to attend but nonetheless wish to submit a written statement, but will not have the right to demand a revised date for the Panel to meet. The student will be required to indicate whether they wish to bring a friend (who may be a fellow student, staff member, SU officer or other party) and the identity of any such individual. They will also be required to indicate whether they will be calling any witnesses and if so the identity of those individuals. It is the student's responsibility to arrange for the attendance of their own witnesses.

The Unit Leader must provide a written statement of the grounds for the allegation, the student's work, and any other evidence in support of the allegation.

The Academic Registrar will:

- confirm the membership of the Panel of Investigation
- confirm the identity of any witnesses

- ensure that all relevant evidence is collected and made available to the Panel
- call any witnesses who may be relevant to substantiate the allegation (normally including the individual who identified the alleged offence and/or the unit leader)
- obtain information about any previous proven examination or academic misconduct

### **Consideration of Alleged Misconduct (including tests)**

The Panel is required to examine all the evidence relevant to the circumstances of the alleged misconduct and to interview the student and any witnesses in order to establish the facts of the case. Should the student be unable to attend they have the right for their case to be heard in absentia and to submit a written statement.

The Panel may decide that the student be subject to a viva voce examination as a means of determining whether an offence has occurred. The viva voce examination will be conducted by the Pro Vice-Chancellor (Academic) or a nominee, together with one member of the Panel who will be considering the case. Note: viva voce simply means the questions are said aloud (orally rather than in writing).

If the Panel decides that there is no case to answer, the Course Leader must ensure that all records relating to the allegation are removed from the student file.

The outcome of the Panel hearing will be reported to the student in writing within five working days of the meeting. Penalties for proven cases are detailed below.

### **Recommendation of penalty to Progression and Award Board**

If misconduct has been committed, the Panel will recommend an appropriate penalty to the Progression and Award Board through the Unit Assessment Board. The recommendation will take account of the seriousness of the misconduct, any previous misconduct of which the student has been found proved, the level of study, together with custom and practice across the University. The recommendation may be:

- i) that no further action be taken but the misconduct is recorded on the student's file
- ii) that a mark of zero be recorded for the work in question, and the student is required to submit again with an uncapped grade
- iii) that a mark of zero be recorded for the work in question, and the student is required to submit again with a capped grade
- iv) that a mark of zero be recorded for the unit of which the work forms a part and the student be barred from taking that unit again, this will lead to withdrawal of enrolment, and an exit award where appropriate.

## **Progression and Award Board**

The Academic Registrar must ensure that all recommendations from Panels of Investigation are notified to relevant Progression and Award Board through the relevant Unit Assessment Board.

A student found guilty of academic misconduct for whom the penalty will make them ineligible for the award on which they are registered (or to result in their exclusion from the University under the Student Disciplinary Procedure) is nonetheless eligible for any intermediate award for which they have legitimately met the academic requirements, and any such award must therefore be conferred.

## **Allegations made at or after the Progression and Award Board**

Exceptionally, misconduct may come to light at or after the meeting of a Unit Assessment Board or Progression and Award Board. Allegations made at a Board must be investigated as soon as practicable thereafter. In the meantime, the decision on the student must be deferred.

When misconduct is discovered after an Award Board has met and results have been published, the allegation must be referred directly to the Course Leader, who will consult with the appropriate Assistant Dean, Academic Registrar, unit leader and Chair of the Progression and Award Board. They will take account:

- the nature of the evidence presented
- the seriousness of the misconduct
- the time which has elapsed
- the reasons why it was not discovered earlier.

The University has the power to rescind an award if it considers that there is due cause.

## **Appeals**

The final decision on the penalty for an assessment/examination offence will rest with the Progression and Award Board and a student has the right to appeal by the deadline date indicated in the Appeal Regulations.

A student may only appeal on the grounds that:

- the procedures were not followed properly;
- the decision maker(s) reached an unreasonable decision;
- the student has new material evidence that they were unable, for valid reasons, to provide earlier in the process;
- there is bias or reasonable perception of bias during the procedure;
- the penalty imposed was disproportionate, or not permitted under the procedures.

If the appeal is not upheld, or is not permitted to proceed under the grounds of appeal, a Completion of Procedures Letter should be sent to the student within 28 days. This should

include, or be accompanied by, an explanation of the decision reached and the reasons for it, in straightforward language. This will help the student decide whether to pursue the matter further.

The decision should also advise the student about:

- Their right to submit a complaint to the OIA for review;
- The time limit for doing so;
- Where and how to access advice and support.

The time limit for bringing a complaint to the OIA is 12 months.

Where an appeal is upheld, the provider should provide the student with a written outcome that explains what action the provider will take.

If the outcome involves referring the case back to the formal stage for reconsideration, it is good practice to ensure that reconsideration is concluded as soon as possible and, where practicable, within the 90 calendar days timeframe.

### **Report to Academic Board**

At the first Academic Board meeting of the new academic session, the Academic Registrar must report on the number of cases considered by the Panel of Investigation, detailing the number where the allegation was found to be true, the nature of the allegation in each such case and the penalty invoked. The report shall not name individual students.

## **APPENDIX D**

### **EXTENUATING CIRCUMSTANCES PROCEDURE**

#### **Preamble**

This procedure applies to students on all taught courses of higher education study.

Students are responsible for managing their learning and the development of work for assessment throughout the duration of their studies. The University recognises that illness and difficult or distressing life events may occur, but considers it a normal part of everyday life to have to manage these events and continue with work or study. For this reason, such difficulties are not normally accepted as reasons for a student's poor performance in assessment.

The University operates extenuating circumstances procedures to ensure that students experiencing serious illness and other forms of exceptional and unforeseen interference with their academic performance are treated fairly during the assessment process. Students are responsible for making known any exceptional circumstances which have affected their academic performance. Where appropriate, these circumstances may be taken into account by the Progression and Award Board in making a decision. It is not the intention that extenuating circumstances procedures serve to mitigate failure or to give any student an unfair advantage over their peers. Equally, extenuating circumstances will not be accepted as a reason for any form of academic misconduct.

Coursework submitted after the deadline date and time will be graded according to Academic Regulations. Extensions to deadlines for submission of coursework may not be granted by members of academic staff. A student who misses a deadline or believes that they will miss a deadline due to extenuating circumstances should submit a claim for extenuating circumstances in accordance with this procedure.

Coursework which is submitted after the deadline will be assessed but the results will not be entered onto the official record until any claim for extenuating circumstances has been considered. Feedback may be given on the quality of the work submitted and an indicative grade awarded. If the circumstances are deemed valid, the actual result achieved will be entered onto the record and submitted to the Progression and Award Board. If the circumstances are not considered valid, no mark will be recorded at the Progression and Award Board.

#### **Definition of Extenuating Circumstances**

Extenuating circumstances are circumstances which

- are exceptional;
- are outside the student's control;
- can be corroborated by independent evidence;
- occurred during or shortly before the assessment in question; and

- may have led to an unrepresentative performance in relation to the student's previously demonstrated ability

It is difficult to lay down hard and fast rules about extenuating circumstances. For instance, the University would not normally accept claims relating to travel delays which a student might be expected to have planned for, but if the delay were exceptional, a claim would be considered. Similarly, a cough, cold or throat infection during a term would not normally be a valid extenuating circumstance, since students would be expected to plan their work taking into account the likelihood of minor disruptions.

The University will not accept claims relating to computer failure, corruption of data by virus or software application, inability to print work or network failure, since students are expected to keep back-up copies and to plan their work so that they have time to manage computer/printer failure.

Full-time students may not claim pressure of work as an extenuating circumstance, since the commitment to full-time study implies a commitment to make available the time necessary. Part-time students in full-time employment may claim pressure of work, corroborated by independent documentary evidence that the pressures are exceptional, unpredictable and outside the student's control.

For guidance, the following provides examples of claims that may normally not be considered valid, and normally considered valid. The key issues in all cases will be whether the claim meets the requirements that the circumstances are exceptional, outside the student's control and corroborated by independent evidence.

