



Writtle
University
College

Higher Education Postgraduate (Taught) Academic Regulations Academic Year 2018/19

AQS014

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Table of changes

Version	Changes made
2018/19	Introduction of definition of a 'valid attempt at assessment' – point 5.5.5

HIGHER EDUCATION [TAUGHT POSTGRADUATE] ACADEMIC REGULATIONS FOR THE ACADEMIC YEAR 2018/19

(September 2018)

FOREWORD

This document contains the Higher Education [Taught Postgraduate] (HETP) Academic Regulations of Writtle University College, incorporating:

NOTES:

- The 'University College' referred to throughout means Writtle University College.
- The 'Regulations' referred to throughout means the HETP Academic Regulations.
- The HETP Academic Regulations of the University College apply to all HETP University College provision in the academic year commencing September 2018 and including any subsequent re-assessment arising from this period. The Academic Board reserves the right to amend the HETP Academic Regulations at any time. Any such amendment will be communicated to all students and will not disadvantage any student. *For 'taught out' courses, these regulations are reviewed annually with due regard to the current Academic Regulations of the University of Essex, as the validating body.*
- These HETP Academic Regulations over-ride and displace any Course Scheme specific academic regulations except where pre/co-requisite studies and progression points are concerned. However, these HETP Academic Regulations may be over-ridden by specific requirements of validating bodies.
- A number of specific terms are utilised in the text. These are explained in more detail within the Glossary of Terms, provided at the end of these Regulations. All references to Examinations Boards will normally include Awards Boards and Interim Examinations Board.
- These documents are available electronically and apply to all students registered on HETP programmes, irrespective of mode of attendance. They are also issued to Writtle registered HETP students studying at other centres. In cases where the regulation/s apply to specific awards only, this will be made explicit in the wording of the text.
- Further copies of these HETP Academic Regulations may be obtained from the Quality Office (L69).

Staff and students are strongly advised to check the electronic versions of the rules of assessment and other policies and procedures summarised in this document for the most up to date versions.

ACADEMIC REGULATIONS

1. ENTRY

1.1 Entry Requirements

- 1.1.1 All applicants are obliged to provide the University College with accurate information. If they fail to do so and are found to have misled the University College, then the rights contained within these Academic Regulations may be deemed to be void.
- 1.1.2 In considering individual applications evidence will be sought of personal, professional and educational experience, commitment and competence, as appropriate, to provide indications of an ability to:
- (a) respond to the demands of the selected course of study
 - (b) benefit from the course.
- 1.1.3 The University College does not necessarily require this evidence to be in the form of standard educational qualifications, but will judge such evidence against recognised national Awards which will be seen as benchmarks only.
- 1.1.4 Applicants whose first language is not English are required to provide evidence that their ability to understand and express themselves in both written and spoken English is sufficiently high to enable them to derive full benefit from the postgraduate programme of study for which they are applying. Further details are published in the Admissions Policy (<http://writtle.ac.uk/HE-Regulations-&-Policies>).
- These students are normally also required to undertake a test of proficiency in written and spoken English at the start of their programme (see also Taught PG Academic Regulation 3.2.8).
- 1.1.5 A general entry requirements statement is included in the University College postgraduate prospectus publications and is reviewed annually.
- Students will not normally be considered for readmission to the same programme from which they have been required to withdraw, or a similar programme which contains modules they have already taken, **for a minimum of 2 years after they have left** – with the exception of students who have been required to withdraw for debt. If students are subsequently offered readmission they will be given a new maximum period of study and they will be permitted the normal number of attempts at the assessment of any modules they had studied before, in accordance with the Rules of Assessment.

1.2 Credit Transfer and Accumulation

- 1.2.1 The University College operates a credit framework designed to facilitate access and progression and welcomes entry to a course of study after its start, provided that the applicant can demonstrate that the learning outcomes and competences of that part of the programme of study for which credit is sought have been met. This may be achieved through Accreditation of Prior Learning (APL), and/or Accreditation of Prior (Experiential) Learning (AP(E)L) subject to the limits set out in 1.2.2.
- 1.2.2 Credits achieved through any route may only apply to the award on which the student is registered and are for whole modules. For taught postgraduate awards, the maximum credit volume permitted to be imported by AP(E)L is one third of the award as stated in the Policy and Procedure for the Accreditation of Prior Learning (APL) and the Accreditation of Prior (Experiential) Learning (AP(E)L) <http://writtle.ac.uk/pdfs/APEL-Guidance-Notes.pdf>
- Application for AP(E)L must be submitted for consideration before the student commences study on the course into which s/he is seeking to transfer prior learning. Each

application must provide documentary evidence of the learning, in the form of transcripts, certificates or other suitable evidence in the case of experiential learning. The application will consider the currency of the learning, which should normally have taken place within the five years prior to the enrolment date for the intended course.

- 1.2.3 Any award of APL or AP(E)L must be in conformance with the policies and procedures set by Writtle University College and agreed by the Credit Approvals Board. Any award of credit is subject to ratification by the relevant Module or Examination Awards Board.
- 1.2.4 The transcript for a student who makes a successful APL or AP(E)L application will indicate the elements of the course from which the student was exempted.
- 1.2.5 The Credit Approvals Board oversees the policies and procedures for credit transfer and accumulation, full details of which are available from the Quality Office (L69) and at <http://writtle.ac.uk/pdfs/APEL-Guidance-Notes.pdf>.

1.3 Registration

- 1.3.1 A full-time Masters course is normally 12 months duration and study of 180 credits at Level 7. A part-time Masters course is normally 24 months and study of 180 credits at Level 7. The normal minimum period of study is equivalent to the following **full-time** delivery:

Postgraduate Certificate	One taught semester/term (minimum)
Postgraduate Diploma	Two taught semesters/terms (minimum)
Masters Degree	Two taught semesters/terms and a 20 week dissertation (minimum)

- 1.3.2 The maximum period of student registration for full-time students shall be three times the normal minimum as specified above, or as specified by the awarding body with normally three years being the maximum period for the Masters degree. The normal maximum period of student registration for part-time students and students studying by Modular Study (Credit Accumulation) is 6 years (normally 5 years for the taught 120 credits and one year for the dissertation). The maximum period of study is set from the date when the student was first admitted to the programme. Unless there are exceptional reasons, periods of intermission will normally count towards the original maximum period.

Students who fail to complete the award in this time may be permitted to re-register with each case being considered on its merits. A re-registration fee may be charged. Where course structures have changed so that modules previously achieved cannot automatically be carried forward, credits previously attained may be considered for the accreditation of prior learning (APL).

- 1.3.3 A full-time student will normally study a total of 60 credits per semester or term and unless there are exceptional circumstances, no student may take more than 75 credits per term/semester.

2. STUDENT RIGHTS

The Student Charter sets out what a student can expect from the University College, and also what the University College expects from its students. The full text of the Student Charter is available at <http://www.writtle.ac.uk/Student-Charter>. Specific rights in respect of academic study are set out below.

2.1 Assessment

Each student has the right:

- 2.1.1 To be informed about the nature and methods of assessment applicable to the academic course scheme on which they are registered.
- 2.1.2 To be provided with teaching and tutorial guidance in preparation for assessment in accordance with current University College policy.
- 2.1.3 To be assessed in accordance with the HETP Academic Regulations and any Course Scheme Regulations.
- 2.1.4 To be re-assessed where appropriate, in accordance with those Regulations and current University College policy.
- 2.1.5 To request special arrangements in examinations and assessments in accordance with the current University College Policy on Special Arrangements in Examinations and Assessments for Students with Disabilities.
- 2.1.6 To request that extenuating circumstances affecting performance in examinations and assessment be brought to the attention of the relevant Examinations Board in accordance with current policy and guidelines.

2.2 Representation

Students will be represented on formal University College Academic Committees, and given the opportunity to make their views known on academic matters, both through their representatives and, directly through the University College's regular surveys of student opinion. The University College also employs a Student Union Academic Sabbatical Officer (SUASO) who represents student views on institutional level academic committees.

2.3 Redress to Complaints

Students will be able to seek redress through the Student/Staff Liaison Committee or the formal Complaints Procedure, if the University College, without valid cause, does not provide the learning environment and teaching guidance specified in the regulations for the course; does not provide reasonable alternative arrangements, or does not provide information on the nature and methods of assessment. Details of Student/Staff Liaison Committees will be available upon request from Course Managers or relevant School Quality Advisor. Details of the Complaints Procedure for Students and Members of the Public can be found at http://www.writtle.ac.uk/PDFS/complaints_procedure.pdf.

2.4 Access to Assessment Decisions

- 2.4.1 Subject to the restrictions resulting from the Data Protection Act 2018, the University College may publish anonymised lists of students who have passed or who have not achieved particular modules, units or awards (including details of classification where appropriate).

- 2.4.2 With the exception of the Dissertation or equivalent module where results will not be available until after the final Awards Board, students will be given back marked assignments, with written feedback and an appropriate un-moderated (i.e. provisional) assessment result.
- 2.4.3 Students will be provided with a transcript of their provisional assessment results, including examination results, for each module, after the Interim Examinations Board normally held at the end of the 120 taught module credits or at the end of stage for a part-time course. Students will receive a transcript of their moderated assessment results after the Awards Board.
- 2.4.4 Students will be given on request, verbal feedback on their performance in examinations on an individual or group basis.
- 2.4.5 Students will be informed in writing, of the progress of any appeal made by the student against a decision of an Examinations Board. Information relating to Academic Appeals can be found on Course Scheme pages on Moodle at <http://moodle.writtle.ac.uk/>.

