

Preston's College

Academic Regulations – Pearson HE

Next Review: August 2021

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## **A: The Academic Regulations**

### **A1 The College**

**These Academic Regulations apply to all Pearson HNC/HND programmes at Preston's college hereafter referred to as "the College".**

Changes to these regulations may only be approved through the Higher Skills Quality Improvement and Standards Group.

These regulations apply to all students registered with the College during the academic year 2019/20. They supersede any previous regulations and may be subject to amendment over time. Any changes will be communicated immediately to all current and prospective learners.

### **A2 Powers of the College to Claim Awards**

The College is empowered to claim awards for persons who complete an appropriate course of study and satisfy appropriate assessment criteria.

The College, in conjunction with the awarding body, may, for good reason, deny any person/learner of any award granted to her or him. Good reason may include academic fraud. The College, where empowered to make awards on behalf of Pearson EDEXCEL or professional bodies, does so subject to the regulations of those bodies.

## **B: Modular Framework**

### **B1 Modules**

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment.

Module descriptions will specify rules of combination, i.e. which modules must be/ must not be studied together to make up a particular award, where these apply.

Modules which have been designated as 'Core' modules must be passed in order for an award to be claimed.

### **B2 Module level**

Each module will specify a level which indicates the intellectual standard required for successful completion of the module.

Level 4: Certificate level which prepares students for further study (approximating to year 1 of a three year honours degree programme HNC).

Level 5: Diploma level (approximating to year 2 of a three year honours degree programme HND).

### **B3 Module size**

A standard module is worth 15 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be studied as half or double modules with credit allocated pro rata.

## **B4 Courses**

Courses lead to named awards (eg HND Engineering). Courses consist of specified combinations of modules approved by the awarding body as appropriate for that named award and which allow students to meet the overall award requirements in terms of module number and level.

Courses are assigned to Departments. Their development, operation and assessment is the responsibility of the Head of School and Curriculum Leader, details of which can be found in the course handbook.

## **B5 Mode of Study**

The modular framework is designed to accommodate the movement of students between fulltime and part-time modes of study. Changes to modes of study require prior approval from the Head of School and/or Curriculum Leader.

## **B6 Work Experience/Placement**

Individual modules may take the form of Periods of work experience or may be integrated with academic study within a module leading to the achievement of specified learning outcomes.

## **B7 Attendance**

Students must attend all timetabled learning activities of courses and modules as required. Notification of illness or exceptional requests for leave of absence must be made to the Curriculum Leader. Unauthorised absence is not acceptable and may result in disciplinary action.

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance.

Individual modules and/or courses may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

## **B8 Standard Requirements for Awards \***

### [Conditions for the award of the HNC](#)

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

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

### [Conditions for the award of the HND](#)

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

- Completed a minimum of 240 credits in total.
- Completed units equivalent to 120 credits at Level 5
- achieved at least a pass in 105 credits at Level 5
- completed units equivalent to 120 credits at Level 4
- achieved at least a pass in 105 credits at Level 4.

### [Compensation provisions for HND](#)

Students can still be awarded an HND if they have attempted but not achieved a Pass in one of the 15 credit units completed at Level 4 and similarly if they have attempted but not achieved one

of the 15 credit units at Level 5. However they must complete and pass the remaining units for an HNC or HND as per the unit rules of combination of the required qualification.

#### Calculation of the overall qualification grade

The calculation of the overall qualification grade is based on the student's performance in all units. Students are awarded a Pass, Merit or Distinction qualification grade using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND, based on unit achievement. The overall qualification grade is calculated in the same way for the HNC and for the HND. Please see assessment regulations for full details.

Units that have been attempted but not achieved, and subsequently granted compensation, will appear as 'Unclassified'; i.e. a 'U' grade, on the student's Notification of Performance, that is issued with the student certificate

*\* Please consult your Student Handbook and Programme Specification.*

## **C: The Admission of Students**

### **C1 General Entry Requirements**

The Colleges general entry requirement is specified in terms of the standard current qualification operating in England and Wales. Equivalent learning from other study or experience will also meet this requirement.

In addition to the general entry requirement, individual courses may specify particular subjects of study, areas of learning or experience or levels of performance in relation to admission. Course specific requirements are determined by the Head of School and contained within the course leaflets.

The selection of students is based on ability to benefit as demonstrated through prior educational achievement, motivation and commitment.

Responsibility for the selection of students lies with the Admissions team often in discussion with the curriculum teams, operating within the entry requirements as specified in the course leaflets and any specific course requirements. Where selection incorporates interviews or performances, selection is the responsibility of the Curriculum leader.

The admission of students with disabilities and/or learning difficulties is based on the academic judgement that the student can, with reasonable adjustments, be expected to fulfil the learning outcomes of the course to achieve the award.