Examples of circumstances which would not normally be considered valid:

- Car broke down, train/bus delayed or cancelled, other public transport problems (unless the student can demonstrate that they had allowed adequate time to compensate for such problems as might reasonably have been anticipated)
- Child care problems which could have been anticipated
- Accidents or illness affecting relatives or friends (unless serious, or the student is a sole carer)
- Unspecified anxiety, mild depression or examination stress
- Minor ailments such as cough, cold, sore throat, minor viral infection
- Financial problems (other than cases of exceptional unforeseen hardship)
- Holidays, house moves, family celebrations or other events where the student either has control over the date or may choose not to participate
- Computer problems, corrupt data, disk or printer failure or similar
- Problems with postal delivery of work (unless recorded delivery or registered mail)
- Pregnancy (unless specific complications)
- Time management problems (e.g. competing deadlines)
- Appointments (legal, medical etc) which could be rearranged
- Sporting or recreational commitments (unless exceptional circumstances such as the student is competing in national or international competition)



Examples of circumstances which might be considered valid:

- Bereavement causing significant impact on the student's attendance or submission of work for assessment, provided the facts and effects are independently corroborated
- Victim of a serious crime (e.g. physical or sexual assault, theft of work required for assessment) with corroboration from the Police or other recognised authority;
- Family breakdown (e.g. separation or divorce either of the student or of the parents or guardians), provided the facts and effects are independently corroborated
- Unexpected caring responsibilities caused by the sudden or worsening illness of a child, partner or close relative and which can be confirmed in writing
- For part-time taught postgraduate students in full-time employment, exceptional pressure of work or change of employment circumstances, provided the facts and effects are independently corroborated
- Official commitments which cannot be postponed or where the student has no control over the date, such as jury service or a court appearance as a witness, defendant or plaintiff, and which can be corroborated by official correspondence from the Court or Tribunal Authority
- Serious personal injury or a physical/mental health condition preventing attendance or submission of work for assessment and which can be confirmed by a medical certificate. This does not include a condition which is long-term and is being managed by the student
- Serious personal or psychological problems for which the student is undergoing counselling or treatment from a registered practitioner and which can be confirmed in writing.

### **Submission of information on extenuating circumstances**

Students who wish for extenuating circumstances to be considered should complete the Extenuating Circumstances Form on the Student Portal. The form should be completed by the student, and corroborating evidence attached. Where evidence is not available at the time of the claim, this will be followed up by Registry to be provided within one month of the claim.

Once the form has been submitted, the Registry will log the claim and initiate the appropriate action regarding consideration for approval as detailed further below.

Extenuating circumstances claims should be submitted as soon as feasible. In the case of assessed coursework/major project/dissertation or equivalent, extenuating circumstances claims should be submitted as soon as possible. If a student has submitted a claim of extenuating circumstances in advance of a submission deadline, has not received formal confirmation of the outcome of their claim and is in any doubt as to whether the circumstances will be deemed valid, they should consult the Course Leader.

### **Corroborating evidence**

All claims of extenuating circumstances must be accompanied by independent corroborating evidence. That evidence must be specific about the nature, timing and severity of the

problem and if possible provide an independent assessment of the effect the problem may have had on the student's performance.

Corroborating evidence may include:

- A medical note confirming a medical or psychological condition (provided at the time when the student was suffering from that condition)
- A letter from a counsellor (either a member of the University Counselling Service or a qualified counsellor working outside the University) confirming a personal, psychological or emotional problem for which the student has been receiving counselling
- A note from relevant staff in Student Support confirming a particularly severe accommodation problem
- An official document such as a police report including a police reference number, court summons or other legal document
- A letter from a solicitor, social worker or other official agency
- An insurance claim document supported by a letter from the insurance company.
- Corroboration from support staff in Student Support, with whom the student has previously been in contact about ongoing difficulties, or from an examination invigilator about illness during an examination

Academic staff who have been closely involved in the pastoral care of a student may submit written evidence which corroborates the student's account, but in order to avoid allegations of unfair treatment and to ensure consistency of practice, such evidence must be countersigned by the member of staff designated as responsible for the co-ordination of pastoral care within the University. It is the responsibility of the staff member concerned to obtain a valid countersignature.

Full-time students may not make an extenuating circumstances claim relating to pressures of work, since such students have by implication made a commitment to make available the time necessary for study. Part-time students in full-time employment, who wish to make claims based on exceptional pressures in their employment, must submit corroborating documentary evidence (e.g. a letter from their employer) which confirms the particular circumstances, explains why they are exceptional and outside the student's control and formally supports the student's claim. Where a student is self-employed, she or he must provide independent evidence to support the claim that the pressures are exceptional and outside the student's control.

Students should not seek to obtain corroborating evidence retrospectively. Any certificate or other medical note where the date of the certificate is after the date(s) of the illness may not be accepted.

Students will have one month from the date of submission of the claim to provide corroborating evidence, otherwise the claim will be deemed invalid (except where prevented by the nature of the circumstance from so doing).

## **Confidentiality**

The University understands that students may be reluctant to disclose confidential personal information. However, students can be assured that all claims of extenuating circumstances are deemed to be confidential to all members of staff who may be involved in their consideration and will not be disclosed outside those meetings (i.e. Extenuating Circumstances Panels, Unit Assessment and Progression and Award Boards, and Appeals Panels where relevant).

If a student is reluctant to disclose information of a particularly personal nature, they may enter the word 'Confidential' on the form in the boxes headed 'Brief Description' and 'Comments' and attach written evidence in a sealed envelope. The information will then be made available only to the Chair of the Extenuating Circumstances Panel, the Chair of the Unit Assessment Board, Chair of the Progression and Award Board and the relevant external examiner.

## **Consideration of extenuating circumstances**

Straightforward claims will be considered within 15 working days of submission by the Academic Registrar. Students will be advised of the decision regarding their claim within 20 working days of submission by email.

The Academic Registrar will determine whether the extenuating circumstances submitted are in accordance with the Regulations (that is, that they are exceptional, outside the student's control, and corroborated by appropriate independent documentary evidence). The Academic Registrar must accept the professional recommendation of a medical practitioner or qualified counsellor regarding the effect on a student of a particular condition or problem. Complex claims will be referred to the Extenuating Circumstances Panel for consideration.

The University will convene an Extenuating Circumstances Panel to consider complex claims. The Panel will include in membership the Deputy Vice-Chancellor (Chair), Academic Registrar, an Assistant Dean, plus, if deemed necessary by the Chair, appropriate academic staff who may include Course Leaders and tutors and/or welfare tutors as appropriate.

The purpose of the EC Panel meeting is to determine whether the extenuating circumstances submitted are valid within the Regulations (that is, that they are exceptional, outside the student's control, and corroborated by appropriate independent documentary evidence). A Panel must accept the professional recommendation of a medical practitioner or qualified counsellor regarding the effect on a student of a particular condition or problem.

EC Panels will meet as required to consider complex claims and particularly those relating to late submission of coursework.

A meeting of an EC Panel will not be invalidated by the unavoidable absence of any member, provided that the Chair agrees that sufficient expertise is available to enable the Committee to make informed decisions.

The EC Panel will:

- make decisions about outcomes for complex cases referred to them
- receive all claims relating to material administrative error and resolve any outstanding issues around any EC claim

If a Panel does not consider that it has sufficient corroborating evidence the Chair of the Panel will liaise with the Chair of the relevant Unit Assessment Board and the student as appropriate in order to secure such additional evidence as may be deemed necessary.

Following each Panel meeting, students will be sent an email confirming the decision made regarding their Extenuating Circumstances application, copied to their Course Leader.

The Academic Registrar will:

- report outcomes of all EC claims to Progression and Award Boards through the relevant Unit Assessment Board; this will be in the form of a list of all students whose EC claims have been either upheld or not upheld
- report overall data/trends/issues to Academic Standards and Quality Committee including any identified staff or student development needs.

### **Misconduct**

Submitting fraudulent claims for EC or falsifying evidence in support of an EC will be considered a serious breach of the Code of Conduct and may be subject to non-academic disciplinary action.

### **Appeals**

A student who has not submitted a claim of extenuating circumstances will not normally be able to use extenuating circumstances as the basis for a subsequent appeal.