2.5 Extenuating Circumstances

Students have the right to inform the relevant Examinations Board of any extenuating circumstances, which they believe may have adversely affected their performance in assessed work or examinations. (See Taught PG Academic Regulations 3.2.6. and 5.6 'Extenuating Circumstances') and information on Course Scheme pages on Moodle at <http://moodle.writtle.ac.uk/>.

3. STUDENT RESPONSIBILITIES

3.1 Academic Conduct

A student may not make a personal recording of a teaching event, supervisory meeting, oral examination or other formal meeting or committee which considers the student's academic progress or performance without the permission of all other individuals present. If this permission is granted, the recording may be made for the personal use of the student only, in support of their studies and learning. The recording must not be made publicly available or shared for other purposes without the consent of those present. Disabled students who have difficulty with note taking are encouraged to contact Student Support for further information on when recording is permissible and other access strategies.

3.2 Each student has the responsibility to be familiar with the Student Charter - see <http://www.writtle.ac.uk/Student-Charter>. The main responsibilities can be summarised as:

- 3.2.1 Be punctual and meet all deadlines set by the University College.
- 3.2.2 Attend all assessments, unless explicitly agreed in advance in writing, by the Course Manager.
- 3.2.3 Be aware that in the case of poor academic achievement by a student, attendance or other evidence of commitment to the course may be taken into account by the relevant Examinations Board.
- 3.2.4 Check School noticeboards, student post in the Student Union Office and access their University College e-mail at least two or three times a week during taught sessions and during the dissertation period for any urgent or important communications. Failure to do so cannot be used as a reason for not complying with University College Regulations or directives.

- 3.2.5 Make themselves available throughout the year, for consultation with, or assessment by, University College Staff and External Examiners and, if necessary, make themselves available outside the scheduled semester or term dates for re-sit examinations and assessments.
- 3.2.6 Submit an Extenuating Circumstances form, by the published deadline, informing the University College of any extenuating circumstances which they believe may have adversely affected their performance in examinations or assessment. (See Regulation 5.6 'Extenuating Circumstances') and information on Course Scheme pages on Moodle at <http://moodle.writtle.ac.uk/>.
- 3.2.7 Be aware of the definition of actions which are deemed to be academic offences, and the procedures in place for dealing with students who may be found guilty of committing an academic offence (see Section 12 - Academic Offences).
- 3.2.8 Students who on the basis of the test of written and spoken English proficiency at the start of their programme have been advised that they should take English language support classes should be aware that failure to attend could be detrimental to their studies.

3.3. **Student Absence**

The University College has an attendance policy which applies to all HE students. Non-attendance is taken seriously as it impacts on a student's opportunity to learn, may compromise their achievement and the opportunities of other students. For HE Attendance Policy – see <http://writtle.ac.uk/pdfs/Higher-Education-Attendance-Policy.pdf>.

In the case of absence, students should ensure that the School Quality Advisor, Module Leader, Course Manager or Year Supervisor is kept fully informed of circumstances that result in unexpected absence from timetabled classes and, where possible, to arrange for Moodle to be accessed, notes to be taken and handouts to be collected by another student on the course. In addition, students must:

- 3.3.1 Inform the relevant School Quality Advisor, in writing, of the reasons for, and likely duration of absence, giving details of the course of study.
- 3.3.2 When absent from University College for health reasons for more than one week, students should obtain a medical certificate from their doctor and pass this to the relevant School Quality Advisor.
- 3.3.3 When absent from any form of assessment due to extenuating circumstances, complete an Extenuating Circumstances form and submit this together with any supporting evidence. The form should be submitted as soon as possible. Forms must be submitted by the published deadline. Evidence may be treated as confidential, if requested. (See Taught PG Academic Regulation 5.6 'Extenuating Circumstances') and information on Course Scheme pages on Moodle at <http://moodle.writtle.ac.uk/>.
- 3.3.6 Submit a Late Work Sheet if unable to hand in a piece of coursework on time, due to illness or other factors (see Taught PG Academic Regulations 5.9.3 – 5.9.6).
- 3.3.7 Non-EEA students (students from outside of the European Economic area) should note that they will have been made aware of the University College's reporting duties both as part of their original application for a VISA to study in

the UK and as part of their acceptance to study at Writtle. This means the University College can allow a student to miss up to 10 consecutive expected interactions at the University College, including tutorials, lectures, field trips, visits to hand in work, etc. After this, the University College has a legal obligation to report any absence to the UK Visas and Immigration (UKVI). The University College is also expected to do this should it be aware of information that leads it to believe that a student will not be attending University College again, regardless of the number of missed interactions.

4. **COURSE DESIGN, STRUCTURES AND REQUIREMENTS**

The following structural details apply to the University College's taught postgraduate educational provision:

4.1 **Programme Specification**

Each course will be defined by a Programme Specification, giving the overall aims for each course; the learning outcomes; particular learning, teaching and assessment strategies and details of course structure. The validated module titles, level and credit value are also included within each Programme Specification, available from the relevant School Quality Advisor, through the Module Database on MyWi, and on all Course Scheme pages on Moodle at <http://moodle.writtle.ac.uk/>.

4.2 **Modular Structure**

Courses are made up of cognate collections of modules, each module being a defined and self-contained unit of study. Each module has its own set of learning outcomes, stated on the Module Specification Sheet, and the assignments and assessment exercises are designed to measure achievement of those learning outcomes. Normally, each module is completed in a single semester or term, although some may span the full academic year for reasons associated with the particular discipline.

Although the module is self-contained, any direct linkage with other modules on the course is explicitly stated on the Module Specification Sheet and in the course documentation. In line with the credit framework, the credit rating assigned to modules is normally 30/15. In some schemes/courses pairs of credit rated modules may be organised into 'components' of a minimum of 30 credits. The marks from each module forming a component will be aggregated before the pass/fail rules apply.

Modules within the degree structure are designated as core, compulsory or optional. Core modules must be taken and passed. Each course/scheme will usually contain generic core modules, covering essential skills and knowledge required by students across a range of courses and may have course-specific core modules, essential to the achievement of the course learning outcomes. Modules designated as compulsory must be studied and option modules may be included in the structure to give some student choice according to interest and focus of students.

4.3 **Module Selection**

Modules are positioned within postgraduate course structures to be delivered at Level 7 in a predetermined semester or term/s. Module Specification sheets are available electronically to students through the Module Database on MyWi. Students are required to complete on-line registration each year, to enrol on the intended programme of modules to be studied in the following semester or terms. This must include core/compulsory modules prescribed for the course and the intended options. Any changes to the selection of options must be made within **10** working days of the start of the relevant semester or term. As advertised on WUC website, if there are insufficient numbers of students selecting an optional module, that module will not run and students will be invited to select an alternative module.

Students must check their registration on modules via MyWi. If a student remains registered on a module that s/he is not studying and does not undertake the module assessment(s), the module will be marked as failed on their transcript.

4.4 **Module Credits**

The credits associated with each module indicate a notional learning time. One credit point represents 10 hours of learning time, partitioned between class contact time in formal teaching/learning sessions and self-directed study (as prescribed in the appropriate Module Specification Sheet). Modules may include practical work, digital learning, tutorials, projects, workshops and visits to industrial enterprises and other organisations. The various elements of organised learning will normally account for approximately one-third of the total learning time; the remainder will be associated with self-directed learning by the student.

4.5 **Module Levels**

The academic level of each module, Level 7, is indicated on each Module Specification Sheet and has been determined and approved as part of the course validation process and in accordance with their position in the Framework for Higher Education Qualifications. The Level indicates the depth and complexity of study and the degree of learner autonomy. The level of individual modules reflects at least some of the outcomes for the corresponding awards.

4.6 **Minimum Credit Requirement for Awards**

The number and level of credits normally required for an award is documented in the Credit Framework for Taught Postgraduate Students. The credit volume of Level 7 (M Level) credits normally required for an award is shown below:

Masters Degree	180 credits
Postgraduate Diploma	120 credits
Postgraduate Certificate	60 credits

4.7 **Prerequisite Modules**

Some modules delivered in the second semester or term, and the dissertation module completed over the summer period, may require that the student has completed a specified module, delivered previously. Such prerequisites, which must be completed in advance will be indicated on the Module Specification Sheet.

4.8 **Change in Registered Programme**

Students may be permitted to change their registered programme or award title, subject to their meeting the requirements for the programme to which they wish to transfer and subject to the agreement of the relevant Course Manager. Any change in registered programmes will normally be agreed before the start of the academic year. Programme Transfer may exceptionally be agreed at other times, but the normal constraints on module transfer after the start of the semester/term will apply. Further information on procedures for programme and module transfer is available from Registry.

4.9 **Variation in Course Structure**

Special consideration may be given to variation in course structure where a student undertakes, by arrangement with the University College, a period of study in another institution (usually overseas). All marks awarded for study elsewhere will be subject to ratification by the relevant Examinations Board.