All students must have sufficient competency in English language to study successfully for the proposed award. Competency may be demonstrated by qualification, accreditation of prior learning or separate College test.

The college operates procedures to formally recognise prior learning (RPL) in line with Pearson policies. A student can make an application for RPL to their Curriculum Leader for consideration. As all HNC/HND programmes are graded units, only pass criteria can be awarded through the process of RPL.

For some courses (especially those involving contact with children or vulnerable adults) a check through the Disclosure and Barring Service (DBS) may be additionally required for admission.

A full time student is defined as any student undertaking modules equating to at least 120 credits during a standard academic year.

## **D: Assessment**

### **D1 Principles of Assessment**

The purpose of assessment is to provide the opportunity for students to demonstrate that they have fulfilled the learning outcomes of the course and achieved the standard required for the award they seek.

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

## **D2 Module Assessment and Feedback on Assessed Work**

Students are expected to attempt all required assessments for each module for which they are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for students with a disability, or extenuating circumstances allowing deferral have been granted. All modules will be assessed.

Each module will specify an assessment strategy by which students can demonstrate the achievement of the learning outcomes for that module.

Generic feedback on all in-module formative and summative elements of assessment which contribute to a module, will be made available to students within 15 working (3 weeks) days of the scheduled submission or examination date. Generic feedback on end of module assessment will be made available within 15 working days following the publication of results. 'Feedback' may be oral, written, or other.

For all assessments, students will be provided with individual written and/or audio/digital feedback.

## **D3 Resubmissions**

The College requires students to adhere to submission deadlines for any form of assessment. If at the first assessment opportunity a pass has not been achieved a reassessment must take place. Please see Assessment regulations for further detail.

Authorisation of the late submission of work must be in writing clearly stating the reason for the extension and detailing the module assessment where an extension is required. The curriculum Leader, or appropriate academic staff nominated by the Curriculum Leader, will be authorised to give permission for one extension of up to 10 working days. Student who submit their work after an authorised extended deadline date will be failed. An opportunity to resubmit during the reassessment window will be given.

All work submitted later than 5 days after the published submission date, without an appropriate extension agreed by the Curriculum Leader, will need to submit a new piece of work during the reassessment window.

Where the nature of the circumstances is such that the extension is required for more than 10 working days, students may submit a case for consideration in accordance with the procedure for Extenuating Circumstances.

## **D4 Examination Arrangements**

An examination is defined as a formal, timed assessment of any duration which is subject to continuous invigilation.

The College operates a Code of Conduct in relation to the behaviour of examination candidates.

## **D5 Students with Disabilities and/or Learning Difficulties**

Special arrangements for the assessment of students with disabilities and/or learning difficulties may be made where valid supporting evidence has been made available and, where, on the basis of this evidence, special arrangements are deemed necessary and reasonable adjustment is possible.

## **D6 Assessment Practice**

The College is committed to the principle of maintaining academic standards through the processes of verification and moderation.

Comments made by the first marker on the student's work or performance must be available to the moderator for all assessments.

Oral presentations which contribute more than 25% of the overall module mark require at least two members of academic staff to witness the presentation and to agree the mark awarded.

## **D7 Unfair Means to Enhance Performance**

The College regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence.

Unfair means includes all forms of cheating, plagiarism, collusion and re-presentation. Students are required to sign a declaration indicating that individual work submitted for assessment is their own.

All instances or allegations of the use of unfair means will be investigated in line with the Colleges' procedures. If the allegation is found to be proven the Head of School (or nominee), acting on behalf of the Course/Module Assessment Board, will implement the appropriate academic penalty in the module and report it to the Course/Module Assessment Board.

In the event of a single offence of cheating, plagiarism, collusion and re-presentation in an undergraduate assessment, the appropriate penalty will be 0% for that element of assessment. The plagiarised element of assessment must be resubmitted to the required standard during the reassessment window.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course, the appropriate disciplinary action will be taken and the awarding body notified. (Please read in conjunction with the academic misconduct policy.) In the event of 3 instances of unfair means students will be withdrawn from the course.

A Course/Module Assessment Board will not come to a decision on a candidate's result where an instance or allegation of the use of unfair means has not been resolved.

Where evidence of plagiarism or cheating becomes available subsequent to the recommendation of the Course/Module Assessment Board, the matter will be re-opened at a subsequent meeting of the Board and the original recommendation may be changed if appropriate.

Any appeal against the Unfair Means decision, will be heard under the Academic Misconduct Policy procedure. An appeal will only be valid if it is based on the following grounds:

- i that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
- ii that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

#### **D8 Composition and Responsibilities of Assessment Boards**

Examiners/assessors are required to declare any close personal or business relationship with a student which could reasonably question the impartiality of the examining/assessment process. The Chair of the Assessment Board will determine the most appropriate action in such cases.