## **APPENDIX E**

### **POWERS AND PROCEDURES RELATING TO UNIT ASSESSMENT BOARDS AND PROGRESSION AND AWARD BOARDS**

#### **Unit Assessment Boards**

##### Aims

The aims of Unit Assessment Board meetings are to:

- confirm for presentation and consideration at Progression and Award Board the final mark for each student in every unit for each course, ensuring that any extenuating circumstances are taken fully into account and that any assessment penalties have been correctly applied in accordance with academic regulations
- confirm for presentation and consideration at Progression and Award Board the award credit for the unit to every student who has demonstrated achievement of the learning outcomes of those units
- consider results for individual units to identify anomalies or trends for report to Progression and Award Board and/or Academic Board as appropriate
- consider external appraisal of the standards achieved by students and the quality of the provision, the adequacy of all assessments used in each unit and recommendations for future assessments

##### Authority

These meetings have no impact on the authority of the Progression and Award Board and the responsibility for decisions taken at those Boards relating to the progression of students in courses, the consequence of failure at any stage of a course, and recommendations to Academic Board for the conferment and classification of awards.

##### Membership and responsibilities

Membership of Unit Assessment Board meetings are as follows:

- The Chair, who will be the Assistant Dean; with the exception of Postgraduate provision where the Chair will be the Dean for Arts, Design & Media
- External Examiner for the relevant course(s)
- Course Leader for the relevant course(s)
- Unit Leaders of all units under consideration
- Academic Registrar

In addition, the Deputy Vice-Chancellor has the right to attend and course tutors may be invited to attend. A secretary will be appointed to record the proceedings of the meeting.

A Unit Assessment Board will be quorate if the Chair or nominated deputy, the relevant External Examiner(s), Course Leader and Academic Registrar are present. However, with the approval of the Deputy Vice-Chancellor, the Board may proceed if an External Examiner is exceptionally unable to attend and has followed the procedure described in the External Examiners Handbook.

The role of the External Examiner, the associated rights and responsibilities and the procedure to be followed if the External Examiner is exceptionally unable to attend the meeting are described in the External Examiners Handbook.

The Chair is appointed on the authority of Academic Board and is accountable to Academic Board for ensuring that the Unit Assessment Board fulfils its responsibilities in accordance with these procedures.

Unit Assessment Board meetings will use the standard University boardsheets for scrutiny of unit results. The Academic Registrar is responsible for drafting and publishing the schedule for Unit Assessment Boards and Progression and Award Boards. Course Leaders are responsible for ensuring that accurate marks are entered into the Student Records System. The Academic Registrar is responsible for ensuring these are presented correctly to Unit Assessment Board meetings, with annotations where appropriate. The Academic Registrar is also responsible for the co-ordination of agreed marks from Unit Assessment Board meetings and the presentation of these marks to the appropriate Progression and Award Board.

In addition to the membership, a person shall be appointed to act as Secretary to provide to the Chair of the Board as soon as possible after the meeting a draft record of the proceedings of the meeting including a list of those present and the capacity in which they attended, all the decisions made and the reasons for them. The Chair is responsible for ensuring that minutes are circulated to members as soon as reasonably practicable after the meeting and that a copy is available for the Progression and Award Boards.

No student may attend any part of a meeting of a Unit Assessment Board, save that a member of staff who is coincidentally registered as a student on another course of the University shall not be disqualified from discharging normal assessment commitments.

A Unit Leader who is exceptionally unable to attend a meeting of a Unit Assessment Board must provide written advice to the Board relating to the assessment of their unit(s). If, exceptionally, they are unable to provide such advice, the Course Leader will investigate the assessment of the unit and report to the Unit Assessment Board on behalf of the Unit Leader.

If exceptionally, the designated UAB Chair is unable to attend, another Assistant Dean will chair the Board.

All members are to bring to the Unit Assessment Board their own copies of relevant unit descriptors, regulations etc.

In circumstances beyond the University's control where it is not possible to convene a normally constituted Unit Assessment Board, the Chair of Academic Board, having received advice from the Deputy Vice-Chancellor, will determine the arrangements necessary to conduct the business of the meeting. In such circumstances, the decision and the reasons for it will be reported in full to the next meeting of the Academic Board.

### Conduct

The Unit Assessment Board will receive:

- the minutes of its previous substantive meeting and any intervening meetings;
- notification of any actions taken under delegated authority;
- the current approved unit descriptor of each unit;
- the requirements of course work and/or other assessments used as appropriate;
- the name of any student alleged to have been guilty of academic misconduct in relation to any of the units under consideration and details of any action taken in relation to it;
- the previous annual report of the External Examiner and the University response;
- the record of any relevant accreditation of prior learning or experiential learning
- for each student:
  - if appropriate, a report on any form of exchange (or similar activity) the overall mark for the unit;
  - a record against each assessment mark of any decision made by the Extenuating Circumstances Panel;
  - a record against each mark showing if it is the result of the application of an assessment penalty, and if it is, the mark without penalty should also be available;
  - a record against each mark showing if the mark has been capped at 40% due to pass following any referral, or failed following any referral, together with the nature of the referral

The Unit Assessment Board shall:

- agree the final version of the minutes of the previous meeting to be a true record of that meeting and note any matters arising from them;
- receive the summary statistics available for each unit and identify any anomalies which may require attention by the Board, or action for the next academic session;
- scrutinise the marks or grades relating to each unit and the analysis of the marks and identify and obtain an explanation for any anomaly, or other cause for concern, and record any recommendation considered necessary including where advice should be sought from the External Examiner;
- taking into account any decisions of the Extenuating Circumstances Panel:
  - confirm the marks for each candidate in each unit
  - assign credit to individual students on the basis of the confirmed marks or grades
  - record decisions for referral and/or deferral assessments for those students

- o who have not been assigned credit;
- o authorise the update of the Student Record System and notification of confirmed marks to students
- receive an oral report from each External Examiner concerning the standards achieved by students and the quality of the provision
- review the response to the previous External Examiner's report and consider the rationale for any recommendations that have not been acted upon
- consider the adequacy of all assessments used in each unit and agree recommendations for future assessments
- formally delegate authority to Chair's Action to resolve any cases arising from referral or deferral, or where, subsequent to the meeting, students present reasons and circumstances, considered by the Chair to be both acceptable and supported by satisfactory evidence, which have led to a mark or grade being wrongly confirmed. In all such cases the Chair must document such a recommendation, the reasons for it, and the extent of any consultation and make report without delay to the Registrar. Report must be made to the next meeting of the Unit Assessment Board.

### Moderation of Marks

Unit Assessment Boards may moderate marks as a collective decision, on the recommendation of an external examiner and after reviewing the full range of information if, in the opinion of the Board:

- the pass threshold has been incorrectly applied; or
- the marks do not fall within the expected mark distribution; or
- the Assistant Dean confirms that a department or course management issue has either advantaged or disadvantaged all students taking the unit.

The Chair of the Unit Assessment Board must ensure that any moderation, and the reason for it, is recorded in the minutes.

### Assessment Penalties

Responsibility for the application of assessment penalties rests with the Unit Assessment Board when it determines the final mark in the unit. All cases in which assessment penalties have been applied or in which work has not been accepted for assessment shall be reported to the Unit Assessment Board and to the Progression and Award Board.

The Unit Assessment Board has no discretion over penalties that may be imposed in accordance with the University's Academic Misconduct Procedure. In the event of such an allegation coming to light at the meeting or being unresolved by the time of the meeting, the Unit Assessment Board will make its decisions for recommendation in the normal way but the Progression and Award Board will withhold them from the student until the outcome of Academic Misconduct Procedures is known, annotating the boardsheet accordingly.



Where students are given target word counts or equivalents for an assessment, the instructions for the assessment should make clear before the student undertakes the assessment, by way of the relevant course specification, whether there are consequences for exceeding or failing to reach the word count and if so what these are. If there are consequences, these should be applied in the marking process and associated comments should be made in the feedback to the student. If applicable, the Unit Assessment Board should receive details of adjustments of this kind which are to be fully recorded in the minutes.

### Confirmation of Unit Marks

Unit Assessment Boards confirm marks awarded to individual students and unit cohorts. The Unit Assessment Board has authority to review cohort results, but not individual student marks. The unit mark will be a rounded integer as specified in these Academic Regulations.

In respect of each student on each unit, the Unit Assessment Board must make one of the following decisions, which it will pass to the Progression and Award Board.