Option Modules on any course are subject to student enrolment numbers and may be replaced with other University College options, subject to approval by Course Managers and accessibility on the timetable.

5. **ASSESSMENT**

5.1 **Course Regulations**

Specific Course documentation is held centrally by the Quality Office (L69). This documentation is accessible to students via the relevant Course pages on Moodle at <http://moodle.writtle.ac.uk/>. These Regulations may:

5.1.1 Specify the means by which students may progress through the course of study (identifying core, compulsory and optional modules) and the progression points at which they must be completed.

5.1.2 Identify all the competencies or outcomes that will be assessed, including work experience/shadowing.

5.1.3 Specify the criteria governing the successful achievement of the Award.

5.2 For an award to be conferred, a student must normally pass all core modules that make up the award and sufficient compulsory/option modules to achieve the necessary credit at the required level, and sufficient credit for the whole award. This regulation does not override the opportunity for condonement of compulsory/option modules, to be considered by the relevant Examinations Board.

5.3 The pass mark for all components on taught postgraduate courses is 50. The specific contribution of the different elements of assessment within a module will be stated on the Module Specification Sheet. It will be clearly stated if an element of assessment has to be passed or if it contributes to an aggregated average. Taught module marks, the overall weighted average for the taught modules and the mark for the dissertation will be rounded to the nearest whole number – i.e. 49.5 will be rounded to 50, and 49.4 will be rounded to 49.

5.4 All forms of assessment will be conducted in English.

5.5 **Requirement To Take All Assessments**

5.5.1 A student must normally undertake all assessed work within a module, before the student can be deemed to have passed that module.

- 5.5.2 For courses offering option choice within the course structure, students may change from one option modules to another up to the end of the first two weeks (10 working days) of Semester One, subject to there being sufficient capacity on the module and subject to any timetabling constraints that may apply. It is the responsibility of the student to change their module follow discussion with their Course Manager and by submitting the Module Change form (MT1) with the signature of the Course Manager, to Registry by the due date. After the first two weeks (10 working days) of Semester One, it will normally be deemed too late to join the learning programme of another module.
- 5.5.3 Subject to any restrictions which may apply in specific course regulations, students may apply for and be awarded credit for a module on the grounds of prior learning/experiential learning subject to the limits set out in Academic Regulation 1.2.2. and as stated in the Policy and Procedure for the Accreditation of Prior Learning (APL) and the Accreditation of Prior (Experiential) Learning (AP(E)L). Credit will normally only be granted after an AP(E)L process which will involve the documentation of evidence of prior learning and full consideration of the time that has elapsed since the student undertook the learning. Full details are available from the Quality Office (L69). Application for AP(E)L must be submitted for consideration before the student commences study on the course into which s/he is seeking to transfer prior learning. Modules passed through the accreditation of prior learning will be identified as such on the final student transcript.
- 5.5.4 Absence from assessment, without valid extenuating circumstances, may be treated by the relevant Examinations Board as a non-achieved assessment and will result in a penalty being incurred on re-assessment of a bare pass mark (50%) being taken as the maximum available for the module, providing reassessment opportunities are available under the Rules of Assessment.
- 5.5.5 To encourage students to engage with assessments and associated learning students may be charged for re-assessment of failed modules. The level of fees will be charged according to whether they have made a valid attempt at the first attempt. A valid attempt is where the student engages with the assessment task set and examples of when assessment is considered a valid attempt are outlined below.

Coursework

The work is in the form required (for example a report, portfolio etc.) as set out in the task section on the assignment brief,

There has been an attempt to address the learning outcomes being assessed.

Examinations

The student has attended the examination at the correct date, time and venue,

The student has completed the examination answer book with as a minimum, exam number, and exam title and follow the regulations relating to examinations (e.g. remain in the exam room for the first 55 minutes of the exam).

The student has attempted to answer at least one exam question providing information relating to the learning outcomes.

In both the case of coursework and exams there needs to have been an attempt to address the learning outcomes capable of being awarded a mark greater than 20%

5.6 Extenuating Circumstances

- 5.6.1 Extenuating circumstances are defined as any circumstances beyond the student's control which cause the student to perform less well in his or her coursework or examinations than he or she might otherwise have been expected to do (on the basis of other work). The core principle behind the extenuating circumstances policy is the 'fit to sit' rule. By taking an assessment, **a student declares themselves fit to take it**; any claim for extenuating circumstances relating to that assessment shall not normally be

considered. In general, extenuating circumstances will be of a medical or personal nature affecting the student for a significant period of time and/or during the examination period. Students may request that personal extenuating circumstances should be dealt with in confidence. Claims must be submitted on an Extenuating Circumstances form and be supported by evidence which is authentic and timely. Claims should be submitted to the relevant School Quality Advisor by the published deadline. The dates for submission of claims are shown as part of the information relating to semester dates at <http://writtle.ac.uk/Term-&-Semester-Dates> and details of the Extenuating Circumstances policy and guidelines can be found on all Course Scheme pages on Moodle at <http://moodle.writtle.ac.uk/>.

- 5.6.2 Extenuating Circumstances claims are received by the University College's Extenuating Circumstances Board. The Board considers the evidence provided on the form, including supporting documentation and determines whether the extenuating circumstances are acceptable. The Board's recommendations are conveyed to the relevant Examinations Board. Students may request that personal extenuating circumstances be dealt with in confidence by the Extenuating Circumstances Board.
- 5.6.3 It is the responsibility of the student wishing to make a claim to ensure that they are aware of the final date of submission of that claim. Any student who without good cause, fails to provide before the published deadline, evidence in writing, on the form approved for the purpose, may not subsequently appeal on those grounds against the decision of the Examinations Board (see Academic Appeals Regulations). Information relating to Academic Appeals can be found on all Course Scheme pages on Moodle at <http://moodle.writtle.ac.uk/>.

5.7 Access Arrangements for Students with Additional Needs

- 5.7.1 In some cases of students with special learning difficulties or disabilities, it may not be appropriate to assess by the standard methods specified. In such cases the method of assessment may be varied as appropriate, bearing in mind the objectives of the programme, the need to assess the student on equal terms with other students, and the University College Policy on Access Arrangements in Examinations and Assessments for Students with Disabilities, see <http://writtle.ac.uk/Access-Arrangements-for-Exams-and-Course-Assessments>.
- 5.7.2 Any entitlement to variation in the method of assessment or to extra time in an examination must be agreed through Learning Support in association with the Course Manager as early as possible, and normally no later than 3 weeks (21 days) before the assessment is due to take place.
- 5.7.3 Those students who believe that they may be entitled to some form of special access arrangements should consult with their Course Manager or Learning Support at the start of their course of study or as soon as the entitlement becomes apparent.
- 5.7.4 Learning Support is responsible for confirming the entitlement to special arrangements and for providing written confirmation to the Course Manager, Module Leaders and to the candidate on an approved form.
- 5.7.5 Candidates with disabilities or special learning difficulties, such as dyslexia, may be offered an additional allocation of time in a written examination, normally up to 25% extra for students with dyslexia, or **equivalent** alternative methods of assessment, e.g. tape recorded oral examination. Decisions on the appropriate alternative method of assessment will be taken by the Module Leader in consultation with Learning Support and the Course Manager in accordance with the University College Policy on Access Arrangements in Examinations and Assessments for Students with Disabilities <http://writtle.ac.uk/Access-Arrangements-for-Exams-and-Course-Assessments>.

- 5.7.6 Candidates whose first language is not English will not be permitted extra time on that account in examinations or assessments; neither will they be permitted to use a general bilingual or translation dictionary in examinations. Electronic dictionaries will not be permitted in examinations (see Taught PG Academic Regulation 6.4.2.).
- 5.7.7 Information about special arrangements for assessment may be made available to the relevant Examinations Board.

5.8 Conditions of Assessment

The student's right to be assessed or re-assessed depends on fulfilment of the conditions specified as follows:

- 5.8.1 Students in non-tuition fee debt to the University College will not be excluded from assessment (including access to Turnitin) on those grounds. The University College will not withhold an award certificate or formal transcript from students who have only non-tuition fee debts. Validating bodies and the University College may withhold facilities, progression and certificates until tuition fee debts have been discharged and their Regulations obeyed.
- 5.8.2 If a student does not attend any assessment, hands in work late or fails to submit work for assessment without good cause, the relevant Examinations Board has authority to deem the student to have not made a valid attempt at the module and not passed the assessments concerned (see Section 5.5.5).
- 5.8.3 If a student is found to have cheated or attempted to gain an unfair advantage, the Academic Offences Panel has authority to deem the student to have not passed the assessments concerned and to withdraw any right to be re-assessed. This decision will be reported to the relevant Examinations Board.
- 5.8.4 If a student is found to have acted in breach of the disciplinary requirements of either the University College or another institution in which study (or other course-related experience) is being undertaken, the University College or other institution at which the student is enrolled has authority to ban the student from attendance. In these circumstances it will be deemed that the student has not fulfilled the requirement to attend classes, examinations and other assessments, provided that this authority is exercised through the approved disciplinary procedures of the University College (http://writtle.ac.uk/pdfs/5/Student_Disciplinary_Procedure.pdf) or other institution.