#### **D9 Module/Course Assessment Boards**

Each School will operate a Course/Module Assessment board. Membership will comprise of the Head of Quality (Chair), Course Leader, Subject Leaders, external examiner(s) and any academic staff who teach on the course including placement tutors.

If the External Examiner is unable to attend, the report will be considered at the Board led by the chair.

It is the responsibility of the Course/Module Assessment Boards to determine the mark/grade for any applicable reassessments and to determine results for each student in relation to their progression or award.

Results determined by Course/Module Assessment Boards shall not be subject to revision by other Boards unless as described under Section D7.

The college will release module and awards on-line through appropriate student systems. Students may view their results on Mark Book within Pro Monitor through the Portal.

#### **D10 Extenuating Circumstances**

The College operates a universal scheme for the submission of extenuating circumstances. Please see Extenuating Circumstances Policy.

In determining assessment recommendations, Course/Module Assessment Boards will consider or ratify earlier consideration of properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances.

A disability or learning difficulty does not constitute an extenuating circumstance.

Course/Module Assessment Boards will not act on uncorroborated claims, nor on those which are submitted outside the published deadlines except where the late submission of the claim is itself justified by extenuating circumstances.

Course/Module Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances.

Where performance or incomplete assessment in a module is due to extenuating circumstances, the team may recommend to the Course/Module Assessment Board that the student will be assessed at the next opportunity as if for the first time (or first reassessment if the poor performance relates to a second sit).

The original assessment cannot be replicated, and a variation in the deferred assessment must be used and appropriate to demonstrate the achievement of the required learning outcomes.

#### **D11 Exclusion from a course during an academic session for academic reasons**

Where it becomes clear that a student will not meet the academic or other course specific progression requirements, the Chair of the appropriate Course/Module Assessment Board may require a student to interrupt or discontinue their study during the academic session. In such cases the student will have the same rights as apply under the Academic Appeals procedure.

#### **E: Course Awards and Results**

##### **E1 Recommendation for Award**

Students are assessed for the registered award on completion of the appropriate modules.

To be recommended for an award a student must have:

1. achieved passes in the module requirement specified for the award;
2. passed any additional requirements specified by a Course or a Subject associated with the award including core modules, defined combinations of modules and placements;

#### **F: Appeals against Assessment Board Decisions**

##### **F1 Principles**

An appeal cannot be made against the academic judgement of the examiner(s), properly exercised. Appeals on this basis will be ruled invalid.

Details of the rules and procedures can be found in the appeals policy.

##### **F2 Grounds for Appeal against Assessment Board decisions**

#### **G: External Examiners**

##### **G1 Principles**

The external examining process is fundamental to ensuring that standards of awards are comparable with those across the HE sector in the United Kingdom. Every award bearing course will have an External Examiner appointed to it.

##### **G2 Appointment of External Examiners**

External examiners are appointed by Pearson.

## **H: Extraordinary Circumstances Governing the Assessment Process**

### **H1 Principles:**

The guiding principle of the College's response to extraordinary circumstances will be to maintain the academic standards of its programmes, the credibility of its awards and its own reputation. Subject to the maintenance of this principle, and to professional body requirements, every reasonable step will be taken to expedite the determination of awards and the progression of students.

Extraordinary circumstances may be caused by external factors beyond the control of the college, which interfere with normal assessment processes or procedures and create a risk that the determination of awards or the progression of students will be delayed, though the functioning of the college is not radically or lastingly affected. Episodes of industrial action, or disruptive natural events such as epidemics or flooding, are examples.

### **H2 Process**

There will be a formal declaration by the Vice-Principal of the beginning, anticipated duration (where this can be estimated) and end of any episode of 'extraordinary circumstances'.

The body responsible for approving special arrangements for the determination of awards and progression will be the Higher Skills Quality Improvement and Standards Group.

The decisions open to the Academic Board are:

- (i) to delay recommendations until full information is available;
- (ii) to allow recommendations to be made on a basis of less than complete profiles of marks. These recommendations must be decisive but may be partial, e.g. the award of a qualification but with the award of merit/distinction delayed; progression to the next year/stage but with the possibility of one or more modules required to be reassessed or retaken.

Where the operation of the approved modes of assessment within a module or course has been disrupted by extraordinary circumstances, the Academic Board may authorise the use of modes of assessment different from those set out in approved course documentation, provided that

- (i) such alternative modes of assessment provide evidence sufficient for a judgement that specified learning outcomes have or have not been achieved; and
- (ii) such alternative modes of assessment are approved by relevant external examiners and professional bodies, where appropriate.