- a) Pass. This confirms that credit should be assigned. A unit is passed if a student has achieved the unit outcomes, the evidence for this being achievement of the overall unit pass mark regardless of the mark achieved in any individual element of assessment.
- b) Failed. This confirms that the student has not achieved the unit outcomes and that credit should not be assigned
- c) No Decision. This confirms that the student has not satisfactorily completed the assessment of the unit for good reason that would not be considered under the Extenuating Circumstances Procedures, or that the Unit Assessment Board has been unable to reach a recommendation for a mark and assigned credit because of some procedural delay. In all such cases the boardsheet will be annotated accordingly and the reason minuted. In such cases, the Chair is required to ensure that the reasons for such missing marks are noted in full, such that they can be accurately forwarded to the Progression and Award Board for decision.
- d) Decision Withheld. This confirms that the Unit Assessment Board has withheld decision until the outcome of Academic Misconduct Procedures is known. In such cases the boardsheet must be annotated accordingly until a decision can be made.

Unit Assessment Boards make recommendations to the Progression and Award Board concerning students with failed units and/or units in which the assessment has not yet taken place. Chairs of those Boards must ensure that notations appear after each unit score on the unit boardsheet where such later assessment is recommended.

When the Unit Assessment Board has agreed the marks, with or without moderation, the

Chair and the External Examiner sign the boardsheet, and the Chair and Academic Registrar subsequently together confirm the submission of marks into the student record. Where multiple boardsheets require signature, a cover sheet may be signed instead to confirm this. The significance of this process, and the procedure to be followed if the External Examiner is unable or unwilling to sign the boardsheet, is described in the External Examiners Handbook.

After the External Examiner has completed this process, no marks may be changed, other than in exceptional circumstances and with the written agreement of the External Examiner.

Any changes to unit marks made at the Unit Assessment Board must be recorded in the minutes.

### Recommendations by Unit Assessment Boards

Unit Assessment Boards are required to make recommendations to Progression and Award Boards for referred assessment for students with failed units and/or units for which work has not yet been submitted, and for repeating study in accordance with Academic Regulations where appropriate, clearly identifying between first or second attempt.

Unit Assessment Boards should also identify for the Progression and Award Board:

- Individual units where compensation for failure may be awarded, particularly where any students have failed the unit and compensation could therefore be considered.
- Where appropriate, where total marks fall within the boundary for uplift to a higher classification of award; this should be highlighted for decision at Progression and Award Board.

### **Interim Unit Assessment Boards**

When the results of first semester or first term assessments are known, the University will assess the engagement and progress of its undergraduate and postgraduate students. This will be in the form of interim Unit Assessment Boards which follows the above procedures for those units completed. External Examiners may not attend and the units covered will be considered fully again at the end of year Unit Assessment Boards.

The purpose of the interim Unit Assessment Boards is to confirm the marks in units where completed up to that point and assess such interim results for evidence of:

- Modules with a high number of fails
- Student profiles that demonstrate a downward or upward trend from previous marks.
- Any queries related to registration or enrolment.

The interim boards have no authority to make any decisions regarding the progression or

continuing enrolment of any student or recommendations for the conferment of academic awards. However, it provides opportunity for formal review, and to identify issues as above to instigate early remedial action where appropriate for students encountering difficulties.

## **Extenuating Circumstances in relation to Unit Assessment Boards**

### General

Action relating to extenuating circumstances must be taken strictly in accordance with the procedures as set out elsewhere in these Regulations. Extenuating circumstances are circumstances that lessen or mitigate the apparent seriousness of academic failure. They are temporary, abnormal and mostly unexpected circumstances that are beyond the student's control and that relate to a particular assessment or assessments. They are claimed by an individual student and are verified either through certificated evidence or by an appropriately qualified and impartial third party. Extenuating Circumstances do not include long-term conditions or circumstances that affect learning.

The Extenuating Circumstances Panel maintains oversight of claims for extenuating circumstances. Only the Academic Registrar is authorised to rule on the validity or otherwise of a claim for extenuating circumstances. A Unit Assessment Board or Progression and Award Board may not take into account any extenuating circumstances unless they have been reported to and considered by the Academic Registrar or Extenuating Circumstances Panel, and must then act in accordance with the recommendation of that panel.

### Actions by Unit Assessment Boards

The Academic Registrar will notify Unit Assessment Boards that valid Extenuating Circumstances apply to named students in specific assessments in named units.

Unit Assessment Boards must, where valid Extenuating Circumstances have prevented the student from submitting an assessment by the due date, waive the assessment penalty and ensure the assessment attracts the full mark it justifies on its merits alone.

In other cases of valid Extenuating Circumstances, where no mark is recorded for an assessment, Unit Assessment Boards may:

- permit the assessment of the unit in the form of the affected assessment(s) to be deferred until specified dates;
- exceptionally, if it is not possible to replicate the original assessment, permit the assessment of the unit by means of different assessment(s), which must be defined and made known to the student, to be deferred until specified dates.

In relation to any assessment, an assessment penalty imposed following Academic

Misconduct Procedures over-rides any valid extenuating circumstances.

The Unit Assessment Board will minute all decisions reached in respect of valid extenuating circumstances made known to it.

Chairs of Unit Assessment Boards must ensure that extenuating circumstances are clearly annotated after each element of assessment on the unit boardsheets where extenuating circumstances have been found valid whether or not the unit has been passed.

## **Progression and Award Boards (PABs)**

### Aims

The primary aims of a Progression and Award Board are to:

- exercise oversight of assessment of awards to ensure that academic standards are upheld, and decisions are made fairly and democratically in accordance with the regulatory framework
- to make decisions on progression for each student on a course and to make recommendations to Academic Board on the award, and classification of award, to be conferred upon individual students
- to agree the form of referral for individual units

### Membership

The following have membership rights of Progression and Award Boards:

- Chair, Dean of Arts, Design & Media , or in the case of Postgraduate programmes, Pro Vice-Chancellor (Academic)
- Chief External Examiner(s) for awards under consideration
- Chairs of the Unit Assessment Boards relevant to the PAB;
- Deputy Vice-Chancellor
- Academic Registrar

In addition to the membership, a person shall be appointed to act as Secretary to provide to the Chair of the Board as soon as possible after the meeting a draft record of the proceedings of the meeting including a list of those present and the capacity in which they attended, all the decisions made and the reasons for them.

The Chair is appointed on the authority of Academic Board and is accountable to Academic Board for ensuring that the Progression and Award Board fulfils its responsibilities in accordance with these regulations. The Deputy Vice-Chancellor and Academic Registrar will advise and assist the Chair in this respect.

No student may be a member of a Progression and Award Board, save that a member of staff or approved External Examiner who is coincidentally registered as a student on another course in the University or elsewhere shall not be disqualified from discharging normal

examining commitments.

The Progression and Award Board, when recommending the conferment of an academic award or considering the progression of students, shall be quorate with the following membership:

- Chair
- Chief External Examiner(s) for awards under consideration
- Chairs or a nominee of the Unit Assessment Boards relevant to the PAB
- Deputy Vice-Chancellor or Academic Registrar

If exceptionally, a UAB Chair is unable to attend, the Board will be quorate provided an appropriate individual is present at the Board to represent students on all courses under consideration.

If exceptionally, the designated PAB Chair is unable to attend, the Deputy Vice-Chancellor will chair the Board.

The role of the Chief External Examiner and the associated rights and responsibilities are described in the External Examiners Handbook. If, exceptionally, the Chief External Examiner is unable to attend the meeting, and the University is unable to arrange for one of the External Examiners for units contributing to one or more of the awards to attend, then the Chief External Examiner will:

- as far as possible, make their views known to the Board before it meets
- after the Board has met, write to the Chair of the Progression and Award Board stating the reason for absence, the extent of their involvement with the processes of assessment and signifying satisfaction with them - the letter shall not be considered to signify agreement with every decision of the Progression and Award Board
- the minutes of the meeting will record the express consent of the Chair and agreement by the Chair of Academic Board to the continuation of the business of the meeting.

In circumstances beyond the University's control where it is not possible to convene a normally constituted Progression and Award Board, the Chair of Academic Board, on advice from the Registrar, will determine the necessary arrangements. In such circumstances, the decision and the reasons for it will be reported in full to the next meeting of the Academic Board.

### Process and Powers

All named awards shall be assigned to the authority of a Progression and Award Board. The Progression and Award Board shall convene meetings, to discharge the duties defined by these regulations. Such meetings will take place according to a schedule determined by the Academic Registrar.

In exercising the powers provided by these regulations, the Progression and Award Board shall have due regard to the regulatory framework, the University's Assessment and Moderation Guidelines, the standard of the award, the identified aims and objectives of any particular course and the individual candidate's overall performance.

Only a Progression and Award Board constituted in accordance with these Regulations shall be authorised to recommend conferment on a student of an academic award of Arts University Plymouth taught courses.