5.9 Assessed Coursework

- 5.9.1 Each student is required to produce and submit work for assessment to meet the specified submission date/time criteria stipulated by the member of staff setting the work. All work produced in relevant format (e.g., written work) must be submitted electronically via the integrated version of Turnitin Feedback Studio on Moodle. The assignment brief will clarify the submission requirements for the piece of work, including the guidelines/word limit regarding the length of the work.

A guideline is a **recommended** length. A word/time limit is a **maximum** length that a piece of work can be, excluding the reference list and any appendices.

Work that is under-length will probably not be as good or complete and the mark it is given will reflect this. If a word/time limit was set, work that is over-length will be subject to the following penalties:

More than 10% over = 7 mark penalty
More than 20% over = 10 mark penalty
More than 30% over = 15 mark penalty
More than 40% over = the tutor will read/mark to the correct word limit and assign a mark on that basis.

- 5.9.2 Module Leaders must inform students of the date for return of marked assignments, which will normally be within 4 weeks. Staff are expected to set this date in a reasonable time frame for any formative assessment to be effective.
- 5.9.3 Any work that is submitted after the submission date published by the Module Leader will be regarded as 'Late Work' and Academic Regulation 5.9.5 or 5.9.6 will be applied as appropriate. Every attempt should be made to submit Late Work within 7 days (including weekends and/or bank holidays) of the published submission date.

There is a default deadline submission time of 2pm – irrespective of the date specified. **This 2pm deadline relates to the electronic submission of the work to Turnitin.** Work which is submitted electronically to Turnitin **after the 2pm deadline on the specified date will be regarded as 'Late Work'**- irrespective of whether or not a hard copy has been submitted before the 2pm deadline (hard copies only need to be submitted if the first or second marker requires them).

Late work **must** be accompanied by a completed Late Work Sheet, together with any supporting evidence. Late Work Sheets may be commented on by tutors, before being submitted to the Extenuating Circumstances and Late Work Board.

Students are responsible for providing evidence to support the reasons for submitting work late. The University College is not responsible for providing or chasing up the provision of expected evidence. The Late Work Sheet and the supporting evidence will be considered impartially by the Extenuating Circumstances and Late Work Board. In order to be accepted, the reason for Late Submission must comply with the criteria established for Extenuating Circumstances as published in the Extenuating Circumstances Policy and Guidelines.

- 5.9.4 Where the reasons for the Late Work affect more than one piece of assessed work, the student is advised to make a claim for Extenuating Circumstances (see Taught PG Academic Regulations 2.5 and 5.6).
- 5.9.5 **Late coursework submitted within 7 days (including weekends and/or bank holidays) of the submission deadline:**

Course work that is handed in within the 7 days after the submission date will be assessed and a mark provided for feedback purposes only. If the reason given for late submission is accepted by the Extenuating Circumstances and Late Work Board, the mark awarded will be recorded.

If the reason given for late submission is not accepted, the work will be assessed, but the maximum mark that can be obtained for the late work will be 50%. i.e. the late work will receive a capped mark. The module marks will be calculated using the capped mark. If the module is failed, a referral opportunity may be offered by the Interim Examinations Board subject to the Rules of Assessment.

- 5.9.6 **Late coursework submitted 7 days (including weekends and/or bank holidays) or more after the submission deadline:**

If work is not submitted within 7 days of the published submission date, it will normally be given a zero mark and assessed for formative feedback only with no immediate reassessment opportunity being permitted.

The module marks will be calculated, including the zero, which may result in the Interim Examinations Board confirming a failed module. When a module is failed, the Interim Examinations Board may determine that a referral opportunity is necessary, (subject to the Rules of Assessment) in which case the late work may be marked as the referral submission. This will be regarded as a second attempt and the achieved mark will then be

recorded. The total module mark will be capped at 50%. This may affect the classification of the final Award.

If a submission is made for Late Work / Extenuating Circumstances, which is accepted by the Extenuating Circumstances and Late Work Board, the original mark for the late work will be reinstated. The Interim Examinations Board will consider the module in the standard way.

- 5.9.7 The University College reserves the right to subject any coursework submitted for assessment to specific tests designed to establish whether or not plagiarism has occurred.
- 5.9.8 All Masters degrees shall include a dissertation or equivalent which must be passed for the degree to be awarded.

5.10 Retention of Assessed Work

- 5.10.1 Where assessed work is returned to the student, each student is required to retain all assessed work in a portfolio until their final Award has been conferred, in order to allow External Examiners to view assignments and for the relevant Examinations/Awards Board to complete the assessment process in full. Failure to supply work upon demand may result in the Awarding Body withholding the Award.
- 5.10.2 The University College reserves the right to retain copies of assessed work for inspection by External Examiners or other auditors for purposes of quality assurance.

5.11 Marking Policy

- 5.11.1 All or a sample of assessed work and examinations, and all Dissertations, will be double marked as part of the University College's ongoing quality assurance processes. Where assessed work has been double marked, this will be indicated on the Assignment Feedback Sheet.
- 5.11.2 Where coursework is single marked, students have the right to request formal re-marking of a piece of work if they are unhappy with the original mark, unless the work has already been through a moderation process. Requests for re-marking must be made to the School Quality Advisor using the appropriate form within 2 weeks of the assessed work being made available to the student. When work is re-marked the marks can go down as well as up. Students may not request that their examinations are re-marked.

6. EXAMINATIONS

6.1 General

- 6.1.1 Examinations are an important feature of the University College's assessment process and as such will be conducted in a formal and disciplined environment.
- 6.1.2 The University College has a policy of student anonymity in respect to written examinations. The examination candidate number is shown on the student identity card. The card must be taken to all examinations and placed on the desk.
- 6.1.3 Any entitlement to extra time in examinations or other special arrangements for examinations must normally have been agreed no later than 3 weeks (21 days) before the date of the examination. Please note that Semester One assessments/examinations start early in week 13, so requests for specific access arrangements need to be made **21 days before** (see Taught PG Academic Regulation 5.7).
- 6.1.4 Timetables for examinations will be posted up in advance. Students will also receive electronic notification via MyWi. Students are expected to take responsibility for checking the dates and times of their examinations. They should not assume that examinations will take place at normal teaching times.

6.2 Starting Arrangements

- 6.2.1 During the period of time-constrained examinations, no candidates shall enter any room which is designated as an examination room at any time without the express permission of an Invigilator.
- 6.2.2 Students are required to arrive at least 10 minutes in advance of the published start time for all examinations and to wait outside the examination room until instructed to enter.
- 6.2.3 A candidate arriving after the start of an examination may be allowed to sit the examination at the discretion of an Invigilator but no extra time will normally be allowed. No candidate will be admitted to the examination room later than 55 minutes after the start of any examination of more than one hour's duration. For examinations with a duration of up to one hour, candidates will be admitted to the examination room up to 10 minutes after the start of the examination. Any such candidate should contact the designated Examinations Office.
- 6.2.4 Candidates are reminded that, once they have entered the examination room, they must not communicate with, read or otherwise apprise themselves of the work of other candidates in any way until after they have been dismissed and have left the examination room.
- 6.2.5 Candidates must follow the instructions given to them by the Invigilator in respect of the seating arrangements.

6.3 Departure from Examinations

- 6.3.1 Candidates may not leave their seats without the express permission of the Invigilator.
- 6.3.2 No candidate will be permitted to leave the examination room permanently during the first 55 minutes or during the last 30 minutes of an examination of more than one hour's duration. For examinations with a duration of up to one hour, candidates will be permitted to leave the examination room permanently only with the permission of the invigilator. All candidates must leave the examination room quietly and ensure that they create minimum disturbance to other candidates still undertaking the examination.
- 6.3.3 If candidates request to leave the examination room temporarily, they may be permitted to do so only at the discretion of the Invigilator and must be accompanied. They may be refused re-admission to the examination room if the Invigilator is not satisfied with their conduct. They are unable to temporarily leave the exam room within the last 15 minutes of the examination.
- 6.3.4 At the end of the examination, candidates must remain seated until they have been dismissed by the Invigilator.

6.4 Possessions

- 6.4.1 Candidates are not permitted (without special permission of the Invigilator) to bring to the examination desk any bag, pencil case, book, printed matter, food, stationery, radio, tape recorder, non-approved calculator, electronic translator, mobile telephone or paging device or any device for reproducing or displaying data.

Specific exceptions may be allowed, where the instructions on an examination paper may permit (such instructions having been brought to the students' notice in advance of the date of the examination by the Module Leader), or where special arrangements have been agreed.

- 6.4.2 Dictionaries may only be used where the rubric of the examination paper permits that a dictionary of a specified type may be used by all students taking the exam. Candidates whose first language is not English will not be permitted to use a general bilingual or translation dictionary in examinations. Electronic dictionaries are not permitted in examinations. (see Taught PG Academic Regulation 5.7.6).
- 6.4.3 With the exception of individual writing and drawing instruments, approved calculators and any other specifically approved items, all other property must be left at the owner's risk in the area specified by the Invigilator. This includes mobile telephones and paging devices which must be turned off and also left with other property in the area specified by the Invigilator.