The Progression and Award Board will receive:

- the minutes of its previous meeting and any intervening sub-committee(s);
- notification of any actions taken under the delegation of its authority at a previous meeting
- the relevant regulations, policies and procedures
- an outline of the Assessment Regulations for Awards considered, noting any units which are essential for an award or progression or are deemed non-compensable and cannot be compensated
- the confirmed marks and assigned credit from the appropriate Unit Assessment Board(s) for each student registered for awards for which it is responsible
- recommendations from Unit Assessment Board(s) regarding referrals for failed units
- a record against each unit of Extenuating Circumstances found valid by the Extenuating Circumstances Panel with recommendation regarding action that remains to be taken
- the name of any student alleged to have had academic misconduct in relation to a unit and details of any action
- the annual report(s) of the Chief External Examiner(s)
- the name of any student in breach of University regulations whose result is required to be withheld

The Progression and Award Board will:

- agree the final version of the minutes of the previous meeting to be a true record of that meeting and note any matters arising from them
- note any actions taken under authority delegated at its previous meetings
- for each student, where appropriate and in accordance with the regulatory framework, make a decision regarding:
  - progression to the next stage of a course
  - referral for re-assessment, for repeating study and assessment
  - deferral for later assessment due to valid extenuating circumstances
  - withdrawal from their course of study on academic grounds
- substitute for an earlier resit decision a requirement to repeat the assessment of a unit for any student where the resit requirements have not been successfully completed, subject to the constraints of these regulations
- determine whether to exercise discretion to extend a candidate's registration when

a candidate is otherwise excluded by the application of these or other University regulations

- recommend the conferment and categorisation of an award including, as appropriate, Aegrotat award
- authorise the publication of its decisions and recommendations
- consider the previous annual report/s of the Chief External Examiner(s) and the University response, including a rationale for any recommendations that have not been acted upon, and refer any matters of concern to Academic Board
- fulfil, as appropriate, any specific and additional requirements of any external accrediting body for the award recognised by Academic Board.
- agree the date for Resit Board, and the next Progression and Award Board

### *Decisions*

At the conclusion of each meeting the Chair, Chief External Examiner, and Deputy Vice-Chancellor shall sign the Results Recommendation form.

The list of decisions shall show the name and/or Student Record System Identification Number of each student and the decision of the Progression and Award Board. The decision shall be one of the following:

- **Progress:** this confirms that the student may continue to the next stage of the course.
- **Recommend the award of [name of specific award]:** this confirms that an academic award is to be made to the student following, as appropriate, completion of the course of study or withdrawal.
- **Referred:** this means that:
  - further marks are to be confirmed and credit assigned following an opportunity to make good failure in unit(s) before progression can be determined or an award can be recommended, and/or
  - there is insufficient information on which to make a decision, and/or
  - that the student has not been awarded sufficient credit to allow progression or the recommendation of an award, with the shortfall in credit due to valid Extenuating Circumstances.

For any referred assessment, it must be made clear whether this will remain a first attempt (e.g. for valid ECs where submission has not been made) or further attempt for which the mark is capped at 40%, and whether intermission is necessary. (Academic intermission offers students the opportunity to take a break from continuous study in order to redeem outstanding failures, or assessment which has been deferred).

If the timing of any referred assessment would make normal progress

impracticable, it may be appropriate to consider repeat assessment.

- **Repeat:** this confirms that the student may not continue to the next stage of the course or be recommended for an award until all the credit required has been assigned following repeat assessment. Students must retake specified unit(s) and unless specified otherwise indicates repeat assessment(s) in the next delivery of the unit(s) to gain sufficient marks to pass the unit(s). In general, a decision for repeat means that the entire year will be repeated with repeat assessment required for those units failed. Marks for repeated unit(s) are capped at the unit pass mark as appropriate for anything other than first attempt.
- **Withdraw:** this confirms that the student may not continue to study for the named award for which she or he is registered at the University as a student. (This decision does not necessarily prevent the student transferring registration to another course of study within the University, subject to the agreement of the Course Leader for that course).
- **Decision Withheld:** this confirms that one of the above decisions has been determined but that it is not to be released yet, either because the student is in breach of the University's regulations in some respect or because the student has to consider whether or not to accept the offer of an award prior to its recommendation. The Decision is released by subsequent Chair's Action.

The Academic Registrar shall ensure that, as soon as practicable after the Board, sufficient further details of the Board's decisions are supplied to each student that they can exercise all of their rights under these and any other regulations of the University. In particular, those further details must make clear any actions the student must complete in order to retrieve any failure.

At the conclusion of the meeting, the Chair of the Progression and Award Board, the Chief External Examiner and the Deputy Vice-Chancellor will sign the Board Papers. Where multiple boardsheets require signature, a cover sheet may be signed instead to confirm this.

Signatures by the Chair of the Progression and Award Board and the Registrar confirm compliance with these regulations in exercising the powers of the Board and making the decisions listed. Endorsement by the Chief External Examiner on the Board Papers signifies general satisfaction with the effectiveness and adequacy of the assessment processes, with particular reference to the student profiles and issues of fairness. It does not necessarily indicate agreement with every individual mark or recommendation of the Board.

### *Delegation*

The Progression and Award Board will, by resolution, delegate to the subsidiary Resit Board its authority in relation to the progression of, and recommendation of awards to, students following referred / deferred assessment. The resolution must define the membership and quorum of such subsidiary body and prescribe the reporting arrangements to the Board.



The Progression and Award Board will, by resolution, delegate to the Chair its authority in relation to the progression and recommendation of awards to students arising from deferred decisions and the release of withheld decisions. The resolution shall require the Chair to document her or his decision, the reasons for it, and the extent of any consultation. The resolution shall also require the Chair to report the decision to the next meeting of the Board.

The Progression and Award Board will, by resolution, delegate to the Chair its authority in relation to the outcome of successful appeals. The Chair shall report any such decision to the next meeting of the Board.

No authority of the Progression and Award Board can be delegated other than as defined within this regulation.

### *Minutes*

In the case of the exercise of the discretionary powers described below, the minutes must include all the information specified within that regulation. In the case of the exercise of any other discretionary powers under these regulations, the minutes shall record in full the reasons for any decision to exercise discretion or not to do so.

The Chair of the Progression and Award Board shall ensure that approved draft minutes of meetings are issued to members within a reasonable time and ahead of the next Progression and Award Board meeting.

### **Authority to Depart Exceptionally from Academic Regulations**

Within the constraints of the course objectives and good practice within the UK Higher Education sector, the Progression and Award Board will have discretion, in exceptional circumstances, to depart from the regulations under this clause if, in the opinion of the Board, strict application of the regulations would be unjust to a student or students. The Progression and Award Board will take advice from the Chief External Examiner in relation to good practice in the sector.

In such a case the minutes must record all of the following information:

- a reference to this exceptional authority to depart
- the name of the student(s)
- the regulation from which the Progression and Award Board wishes to depart
- the full circumstances in which the Progression and Award Board considered it necessary to exercise the discretionary power under this regulation
- the reason why the Progression and Award Board considered it necessary to exercise the discretionary power under this regulation including specific mention of the consequences of the exercise of discretion for the student and the consequences of not exercising such discretion
- the advice of the Progression and Award Board External Examiner in relation to good practice within the UK higher education sector
- the reason why such discretionary power should not be exercised in respect of

other students.

The Chair of the Progression and Award Board should report in writing to the Chair of Academic Board with regard to the departure from the regulations.

### **Other Procedural Matters**

The Academic Registrar will retain copies of boardsheets. At the end of the meeting the secretary to the Board will collect and destroy all copies of the boardsheets distributed at the start of the meeting. In the case of digital access to boardsheets, access to these will be revoked at the end of the meeting.

All members of a Progression and Award Board and Unit Assessment Board must exercise the strictest confidentiality regarding its proceedings. Board decisions are the decisions of all its members jointly and severally, regardless of the members' views before those decisions were finalised.

### **Academic Board approval and dissemination of the decisions from Progression and Award Boards**

Following Progression and Award Boards, individual recommendations on progression and award are made to the Chair of Academic Board, on behalf of Academic Board, for approval.

Following this final approval by the Chair on behalf of Academic Board, the Academic Registrar is responsible for communicating the decisions of the Board to students and issuing statements relating to appeal procedures. Students whose results are not published for any procedural reasons will simultaneously receive separate notification. The Academic Registrar will retain award lists and details of any Chair's actions taken after the Progression and Award Board meeting.