6.5 **Conduct and Dress**

- 6.5.1 Smoking, eating and otherwise disturbing other candidates is forbidden in examination rooms at all times. Food and drink other than mineral water may not be brought into the rooms. The taking of medication is allowable at the discretion of the Invigilator.
- 6.5.2 The Invigilator has the right to turn away candidates who are deemed to be inappropriately dressed for a formal examination or breaching the requirements expressed in Academic Regulation 6.5.1.

6.6 **Completion of Cover Details**

Candidates are permitted to complete the cover sheets of examination answer books and collate their papers outside the time allotted for the examination, under the supervision of the Invigilator. However, under no circumstances may alterations or additions be made to the scripts once the examination has been formally stopped.

6.7 **Removal of University College Materials**

Candidates shall not remove from the examination room any stationery, publication, instrument or other item provided by the University College for use during the examination. Any rough notes that have been prepared in the examination room must also be left in that examination room. Normally a single copy of the examination paper may be taken away by the candidate unless specifically requested not to do so by the Invigilator.

6.8 **Breach of Examination Regulations**

Candidates in breach of any of the Examination Regulations above may be suspended from one or all of the examinations, may be deemed by the relevant Examinations Board to have not passed those examinations, and may face disciplinary action. All such cases will be reported, in writing, by the Invigilator to the Secretary of the Academic Offences Panel for consideration according to the Academic Offences Procedures before being reported to the Examinations Board (see Taught PG Academic Regulation 12). Information relating to Academic Offences Procedure can be found on Course Scheme pages at <http://moodle.writtle.ac.uk/>.

7 **EXTERNAL EXAMINERS**

- 7.1 External Examiners are appointed by the relevant validating body to ensure parity of standards on awards.
- 7.2 Students may be required to make assessed work available for review by an External Examiner. Any coursework or other assessed work returned to students following marking must be retained for the duration of the programme of study and until after the conferment of the relevant award. All marked evidence, assignments, examination scripts, and other assessed work may be subject to moderation by an External Examiner.

8. STUDENT PERFORMANCE AND NON-ACHIEVEMENT

8.1 Introduction

- 8.1.1 An Examinations Board will be established for each course scheme to consider standards of achievement on the course scheme as a whole. An Interim Examinations Board shall normally be held at the end of the taught course assessment or at the end of a stage of study for a part-time scheme and will consider each student's progress and the performance of all students registered on the relevant modules. The Awards Board will confirm the results of taught modules, including any re-sit marks presented to the Board and the Dissertation/project marks, and consider each student's marks profile to determine the appropriate award for each student. All marks are to be regarded as provisional until confirmed by the relevant Awards Board.
- 8.1.2 The Interim Examinations Board and Awards Boards act as sub-committees of the Academic Board and will operate in accordance with Terms of Reference and Constitution established by the Academic Board. In considering student performance, they will consider the best interests of the student concerned and the maintenance of University College academic standards.
- 8.1.3 The relevant Examinations Board will be informed by the Extenuating Circumstances Board of any evidence submitted on the approved form of personal extenuating circumstances that may have affected performance in any relevant assessed work.
- 8.1.4 The Interim Examinations Board only will confirm any opportunities for second attempts at assessment for taught modules in accordance with the maximum credits allowed for the award.
- 8.1.5 Second attempts will normally occur in the summer following completion of the taught 120 credits. The Interim Examinations Board will confirm hand-in dates for re-submitted assignments (see Taught PG Academic Regulation 8.5). The timings and arrangements will be communicated in good time to the student by the Module Leader.
- 8.1.6 Interim Examinations Board and Awards Boards may be re-convened as necessary to consider the results of re-sit examinations or assessment.
- 8.1.7 In the case of a failure to achieve the pass marks in a compulsory or option module, the relevant Examinations Board has the option to confirm the failure, offer an opportunity for a second attempt at the assessment or the Awards Board may condone the failure. A module can only be condoned if it has a mark of 40% and the overall weighted average for all the taught modules being greater than 50% as stated in the Taught PG Rules of Assessment (http://writtle.ac.uk/pdfs/PG_Rules_of_Assessment.pdf).
- 8.1.8 The mark that may be recorded for a module passed as a result of a second attempt is capped at a pass of 50%, unless there are substantiated extenuating circumstances accepted by the Board of Examiners. The mark for the second attempt will count even where it is lower than the original mark (see Taught PG Academic Regulation 8.5).
- 8.1.9 Marks for a whole cohort of candidates for an examination or other assessment may only be adjusted with the agreement of the External Examiner concerned.

8.2 Extenuating Circumstances

Extenuating circumstances can only be considered by the Examination Board if the student has completed and submitted an extenuating circumstances form by the agreed deadline. When substantial extenuating circumstances are accepted by the Board of Examiners it may use its discretion to depart from the rules of assessment where this is necessary to achieve a fair result.

8.3 Examination Board Discretion

Except in the case of Extenuating Circumstances, the Board of Examiners does not have powers of discretion in relation to the application of the Rules of Assessment.

8.4 Progression, Eligibility for an Award, and Award Classification

The procedures and requirements for progression and eligibility for an Award, together with an outline of the criteria for the award including the volume of taught module credits that must be passed at first attempt, and the classifications of pass, pass with merit and pass with distinction can be found in the Rules of Assessment for Postgraduate Taught Courses (http://writtle.ac.uk/pdfs/PG_Rules_of_Assessment.pdf).

All Masters degrees and stand-alone awards of Postgraduate Diploma and Postgraduate Certificate can be awarded at distinction and merit level subject to satisfying the criteria stipulated in these rules of assessment.

8.5 Second Attempts

8.5.1 The criteria governing second attempts at assessment for taught modules are stated in the Rules of Assessment for Postgraduate Taught Courses as given in Academic Regulations 8.1 and 8.4.

Students who have failed taught core, compulsory or option module credits may have a second attempt at the assessment for the modules concerned **up to a maximum of 60 taught module credits or as stated in the rules of assessment for the award**. A student will normally be entitled to only **one** second attempt opportunity in any module, unless substantiated extenuating circumstances have been accepted by the relevant Examination Board.

8.5.2 No second attempt at the assessment for a taught module is permitted prior to the Interim Examinations Board held at the end of the taught module credits where marks are confirmed.

8.5.3 Second attempt opportunities agreed by the Interim Examination Boards are held in the summer following the end of the taught module credits.

8.5.4 The re-assessment opportunity may be offered on one or more components of assessment within any module. The work required for re-assessment may be similar to the original assessed work, or in a different format, but will be equivalent in level of difficulty.

8.5.5 The maximum mark that may be recorded for a module as a result of a second attempt or the re-submission of a dissertation is 50% unless substantiated extenuating circumstances have been accepted by the Exam Board. Where there are valid extenuating circumstances, the Exam Board may determine that a student be re-assessed without penalty, as if sitting for the first attempt.

8.5.6 The mark for the second attempt **will count** even where it is lower than the original mark (see Taught PG Academic Regulation 8.5.8).

8.5.7 **The uncapped mark** for the second attempt will be used to calculate the overall weighted average of all the taught modules.

8.5.8 Where an opportunity for a second attempt is offered but the student fails to attend a re-sit examination or to re-submit coursework for assessment and there are no valid extenuating circumstances, the result will be recorded as a fail.

- 8.5.9 Where the Examinations Board approves a second attempt, this applies to the individual assignment(s) / examination for the module that has been failed. A student cannot retake a module unless this is permitted by the Board of Examiners because of substantiated extenuating circumstances.
- 8.5.10 If a student fails a module on the second attempt at the assessment **no further attempt** is allowed unless there are substantiated extenuating circumstances accepted by the Board of Examiners.
- 8.5.11 In cases where a student passes the module following a second attempt at assessment, the fact that the module was passed after re-assessment will not be recorded on the student transcript.
- 8.5.12 When a student is required to resubmit work as a result of an academic offence, this will count as a second attempt.
- 8.5.13 Unless there are substantiated and accepted extenuating circumstances, second attempts at passing failed modules negates eligibility of the student to achieve the award of Masters, stand-alone Postgraduate Diploma / Postgraduate Certificate at merit or distinction grade (see Taught PG Academic Regulation 12.4.2).
- 8.5.14 For the award of Masters degree, the dissertation, normally with a credit weighting of 60, must be passed. The Awards Board only may permit re-submission of the dissertation under the circumstances and conditions stated in the Rules of Assessment for Taught Masters degrees

Re-submission of the dissertation is only permitted where there are accepted and substantiated extenuating circumstances or where the mark is at least 40% and it is judged that the work does not require any additional experimental or practical work. In the latter case, the work must be submitted within 2 months of formal notification and the maximum mark recorded will be 50%. In cases of extenuating circumstances, submission may be extended to a maximum of twelve month and the full range of marks shall be available to examiners.

Re-submission of the dissertation, except where extenuating circumstances apply, will generally incur a re-registration fee for the student.

8.6 Failing a Module

- 8.6.1 The Exam Board may confirm failure in a module and determine that a student should not be offered an opportunity for re-assessment in the module. Providing the learning outcomes for the scheme as a whole have been met, a minimum total of 140 level 7 credits is required for the taught Masters degree which **must include all core modules and the dissertation and at least 60 taught credits passed at the first attempt**. Marks below a pass in the dissertation or a core module cannot be condoned. The criteria governing condonation in non-core taught modules with a mark of 40 or more can be found in the Rules of Assessment for Postgraduate Taught Courses and Taught PG Academic Regulation 8.9.

8.7 Awards Board Options

- 8.7.1 The Awards Board, convened at the end of the 180 credits, will consider the overall performance of students across the modules comprising each course of study and will make recommendations for awards.
- 8.7.2 The Awards Board has a responsibility to ensure that the Assessment Regulations are being applied consistently across courses.
- 8.7.3 The Awards Board will confirm the taught module marks achieved, including any resit marks presented to the Board awarding credit. The Awards Board will confirm the

dissertation mark and confirm any opportunities for re-submission of the dissertation subject to the rules of assessment. When substantiated extenuating circumstances are accepted, the Board may use its discretion where necessary to achieve a fair result.

8.8 Dissertation

- 8.8.1 All Masters schemes include a dissertation normally with a credit weighting of 60 credits which must be passed for the degree to be awarded.
- 8.8.2 Candidates are personally responsible for all expenditure connected with the preparation of the dissertation.
- 8.8.3 Supervision of the dissertation conforms to the code of conduct for supervision of Masters dissertations with a minimum of 6 hours supervision per student.
- 8.8.4 In exceptional circumstances and in advance of the submission deadline, written requests for an extension of more than one month may be applied for. This must be submitted using a completed dissertation extension form, with documentary evidence where appropriate, to the Pro Vice-Chancellor (Academic) for approval, and may incur a fee.
- 8.8.5 The Awards Board will consider and confirm marks for a Dissertation module in consultation with the External Examiner. Where a student has failed to achieve pass marks in the Dissertation module, the Awards Board will have the option to confirm the failure, or in the case of a marginal fail, to offer a re-submission opportunity providing the original mark is at least 40% and the work does not require any additional experimental or practical work. A dissertation must normally be re-submitted within two months of the formal notification and may incur a re-registration fee (see also Taught PG Academic Regulation 8.5.14). The Dissertation may not normally be re-taken and will not be considered for condonement. A student must achieve a pass mark in the Dissertation or equivalent module to be eligible for the award of a Masters Degree. Credits obtained for the dissertation can be used towards an exit award of Postgraduate Diploma, subject to satisfying the criteria for this award outlined in the Rules of Assessment.

8.9 Condonement of Failure in a Module

- 8.9.1 Condonement at Examinations Boards may only occur with the agreement of the External Examiner and a majority of those members of the Examinations Board present. Condonement will only be applied in exceptional circumstances as it would normally follow a failed re-assessment attempt (see also Academic Regulation 8.9.4).
- 8.9.2 Examinations Boards attended by or in agreement with the External Examiner have the discretion to condone up to 40 failed credits of the taught element in non-core modules with a mark of 40 or more in Masters courses providing the overall weighted average for all the taught modules is 50%. For the award of Postgraduate Diploma as an exit award, failure with a mark of 40% or more for up to 30 credits in non-core modules can be condoned providing the overall weighted average for the 120 Postgraduate Diploma credits is 50%. Failure with a mark of 40% or more for up to 20 credits in non-core modules can be condoned in the award of a Postgraduate Certificate as an exit award.
- 8.9.3 Credit for the condoned module will not be awarded, and the recorded mark for the whole module will stand at the original mark. The module will be recorded as a condoned module in the minutes and on student transcripts.
- 8.9.4 In considering the possibility of condonement of failure, the Awards Board must have due regard of the learning outcomes of the failed modules and the programme as a whole.
- 8.9.5 Condonement of failure will not be permitted for the Dissertation or equivalent or core modules.

9. PROGRESSION

9.1 Progression Point

- 9.1.1 An Interim Examinations Board will normally be convened at the end of the taught course assessment and will consider each student's progress and the performance of all students registered on the relevant modules. The Interim Examinations Board has the authority to confirm a student's eligibility for the exit awards of Postgraduate Certificate or Postgraduate Diploma where there is no External Examiner present, provided the External Examiner has reviewed the usual sample of work.

Students may be advised on the range of possible award outcomes in the light of their marks profile for the taught component. In cases where the accumulation of further credit in accordance with the Rules of Assessment would not result in the achievement of any postgraduate award, the students will be required to withdraw (see Taught PG Academic Regulations 11.1. and 11.2).

No second attempt at the assessment is permitted prior to the Examination Board.

Where a student does not meet the criteria for automatic progression, advice will be given on the possible award outcomes in the light of their marks profile for the taught component and/or subsequent progression to the award of Postgraduate Certificate, Postgraduate Diploma or Masters degree.

- 9.1.2 The Interim Board may permit a student to continue with work on the dissertation and undertake re-assessment for failed taught modules or may stipulate that the student cannot continue with work on the dissertation until the reassessment has been passed.

9.2 Criteria for Automatic Progression

To be allowed to progress automatically, the student must have:

- 9.2.1 Achieved a pass level performance in modules, to satisfy the Level 7 credit requirement.
- 9.2.2 Pass all taught modules that are designated as core for the award.
- 9.2.3 For Masters courses and Postgraduate Diplomas, pass at least 60 module credits at first attempt in line with the rules of assessment, unless there are substantiated extenuating circumstances accepted by the Examinations Board, and have an overall weighted average for all taught modules of 50.
- 9.2.4 For Postgraduate Certificate pass at least 15 module credits at first attempt in line with the rules of assessment, unless there are substantiated extenuating circumstances.
- 9.2.5 Successfully complete the second attempts offered by the Examinations Board to comply with the rules of assessment for the award.
- 9.2.6 Settled all outstanding debts with the University College.

9.3 Failure to Progress Automatically

- 9.3.1 In cases where the student is not in a position to progress automatically, progression will require the specific agreement of the relevant Examinations Board. The Board will identify specific conditions for the student, with deadlines, and these will be communicated to the student in writing.
- 9.3.2 Non-achievement of the agreed conditions will result in the student not being allowed to progress further, until the conditions are met. This may involve further tuition, assessment

and expense, and may result in a delay of a year or more before the conditions are met and the student's normal programme can resume.

- 9.3.3 The relevant Examinations Board may be reconvened as necessary to consider the progression issues following re-assessments.
- 9.3.4 Where a student has failed to achieve the required credits for a Masters award, or is unable to complete their studies, the Examination Board (subject to agreement with the External Examiner) can consider exit awards of Postgraduate Diploma or Postgraduate Certificate, providing that the criteria for these awards, as stipulated in the Rules of Assessment for Taught Masters Degree, have been met.
- 9.3.5 Credits obtained for the dissertation can be used when considering the exit award of Postgraduate Diploma only, subject to meeting specific criteria.
- In such cases students must have completed and been assessed for all the taught Masters modules, passed all core modules with at least 60 taught module credits passed at first attempt. Failure of 30 credits in non-core modules with a mark of 40 or more may be condoned providing an overall weighted average of 50 is achieved for the 120 Postgraduate Diploma credits.
- 9.3.6 Dissertation credits cannot be used to obtain Postgraduate Certificate.
- 9.3.7 In situations where the accumulation of further credit would not result in the achievement of any postgraduate award, the student will be required to withdraw.
- 9.3.8 For the awards of Masters, stand-alone and exit awards of Postgraduate Diploma and Postgraduate Certificate, a specified number of credits must be passed at first attempt as published in the rules of assessment (see also Taught PG Academic Regulations 9.2.3. and 9.2.4).

10. CONFIRMATION OF AWARD

- 10.1 The Awards Board will be responsible for confirming that the conditions of an award have been fulfilled both in respect of the volume and level of credits required in accordance with the Credit Framework for Taught Postgraduate Awards and relevant learning outcomes for the course.
- 10.2 The Masters degree may be awarded as a pass, pass with merit and pass with distinction subject to satisfying the criteria stipulated in the Rules of Assessment for Postgraduate Taught Courses for students entering a Programme of Study from September 2018 (http://writtle.ac.uk/pdfs/PG_Rules_of_Assessment.pdf).
- 10.3 The Postgraduate Certificate / Postgraduate Diploma may be awarded as exit awards (see Taught PG Academic Regulation 9.3.4) subject to satisfying the criteria stipulated in the Rules of Assessment for Postgraduate Taught Courses for students entering a Programme of Study from September 2018.
- 10.4 The Award of Postgraduate Diploma, where offered as a stand-alone award, may be awarded as a pass, pass with merit and pass with distinction, subject to satisfying the criteria stipulated in the Rules of Assessment for Postgraduate Taught Courses for students entering a Programme of Study from September 2018.

The Postgraduate Certificate may be awarded as an exit award subject to satisfying the criteria stipulated in the Rules of Assessment for Postgraduate Taught Courses for students entering a Programme of Study from September 2018.

10.5 The Award of Postgraduate Certificate, where offered as a stand-alone award, may be awarded as a pass, pass with merit and pass with distinction, subject to satisfying the criteria stipulated in the Rules of Assessment for Postgraduate Taught Courses for students entering a Programme of Study from September 2018.