The University will maintain a permanent record of all the academic awards it confers.

The Academic Registrar will submit a report of the conduct and outcomes of Assessment and Award Boards to Academic Board for approval.

## **APPENDIX F**

### **EXTERNAL EXAMINERS**

#### Criteria for appointment

Potential external examiners are expected to meet the following criteria:

- competence and experience in the field covered by the course(s)
- academic or professional qualifications to at least the level of the qualification being externally examined
- experience of designing assessments and operating assessment procedures (either internally or externally)
- sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of colleagues
- familiarity with the standard to be expected of students in the course(s) to be examined fluency in English
- any criteria set out by relevant professional, statutory or regulatory bodies
- awareness of contemporary developments in the design and delivery of relevant curriculum
- expertise in the enhancement of the student experience.

To avoid potential conflicts of interest, external examiners should not be nominated if they are:

- closely associated with AUP, any member of its Board of Governors, staff or students, or so associated through family relatives
- required to assess colleagues who are students to the course of study
- in a position to influence significantly the future of students on the course of study involved in collaborative research activities with a member of AUP staff

External examiners should not normally hold more than two external examiner appointments. Former members of staff and students may not be appointed as external examiners until a period of at least five years has passed since they left the University.

Nominees who have retired (or who retire during their period of appointment) must be able to demonstrate sufficient evidence of continuing involvement in the relevant discipline, and with current developments in HE teaching, learning and assessment. There should normally be no more than one external examiner from the same institution appointed at the University. An external examiner should not be appointed from a department in an institution where an AUP staff member is also serving as an external examiner. External examiners who have completed their period of appointment may be re-appointed after a period of five years has elapsed since their last appointment.

Nominees who are new to external examining can be appointed provided they are mentored by the Chief External Examiner or, exceptionally, another External Examiner who meets fully the criteria.

The University may consider nominees who do not fulfil all of the above criteria, for example where an ideal candidate lacks experience in one area, or in small and specialist areas where the pool of potential external examiners is restricted. Such cases need to be highlighted to Academic Board and, if the appointment is approved, careful attention paid to ensure appropriate training and support is provided beyond that of 'standard' mentoring.

#### Application and appointment

External examiners are appointed by Academic Board. They are sought by the Academic Registrar through advertisement and also nomination by senior Academic staff. Nominated candidates are approached by the Academic Registrar to make an application. All candidates must provide a covering letter and CV for consideration in the first instance by the External Examiners Committee, which is overseen by the Academic Standards and Quality Committee on behalf of Academic Board. The Academic Registrar manages the process.

External examiners are appointed for a term of office of 4 years. Exceptionally, with the approval of Academic Board, a term of office may be extended beyond the 4-year maximum by one year; for example, in order to provide continuity between external examiners or in order to provide continuity for a course which is closing.

Academic Board has the authority to terminate the appointment of an external examiner if they fail to fulfil their obligations; for example, through negligence or misconduct, or failure to submit a written annual report by the due date.

#### Induction for external examiners

The Academic Registrar provides external examiners with all relevant information via the University's External Examiner site: <https://sites.google.com/pca.ac.uk/pca-externalexaminers/home>, which includes the following:

- AUP Academic Regulations
- AUP HE Assessment and Moderation Procedures
- AUP template for external examiners' reports
- Course documentation
- AUP External Examiner handbook
- Schedules for EE visits
- External examiner reports from the previous two years and the University responses
- Course staff information

All new external examiners shall be invited to an induction meeting at which their duties and obligations will be outlined, and which will cover the following:

- the role of external examiners and the relationship with assessment processes
- AUP expectations of external examiners
- terms of reference of external examiners
- attendance by external examiners

- purpose of the interim visit
- online assessment and feedback
- assessment Grading Matrices
- sampling and verification, including the Internal Verification process
- moderation and adjustment of marks
- roles of Assessment and Award Boards
- External Examiners' Reports
- rights and responsibilities of external examiners
- course documentation
- submission, assessment and feedback procedure

#### Terms of reference of external examiners

The terms of reference of external examiners are as follows:

- To make an annual visit to the course as part of final assessment procedures. All examiners are also invited to make one interim visit per year, usually in February for undergraduate courses. New external examiners will receive a welcome and induction as part of their first interim visit.
- To sample student work which will be (a) sent to the examiner at an agreed point(s) during the academic year and (b) organised for visits by the examiner.
- To review relevant documentation, including Course and Unit specifications, unit guides, assessment documentation, tutorial records, and annual course reviews.
- To meet with students and staff.
- To verify that all candidates have been assessed fairly and in accordance with these Regulations; have fulfilled the course learning outcomes at the appropriate standard; and have been recommended for awards which reflect the level of their academic achievement.
- To meet with students either individually or in groups as part of the process of sampling a range of academic achievement. Meetings may take place with groups of students or with individuals. External examiners may undertake *viva voce* examination of students.
- To attend any and all meetings of the Unit Assessment Board of which they are a member, and to endorse the results of the assessment process by appending their signature to the Board results documentation.
- To satisfy themselves that the conduct of business and decision making by AUP Unit Assessment Boards and the documentation of their proceedings are consistent with best practice in the sector.
- To take part in appeals procedures when requested; this is not usual but may be requested when considered necessary, as may ratification of marking of any new submitted student work following successful appeal.
- To report to the University for consideration by Academic Board the standards achieved by students on the course, and on other matters as required by the AUP template for external examiners' reports.
- To inform Academic Board of any matter which, in the examiner's view, militates against the maintenance of appropriate academic standards

In cases of suspected plagiarism or cheating, external examiners will be notified prior to their visit and during their visit will be provided with the internal documentation relating to the case. External examiners will not be asked to make a judgement but will be asked to confirm that the correct internal procedures have been followed.

### Rights and responsibilities

- To attend any meeting of an Assessment or Award Board of which they are a member. To see any assessment material relating to the course.
- To be provided with details of work that students are required to produce for unit assessment.
- To inform internal assessors at the Assessment and Award Boards, and in general discussion of assessment practice, of their views about internal assessment procedures and decisions.
- To meet with students in order to discuss assessed work as part of the sampling process. To withhold endorsement of the results of assessment through not signing the required documentation at the conclusion of Assessment and Award Boards.
- To meet the Vice-Chancellor or their nominated representative in order to discuss any matter relating to the course which the external examiner has declared a matter of principle. The decision of the external examiner shall either be accepted as final by the Progression and Award Board or shall be referred to Academic Board. Where there is a disagreement within a group of external examiners on any matter which is declared to be a matter of principle, and this cannot be resolved within the group, the dispute must be referred to Academic Board.
- To write directly and in confidence to the Vice-Chancellor on any matter that presents serious concern relating to academic standards. In such cases, student representatives on the relevant course will be informed that a confidential report has been made. They will also be informed if there are implications for students, and if so, what these are. If an external examiner has serious concerns about issues related to academic standards at AUP, and has exhausted all internal procedures including such a confidential report to the Vice-Chancellor, the examiner should refer to the QAA's Concerns scheme.

### Guidelines on sampling and verification by external examiners

At both undergraduate and taught postgraduate level, verification by external examiners is undertaken on the basis of sampling of students' work across the range of classifications (undergraduate) or marks and grades (postgraduate), to ensure that appropriate standards of assessment are being maintained by internal assessors. Sampling rationalises the external examination process and allows examiners to spend more time with the students and work in the sample. The sample of work from a course unit must include all items of assessment which contribute to the overall unit assessment requirements, including any written work.

At undergraduate level, the unit sample selected by the Course Leader must include the following:

- work by all students whose proposed unit mark is a failure, at Levels 5 and 6.
- work by all students whose proposed unit mark is First Class, at Levels 5 and 6
- 5 other pieces of student work to represent the cohort
- In the case of temporary enforced University closure as a result of disaster or national emergency and disruption to teaching and assessment, External Examiners are only required to sample Level 6 work, noting that work assessed at Level 5 will have been seen at interim visits, and that the Chief External Examiner will continue to participate in all Progression & Award Boards.