10.6 **Award of an Aegrotat Degree**

The Awards Board may recommend the award of an Aegrotat degree when the Board has insufficient evidence of the student's performance to recommend the award for which the student was a candidate or a lower award specified in the regulations, but is satisfied that, but for the illness or other valid cause, the student would have reached the standard required. Aegrotat awards are unclassified, but the word would not be included on the degree certificate. Before the Awards Board decision is confirmed, the student must signify in writing that he or she is willing to accept the Aegrotat award.

11. **COURSE TERMINATION**

11.1 **Course Termination**

If a student has not fulfilled the conditions for progression for an award and if the opinion of the Examinations Board, in consultation with the External Examiner, is that the student is not capable of achieving the Award, course termination may be recommended. Course termination may also be determined in serious cases of academic offences. Each case will be judged on its own merits.

11.2 **Student Withdrawal**

Where the Examinations Board considers that accumulation of further credit would not result in the achievement of any postgraduate award, the student will be required to withdraw (see Taught PG Academic Regulation 9.3.7.). Where withdrawal is recommended, the student's sponsors will also be informed of this decision, but this will not take place until after any appeal against the decision may have been made and considered (see Academic Appeals Regulations).

12. **ACADEMIC OFFENCES**

12.1 **Authority to Act**

It is for the Academic Offences Panel (Sub-group of Education Committee) to decide whether an academic offence has been established and to judge its seriousness. The Academic Offences Panel will make its recommendations to the relevant Examinations Board. The Board may exercise such discretion as it determines appropriate to the case. The Board has the authority to deem the student to have not passed part or all of the assessments concerned, and have the authority to determine whether or not the student shall be permitted to be re-assessed.

12.2 **Definition**

It is an academic offence for a student to commit any act whereby he or she gains or attempts to gain an unfair academic advantage. Postgraduate students have a duty to inform themselves of the Academic Offences Policy and Procedures and the academic conventions used by the University College for correctly citing and acknowledging the work of others, including the correct use of quotation marks, and the regulations governing examinations. The following are examples of academic offences given by the WUC, although the list is not exhaustive.

12.2.1 Plagiarism, that is using or copying the work of others (whether written, printed or in any other form) without proper acknowledgement in any assignment or examination (see Taught PG Academic Regulation 12.3).

12.2.2 Using work previously submitted for another assignment without full acknowledgement and referencing.

12.2.3 Falsifying data or evidence.

- 12.2.4 Submitting a fraudulent claim of extenuating circumstances.
- 12.2.5 Assisting another student to commit an academic offence.
- 12.2.6 Submitting written work produced collaboratively unless this is explicitly permitted.
- 12.2.7 Copying the work of another candidate or otherwise communicating with another candidate in an examination.
- 12.2.8 Introducing any written, printed or electronically stored information into an examination other than material expressly permitted in the instructions for that examination.
- 12.2.9 Defacing or interfering with examination answer books.
- 12.2.10 Falsely claiming that work has been submitted through Turnitin.
- 12.2.11 False authorship, that is the submission of work for assessment that has been written wholly or in part by a third party and presented as one's original work.
- 12.2.12 Unethical research behaviour that is, conducting research without obtaining ethical approval from the University College where such approval is required, or unauthorised use of information that has been confidentially acquired.

In submitting any piece of work (e.g. dissertation, thesis, essay, test or report) a student shall acknowledge any assistance received or any use of the work of others.

12.3 **Plagiarism**

- 12.3.1 Plagiarism is a serious academic offence, WUC defines plagiarism as:

“Using or copying the work of others (whether written, printed or in any other form) without proper acknowledgement in any coursework”.
- 12.3.2 This definition applies to all source material, whether the student is using books, journal articles, newspaper articles, other people's essays or websites. It also applies to a tutor's handouts. Plagiarism in the Masters dissertation/project module is considered to be an especially severe academic offence as the explicit aim of this module is for the student to carry out independent investigative work.
- 12.3.3 Where a member of staff suspects plagiarism, but believes this to result from a legitimate lack of familiarity with academic procedures rather than dishonesty, an accusation of an academic offence should not be made, but should be handled through appropriate counselling. A report of what the student has been told should, however, be sent to the Course Manager who will keep a record. Any repeated 'poor scholarship' that could be construed as plagiarism of a similar type will be sent to the Secretary of the Academic Offences Panel with the report detailing information the student has been given. Any lack of familiarity with academic procedures is only likely to occur in the formative stage of a course of study. Nevertheless, such cases must also be reported to the Chair of the Academic Offences Panel, and Chair of the relevant Examinations Board. All Postgraduate students are expected to be aware of referencing conventions and other academic procedures from the start of their studies (see also Taught PG Academic Regulation 12.2.).
- 12.3.4 The University College will routinely be using the Turnitin Plagiarism Detection Software. The software systematically checks a student's submitted work for plagiarism by matching the work against electronic sources on the Internet and to previously submitted students' work. Further detail regarding the usage of the Turnitin software is published in the Writtle University College Institutional Policy and Procedure for Dealing with Plagiarism; see Course Scheme pages at <http://moodle.writtle.ac.uk/>.

12.4 Penalties for Academic Offences

12.4.1 Penalties for academic offences may range from not passing the student in that piece of work and refusing re-assessment, and/or requiring the student to withdraw from the course (in the case of the most serious offence), through to requiring re-submission of the assessment and such other items deemed necessary. Action may include reducing the class of Award or marks/grades of the student. The full text of the Academic Offences Procedure and the specific penalties imposed against students found guilty of committing an academic offence are published on Course Scheme pages at <http://moodle.writtle.ac.uk/>.

12.4.2 When a student is given an academic offences penalty of resubmitting work for credit purposes only with a mark of zero to be retained for all calculations, the raw mark achieved for the resubmitted work will be used initially to calculate the module aggregate mark. Credit will be awarded where a student achieves an overall module aggregate mark of 50. The penalty mark of zero will then be applied and included in calculations of the mark for the overall weighted average for all the taught modules and the overall weighted average mark, which includes the dissertation.

If the student has initially achieved a mark of 40-49 for the module aggregate (including the raw mark achieved) no credit will be awarded, but the module can be considered for condonement if the average for the taught course modules is 50 after the mark of zero has been included in the calculation.

If the student has initially achieved a mark of less than 40 for the module aggregate then no credit will be awarded and no condonement can be applied.

12.5 Appeals

The student shall have the right to appeal against the decision of the Academic Offences Panel or/and against the penalty imposed subject to the Appeals section set out in the Academic Offences Procedures.

12.6 Reporting

All cases where the Academic Offences Designated Officer or Panel believes cheating or plagiarism has occurred must be notified to the Secretary of the Academic Board and reported to the Board, although the anonymity of the student will be preserved unless the Academic Board determines that it shall be published.

GLOSSARY OF TERMS

Academic Board	The highest level academic committee in the University College with overall responsibility for academic standards and the formulation and review of academic policies, procedures and regulations. Full terms of reference are available separately.
Academic Credit	Credit, as far as learning is concerned, is the recognition given for successfully completing a module, unit or other piece of learning in credit based institutions or systems. The more learning completed the more credit obtained. Credit is measured by <i>level</i> - the degree of difficulty - and <i>volume</i> - how much learning is involved. In theory therefore any piece of learning that can be given a level and volume and is formally assessed can be given a credit rating. See also <i>Level</i> and <i>Volume</i> . Credit, is the means by which learning, properly assessed, can be described and quantified independently of the method by which it has been acquired. Credit is measured by <i>level</i> - the degree of difficulty - and <i>volume</i> - how much learning is involved.
Academic Year	The annual cycle which forms the basis of most courses. It runs from September for 12 months and typically comprises two semesters or terms in which taught material is delivered, as well as a period for dissertation studies normally 20 weeks duration.
Accreditation	Accreditation is the process through which a unit of study/course/module is recognised and given a credit value. See also <i>Credit Rating</i> .
Accreditation of Prior Certificated Learning (APL)	APL is the process which enables appropriate formal learning, <i>which has already been recognised</i> , to be used within a new course or award. The formal recognition of prior learning gained on another programme or outside the University College through formally assessed courses.
Accreditation of Prior (Experiential) Learning (AP(E)L)	AP(E)L is a process which enables individuals to demonstrate they have <i>achieved learning</i> in a particular area <i>through experience</i> and submit this as a claim for academic credit. Typically AP(E)L is used when an area of learning has been covered through experience at or through work. The formal recognition of prior learning gained out of the University College through other experience, typically gained in the workplace.
Aegrotat Award	Award which may be given where there is evidence that a student would have achieved the appropriate level of competence had it not been for illness or other valid cause.
Assessed Work	Any activity or piece of work which has been marked or graded as part of the 'Assessment' for a module or overall award.
Assessment	<p>The process of marking or grading knowledge, skills, competencies or outcomes against specified criteria, where the mark, grade or outcome contributes towards a module or overall award.</p> <p>Assessment is the process of 'measuring' the effectiveness of a learning process.</p> <p><i>Academic credit</i> can only be awarded for learning that has been appropriately assessed.</p>
Assessment Criteria	Description of what a learner is expected to do, in order to demonstrate that a learning outcome has been achieved.
Assignment	One form of assessment, often known as course work.
Award	A formal educational qualification, e.g. MSc, normally gained by accumulation of credit for specified units of assessment. Awards are defined in terms of both <i>level</i> and <i>volume</i> of credits. An award is conferred upon a student who has achieved the intended learning outcomes and passed the assessments required to meet the academic standards set for the award. Postgraduate Awards may be divided into modules,

normally at Level 7, and with different volumes of study, each of which has attached to it intended learning outcomes and academic standards to be achieved by students in order to receive the final award.

Awards Board	An Awards Board will be established for each postgraduate course to consider decisions on awards at the end of the year and is attended by the External Examiner. The Board will confirm marks for the dissertation and any re-submission opportunities in accordance with conditions stated in the Rules of Assessment Full terms of reference are available separately.
Board of Examiners	A term used to refer to the Interim Examinations Boards and Awards Boards. Membership will typically include the Head of School, the Course Scheme Manager and key members of the teaching team. The External Examiner will also attend the Awards Board. The Board is normally chaired by a suitably experienced senior member of staff from another School.
Capping	Restriction of the marks awarded on re-assessment to the threshold pass mark of 50% for the module. This mark will appear on the student Transcript.
Classification of awards	At the completion of a programme of study, an award will normally be given a classification indicating the level of achievement which the student has demonstrated overall. This is indicated by the terms 'pass', 'merit' or 'distinction'.
Condonement/ Condonation	This is a process by which an Awards Board, in consideration of a student's overall performance, may recommend that failure of a non-core module with a mark of 40 or more does not need to be redeemed in order for the student to progress or gain the award for which they are registered. Credit will not be awarded and the mark will not be altered. Condoned modules will be indicated on the student transcript.
Compulsory Module	A compulsory module must be taken as part of the course but can be condoned.
Co-requisite	A co-requisite module is one that must be taken in conjunction with another specified module.
Core Module	A module that is specified as an essential element of the course and which must be taken and passed to achieve the overall learning outcomes of the award. A mark below a pass for a core module cannot be condoned.
Course	A coherent and cohesive programme of study with defined learning outcomes, progression points and an associated award on successful completion. Courses comprise core, compulsory and option modules structured in such a way as to develop the breadth and depth of knowledge and skills. A course or programme specification will be available for each named award.
Course Scheme	A group of related courses, sharing some modules in common.
Course Team	The Course Scheme Manager, Module Leader and module tutors.
Credit	<p>Credit is an indicator of equivalence of workload. Credit value attaches to learning outcomes, and the achievement of these outcomes (evidenced by gaining at least a pass mark in the required assessments) allows the award of credit. For this reason, a credit rating is attached to each course/module, and these accumulate to allow awards (evidence of both volume and level of study) to be made.</p> <p>(Note that marks above a pass mark do not affect the award of credit, but do affect the award classification (e.g. Pass, Merit, Distinction))</p> <p>Credits are also transportable and can be transferred between institutions, according to their rules of assessment.</p>

Credit Accumulation and Transfer	A system whereby a student is able to gain recognition for learning elsewhere (credit), bring this forward to Writtle University College (transfer) and combine it with study at Writtle University College (accumulation) to complete an award, provided that the aims and learning outcomes as defined in the Programme Specifications are met. It often comprises a unique collection of learning from more than one institution utilising Entry with Credit, APL and/or AP(E)L. It is intended to enable learners to build progressively and systematically upon their learning achievements, making flexible use of a wide range of different educational opportunities.
Credit Rating	The process through which a piece of learning is given a <i>credit</i> value expressed in <i>level</i> and <i>volume</i> , eg, 15 credits at level 7.
Extenuating Circumstances	Circumstances beyond a student's control which cause a student to perform less well in his or her coursework or Progression than he or she might otherwise have been expected to do (on the basis of other work). The core principle behind the extenuating circumstances policy is the 'fit to sit' rule. By taking an assessment, a student declares themselves fit to take it; any claim for extenuating circumstances relating to that assessment shall not normally be considered. Typical extenuating circumstances might include serious illness, a close family bereavement or unforeseen personal accident.
Examination	<p>An assessment which is normally written, completed in a controlled environment and is time constrained.</p> <p><i>Closed</i> Examination - this is the traditional method of assessment - learning is tested by the student having to answer questions within limited time without any other resources.</p> <p><i>Open</i> Examination - similar to a closed examination but students are able to have resources such as textbooks and notes in the examination. Students should be given details of what is permitted well in advance of the examination.</p>
Examinations Board	A generic term used to refer to Interim Examinations Boards and Awards Boards.
External Examiner	Examiner from outside the institution with particular responsibility for ensuring that the standards set for named awards are appropriate and comparable to those set for similar programmes elsewhere in the UK. External Examiners with responsibilities for named degrees and specific modules on those degrees are appointed by the WUC.
Interim Examinations Board	Each postgraduate course/scheme has an Interim Examinations Board usually held at the end of the 120 credit of taught module study or at the end of a stage of study for a part-time course to consider each student's progress, standards of achievement on modules and on the course scheme as a whole. The Interim Examinations Board has the authority to confirm a student's eligibility for the award of Postgraduate Certificate or Diploma as an exit award in the absence of the External Examiner provided the External examiner has reviewed the usual sample of work in advance. No second attempt at assessment for a module is permitted <u>prior to the Interim Board</u> .
Learning Outcome	These identify what a successful student is expected to know and understand, together with the skills that they should be able to demonstrate on successful completion of the award. Learning outcomes can be attached to both modules and awards. A module may, typically, have three or four specific learning outcomes as set out on the module specification sheet. Assessments are designed to test the achievement of learning outcomes.
Level of Credit	This is an expression of the intellectual demands placed on the learner at different Stages of study, or the difficulty of the concepts to be engaged with and skills required at each Stage. If qualifications share the same level this means that they are broadly similar in terms of the demand they place on the learner. Information in Programme Specifications and courses/modules will be expressed in terms of levels. Taught postgraduate courses are Level 7 (Level M). In simple terms level describes the degree

of difficulty - the higher the level the more demanding the learning and the assessment of it. The level is an indicator of the relative demands made on the learner in terms of the complexity and depth of learning and the degree of learner autonomy required.

Moderation	Decision that may be taken in exceptional circumstances by an Awards Board in consultation with the External Examiner to raise all of the marks of an assessment or module. Such a decision will only be taken where the Board recognises specific justification for waiving re-assessment or failure.
Module	A self-contained block of learning with defined level and credit value. Modules are the basic building blocks of credit-based courses (sometimes referred to as Units).
Module Leader	The member of academic staff responsible for the development of a module, the co-ordination of teaching, assessment and setting of examination papers.
Module Specification Sheet	Details of the module objectives, learning outcomes, assessment, delivery pattern and associated key skills, described for each module and available to all University College students, staff and other stakeholders.
Optional Module	An optional module may be selected by the student as part of the course but does not have to be studied to complete the award. An optional module may be condoned.
Oral Examination	A form of assessment involving verbal communication or presentation.
Plagiarism	A serious academic offence, which involves taking and using another person's thoughts or writings as one's own. Quoting or drawing on other sources without any reference details contravenes copyright law, and suggests intent to mislead the assessor.
Portfolio	One form of <i>assessment</i> . A portfolio is usually based around a range of evidence and reflective writing that demonstrates learning has been achieved.
Pre-requisite	Specified learning required as advance preparation for study of a named module.
Programme Specification	This is a summary document, available for every degree award, which provides important details of the course. It covers the overall learning outcomes and the learning and assessment methods by which the outcomes are achieved. It outlines the knowledge and skills which students will acquire at each level of study.
Progression Point	A specified point in a programme of study which normally falls at the end of 120 taught credit section of the course, when the student's performance and achievement to date is reviewed by an Examinations Board and a decision taken on whether the student should be allowed to progress to the next stage.
Re-assessment	See re-sit/re-submission of work
Registration	The formal commitment by a student to a particular study programme. Registration is required for course schemes, named awards and optional modules.
Re-sit / re-submission of work	An opportunity to be re-assessed, which may be offered by the Examinations Board when a student does not pass on the first attempt(see second attempt)
Second attempt	(see re-sit /re-submission) An opportunity to be re-assessed when a student does not pass at first attempt for a capped module mark of 50%. The actual mark achieved will be used to calculate the weighted average prior to capping. If the mark for the second attempt is lower than the first mark achieved, this mark stands. No second attempt for an examination or course work can be offered prior to the Interim Board. Re-submission of the dissertation is subject to the rules of assessment and can only be approved by the Examinations Board.

Semester	A period of 13 weeks in semester one and 14 weeks in semester two of the academic year in which modules are taught and assessed.
Transcript	This is the formal document which records performance in individual modules and on the overall course. Transcripts are issued by Writtle University College to the individual student. A final transcript will be issued on completion of the course.
Validation	Formal approval of a programme of study by the Awarding Body.
Volume of Credit	This defines the amount of credit that is allocated to a course/module/unit of study and reflects the commitment required by a student to complete the module. In HE each credit awarded equates to 10 notional hours of successful learning, comprising a mixture of classroom contact and directed study appropriate to the programme and the nature of the modules being delivered. A full time Masters course is 180 credits (1800 hours of learning in one calendar year)
Working Days	For administrative purposes, Monday to Friday inclusive, but exclusive of Bank Holidays.