At taught postgraduate level, the unit sample selected by the Course Leader must include the following:

- work by all students whose proposed Masters Project grade is in the Distinction classification
- work by all students whose proposed unit grade is a failure
- 5 other pieces of student work to represent the cohort

#### Moderation and adjustment of marks by external examiners

The external examiner's task is to moderate assessments from an appropriate sample of students' work, not to act as an additional marker. External examiners may moderate students' results collectively where they consider that the overall assessments have been too high, too low or do not span an appropriate spread of the whole range of possible marks

Moderation of cohort marks (undergraduate courses) or grades (postgraduate courses) must be proposed and ratified at the meeting of the relevant Unit Assessment Board. The guidance set out below must be followed when external examiners and internal assessors are considering the moderation of cohort marks or grades:

- the pattern of marks/grades in the sample may be used as the basis for moderation of the marks of an overall cohort of students
- examiners may choose or may be asked by the Course Leader to consider the work of a wider group of students if the marks or grades of the original sample cannot initially be verified.
- external examiners may recommend adjustments to individual unit marks/grades where these are, in their view, anomalous, or with reference to the overall mark/grade profile of the cohort. Following discussion with the course team, the external examiner may ask the course team to review a mark/grade. Where possible, changes should be agreed in advance of the Unit Assessment Board. The mark(s) must not be changed on the mark spreadsheet before the meeting of the Unit Assessment Board. All proposed change(s) to marks must be verbally reported to the Unit Assessment Board by the Course Leader, and ratified by the Unit Assessment Board.
- where course teams and examiners are unable to reach agreement about proposed changes to unit marks/grades prior to the relevant Unit Assessment Board, the case for any such changes must be discussed by the Board. A

majority of the Board must agree on whether the proposed change(s) should be implemented. Where the view of the Board is evenly divided, the Chair will take the final decision with the advice of the Deputy Vice-Chancellor or their representative.

### External examiners' reports

Each external examiner submits an annual report to AUP after the summer assessment period (undergraduate awards) or the September assessment period (postgraduate awards), with the actual dates confirmed in advance each year by the Registry. Examiners' reports are considered by Academic Standards and Quality Committee and reported to Academic Board.

Examiners' reports are circulated from the Registry with the template for Responses to External Examiners' Reports to the relevant Assistant Dean, Course Leader and copied to the Pro Vice-Chancellor (Academic) and Dean. It is the responsibility of the Course Leader to ensure that all members of the course team receive a copy of the external examiner's report. Responses to external examiners' reports are developed following the approved AUP template.

Recommendations made by external examiners, together with other matters raised in their reports, are considered by course teams, Assistant Deans and Dean of Arts, Design & Media, and other staff as appropriate. The Pro Vice-Chancellor (Academic) should be notified of any issues requiring urgent attention. Course Leaders make written responses to examiners' reports on the Responses to External Examiners' Reports template, that are approved by Assistant Deans. Reports and responses are considered as part of the annual monitoring process through course team annual evaluation meetings (July-September) Curriculum Review Meetings (October) and at the autumn meeting of Academic Standards and Quality Committee.

### Chief External Examiner reports

The Chief External Examiner submits annual reports to AUP after the summer assessment period for Undergraduate awards and the September assessment period for Postgraduate Awards. These reports will be based on the reports submitted by individual external examiners. Academic Standards and Quality Committee and reported to Academic Board.

It is the responsibility of the Pro Vice-Chancellor (Academic) to respond to the Chief External Examiner report, using the response template provided by Registry.

The Academic Registrar prepares an institutional overview of common themes and recommendations from external examiners' reports, including the comparability of standards, for consideration by the Academic Quality and Standards Committee.

The completed responses to External Examiners' Reports proformas are circulated to external examiners as part of the Annual Monitoring Reports. External Examiner reports



are made available to students through the Virtual Learning Environment.

The payment of annual fees and expenses is conditional on receipt of the examiner's written annual report.

If an external examiner's written annual report has not been received by the Registry by 31 August (undergraduate courses) or 31 October (postgraduate courses), the University shall formally write to the examiner, drawing attention to this matter and advising them that, if the report is not received within a further month, their appointment shall be terminated with immediate effect.

## **APPENDIX G**

### **AUP APPEALS PROCEDURE**

#### **The appeal procedure**

The appeal procedure is provided to enable students to appeal the decisions of Progression and Award Boards and the assessment process which gives rise to these. An appeal is not the appropriate procedure to deal with problems experienced with the delivery of your course, supervisory issues or the availability of facilities, for example. You should use the University's complaints procedure to pursue these issues. If, when considering your appeal, we believe issues you raise would be dealt with more appropriately via the complaints procedure, we will advise you about this and how we propose to address these issues with you. In some circumstances it may be appropriate for us to consider some issues by way of your appeal, and others as a complaint, and if this is the case we will make this clear to you. The University Complaints Procedure for Students is available on the Student Portal, in the Student Handbook and also from the University website at the following page:

<https://www.aup.ac.uk/misc/legal-information/making-a-complaint/>

#### **Grounds for appeal**

The University will only consider an appeal where you can produce evidence that:

- assessments were not conducted in accordance with the current Assessment Regulations
- some other material irregularity, related to assessment, has occurred
- the mark(s) and/or result published by the University contains grammatical or other errors of fact
- that there is evidence of prejudice or of bias such that the validity of the result of assessment(s) is called into question.

Appeals against academic or professional judgement will not be considered – disappointment with your results if your marks were accurately recorded, assessment regulations were followed and there is no evidence of material irregularity does not constitute grounds for appeal. Nor is the level of your marks in itself evidence of any irregularity.

If you have a query regarding a mark awarded, this should be addressed to the Course Leader in the first instance as it may be that your query can be resolved through further discussion without requiring an appeal.

#### **Extenuating Circumstances**

Extenuating circumstances which you did not submit to your Course Leader before the Progression and Award Board will only be considered as grounds for appeal in the most exceptional circumstances (normally only because you were unable to disclose the circumstances prior to the Board e.g. because of a medical condition). Since the University allows you to submit extenuating circumstances under confidential cover, the fact that you

did not wish to disclose personal information will not normally be considered as an exceptional circumstance.

Any claim of extenuating circumstances which you wish to use as grounds for appeal must be accompanied by appropriate corroborating evidence. Please note that evidence such as a doctor's note must have been written at the time you were suffering from the illness – retrospective documentary evidence or a doctor's note which states that the GP has been informed that you were ill on a certain date is not acceptable.

You may wish to consult the University's regulations on late coursework and extenuating circumstances, which are available on the student portal and which indicate what kind of circumstances may be considered valid and what corroborative evidence is acceptable. Please also refer to the section on "The outcome of your appeal" below. If you are in any doubt, please contact the Academic Registrar [registry@aup.ac.uk](mailto:registry@aup.ac.uk) and/or telephone 01752 203450.

If you make an appeal based on extenuating circumstances which is exceptionally allowed to proceed by the Appeal Panel, and your case is referred back to the Progression and Award Board for re-consideration, you should expect the outcome to be that you be given a further attempt to re-take any assessments affected by your extenuating circumstances, so that you can demonstrate your competence when you are unaffected by the difficulties which impacted on your previous attempt. If the affected attempt was a first attempt, you would normally be given a further first attempt. If it was a second or final attempt, you would be given a further second or final attempt.

### **How your appeal will be considered**

Your appeal must be submitted to the Academic Registrar at the address shown on the proforma and not to your Course Leader. Once your appeal proforma is received by the Academic Registrar, your case will be investigated. We will ask your Course Leader and/or any other relevant staff to provide any information relating to the appeal and we may also need to ask you to provide further information. Please respond to any requests for additional information as quickly as possible, so that your case can be considered. Your appeal will be considered on the basis of the information you provide, so please also ensure you include all information you wish to be considered.

Once we have all the relevant information, your case will be submitted to the Appeal Panel. The Panel is chaired by the Pro Vice-Chancellor (Academic) and will comprise the Dean for Arts, Design & Media, Assistant Deans and at least three members of academic staff and one student representative (normally the Student Union President), none of whom will be from the course on which you are registered. The Academic Registrar coordinates the Appeal Panel and the Panel will decide on what action will be taken on your appeal.

The decision of the Progression and Award Board stands until it is changed, so if you are required to take referred examinations, for example, you should prepare for them. It may be that the University is unable to determine the outcome of your appeal before resits/the referred submission deadline and so you will need to complete referred work and/or resits as originally required. Please note that, in some cases, the assessment regulations require that

you repeat the year and you will need to take into consideration the implications of this for you, for example any financial implications.

Please note that staff from your course or other academic staff that may be relevant to your appeal cannot make comments on your appeal or progress with it once submitted. If you have any questions please write to the Academic Registrar.

### **The outcome of your appeal**

Once the Appeal Panel has made a decision on your case, we will inform you of the outcome in writing. The letter to you will be in the form of a Completion of Procedures letter. It will explain the rationale for the decision and will also confirm that the University Appeal Procedures have been completed. If you are dissatisfied with the outcome from your appeal you may be able to take your appeal further to the Office of the Independent Adjudicator (OIA) subject to their rules of eligibility.

### **The Office of the Independent Adjudicator**

The Office of the Independent Adjudicator for Higher Education (OIA) runs an independent scheme to review student complaints. Arts University Plymouth is a member of this scheme. If you are unhappy with the outcome you may be able to ask the OIA to review your appeal (or complaint). You can find more information about making a complaint to the OIA, what it can and can't look at and what it can do to put things right here: <https://www.oiahe.org.uk/students/> .

You normally need to have completed the Appeals Procedure detailed here (or exhausted the Complaints Procedures for Students) before you complain to the OIA. AUP will send you a letter called a "Completion of Procedures Letter" when you have reached the end of our processes and there are no further steps you can take internally. If your appeal or complaint is not upheld, AUP will issue you with a Completion of Procedures Letter automatically. If your appeal or complaint is upheld or partly upheld, you can ask for a Completion of Procedures Letter if you want one. You can find more information about Completion of Procedures Letters and when you should expect to receive one here: <https://www.oiahe.org.uk/providers/completion-of-procedures-letters> .

## **APPENDIX H**

### **CERTIFICATION OF AWARDS AND SUPPLEMENTARY CERTIFICATION**

#### **Certification – Current Students**

##### Certificate of Award

The Certificate of Award will be unique to Arts University Plymouth and provide record of:

- Arts University Plymouth as the degree awarding body
- the student's name
- the award, including classification if appropriate
- the validated title of the course
- date of the award
- the certificate will bear the authorised signatures of AUP

##### Diploma Supplement

A Diploma Supplement will be produced and issued by the Registry to all students who successfully complete their award, after each Progression and Award Board.

The Diploma Supplement will contain:

- information about the student;
- information identifying the qualification undertaken;
- information on the level of qualification undertaken;
- information on the contents of the qualification and mode of study;
- transcript of results (see 1.3 for contents);
- information on grading criteria;
- information on function of the qualification;
- any additional information;
- information on HE qualification levels in England, Wales & Northern Ireland; description of HE in England, Wales & Northern Ireland

##### Transcript

A Transcript will be issued to all students who successfully complete any elements of an approved course of study, after each Assessment Board meeting.

The Transcript will be produced and issued by the Registry and indicate:

- the name of the student;
- the academic year of study to which the Transcript refers and date of issue;
- the elements of study successfully completed, with details of level and mark/grade achieved, together with the Credits awarded.

## **Certification – Former Students**

### Duplicate Certificate of Award

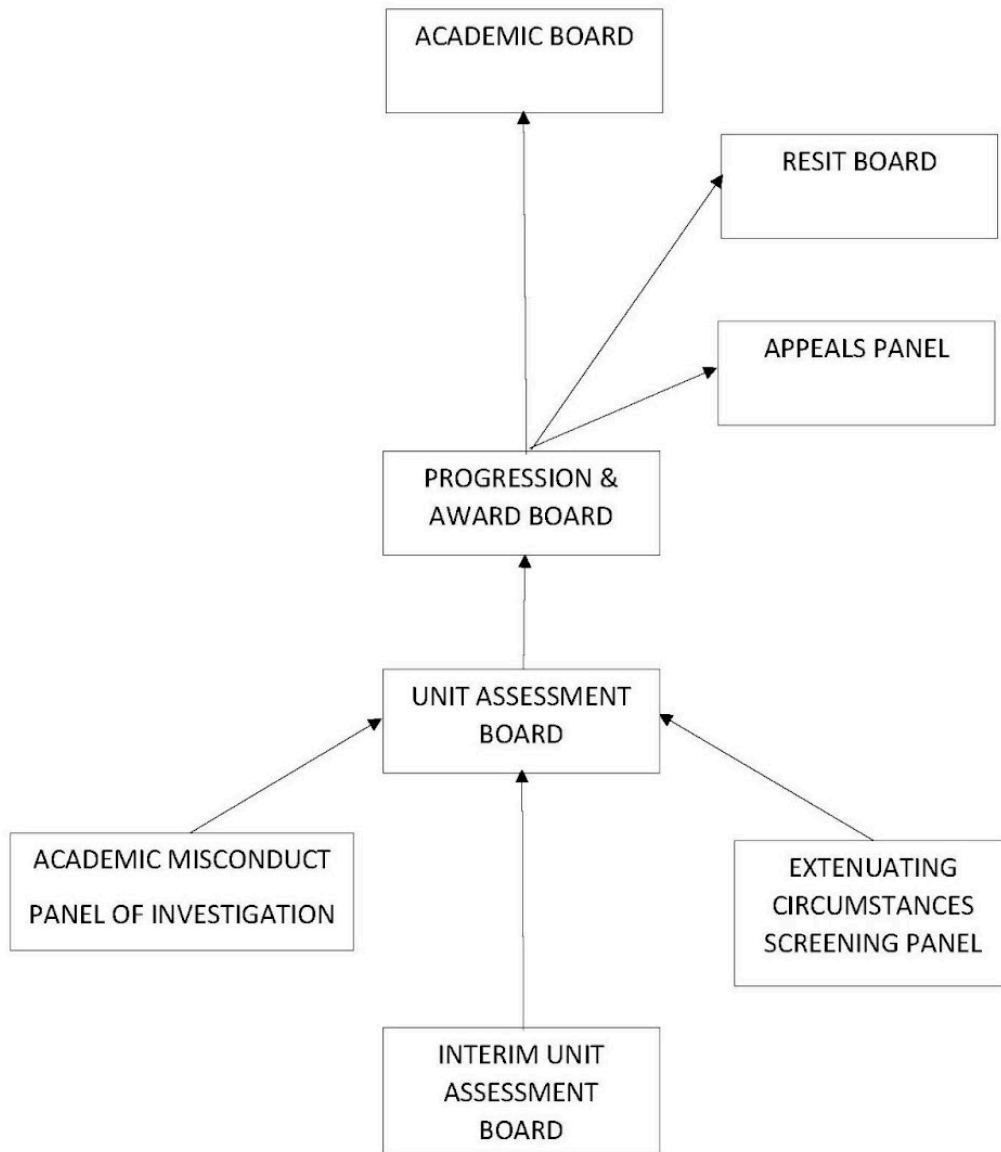
A student who has lost a certificate of award should contact the Registry for the appropriate form of application for a duplicate. The University (or validating institution) will charge a fee for such provision.

### Transcripts (Historical)

Official (historical) transcripts are produced by the Registry for former students applying for entry to, for example, postgraduate courses, or for exemption from the requirements of professional bodies. The University will charge a fee for physical copies.

**APPENDIX I**

**BOARDS - FLOW DIAGRAM**



<b>Document version control</b>	
Document title:	Academic Regulations
Effective Date:	September 2024
Approving bodies / dates:	Academic Board, June 2024
Version:	1
Supersedes:	<ul style="list-style-type: none"> <li>● AUP Academic Regulations 2023-24</li> </ul>
Previous review dates:	N/A
Next review date:	June 2025
Related Statutes, Ordinances, & General Regulations	QAA Quality Code for HE
Related policies:	<ul style="list-style-type: none"> <li>● Admissions Policy</li> <li>● HE Student Attendance &amp; Engagement Policy</li> <li>● Student Debt Policy</li> <li>● Student Transfer Policy</li> </ul>
Related procedures	<ul style="list-style-type: none"> <li>● Assessment and Moderation Procedures</li> <li>● Complaint Procedures for Students</li> <li>● Disciplinary Procedures for Students</li> <li>● Support for Study Procedures</li> <li>● Tutorial Practice Guidelines</li> </ul>
Related information:	<ul style="list-style-type: none"> <li>● External Examiner Handbook</li> </ul>
Policy owner and Lead contact:	Academic Registrar Email: <a href="mailto:mcampbell@aup.ac.uk">mcampbell@aup.ac.uk</a>