



Writtle
University
College

Higher Education Undergraduate Academic Regulations Academic Year 2018/19

AQS010

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Table of changes

Version	Changes made
2018/19	Introduction of definition of a 'valid attempt at assessment' – point 5.6.5

FOREWORD

This document contains the Higher Education (HE) Academic Regulations of Writtle University College.

NOTES:

- The 'University College' referred to throughout means Writtle University College.
- The 'Regulations' referred to throughout means the HE Academic Regulations.
- The HE Undergraduate Academic Regulations of the University College apply to all HE UG University College provision from 1 September 2018 to 31 August 2019, and to any subsequent re-assessment arising from this period. *In relation to courses which are being 'taught out', due regard to the current Academic Regulations of the University of Essex, as the validating body for degree schemes is also undertaken. Full details for UoE Regulations can be found here <https://www.essex.ac.uk/governance/regulations>*
- The Academic Board reserves the right to amend the HE Academic Regulations at any time. Any such amendment will be communicated to all students and will not disadvantage any student.
- These HE 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 HE Academic Regulations may be over-ridden by specific requirements of validating bodies. These Regulations are reviewed annually.
- 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, Progression Boards, Modular Examinations Boards and Refer Examination Boards.
- These documents are made available to, and apply to all students registered on HE Undergraduate programmes, irrespective of mode of attendance. Separate Academic Regulations are available for Postgraduate provision. 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 HE 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

Entry Requirements

- 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.
- 1.2 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 programme of study;
 - (b) benefit from the programme.
- 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.
- 1.4 Applicants whose first language is not English are required to provide to the University College 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 programme of study for which they are applying. Further details are published in the Admissions Policy (<http://writtle.ac.uk/HE-Regulations-&-Policies>).
- 1.5 A general entry requirements statement is included in the University College Undergraduate prospectus publication and is reviewed annually.
- 1.6 Accreditation of Prior Learning and Accreditation of Prior (Experiential) Learning
- 1.6.1 The University College operates a credit framework designed to facilitate access and progression and welcomes entry to a course of study by direct entry into year 2 or 3, 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 1.6.2.
- 1.6.2 Credits achieved through any route may only apply to the award on which the student is registered and are for whole modules only up to the following maxima:
- Awards of 240 credits or less - one half of the award
 - Honours Degrees - two thirds of the award
- 1.6.3 Any award of APL and AP(E)L must be in conformance with the policies and procedures set by the Credit Approvals Board in advance of enrolment. Any award of credit is subject to ratification by the relevant Module, Progression and Awards Boards.
- 1.6.4 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. Portfolio claims will be graded and actual marks will appear on the transcript.
- 1.6.5 The Credit Approvals Board oversees the policies and procedures for credit accumulation and transfer, full details of which are available at <http://writtle.ac.uk/pdfs/APEL-Guidance-Notes.pdf>.

Registration

- 1.7 All prospective and continuing students must register each year at the required time.
- 1.8 The normal minimum period of study including revision and examination periods is equivalent to the following full-time delivery:
- | | |
|---------------------------------|----------------------------|
| Certificate of Higher Education | 27 teaching/learning weeks |
| Diploma of Higher Education | 54 teaching/learning weeks |
| Foundation Degree | 54 teaching/learning weeks |
| Honours Degree | 81 teaching/learning weeks |
- 1.9 The maximum period of student registration for full-time students can be found in Section 4.7 of these regulations. 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).
- 1.10 The normal course for a full-time student is 60 credits per semester. Normally, no student may take more than 75 credits per 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.

Assessment

- 2.1 Each student has the right:
- 2.1.1 To be informed about the nature and methods of assessment applicable to the academic course 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 HE 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 <http://writtle.ac.uk/Access-Arrangements-for-Exams-and-Course-Assessments> .
 - 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 academic 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 School Quality Advisors. 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 and the General Data Protection Regulation, the University College may publish anonymised lists of students who have achieved 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 (ie. provisional) assessment result.

2.4.3 Students will be given results of examinations following the meeting of the relevant Examinations Board except where the requirements of the relevant validating body require that they be withheld by the University College.

2.4.4 Verbal feedback on written examinations will be provided on request by tutors, 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, and Quality Office pages on Moodle at <http://moodle.writtle.ac.uk/>.

2.5 Extenuating Circumstances

Students have the right to inform the relevant Examinations Boards of any extenuating circumstances which they believe may have adversely affected their performance in assessed work or examinations. See Regulation 5.7 '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 Learning Support for further information on when recording is permissible and other access strategies.

3.2 The University College has expectations of all its students; these are listed in the Student Charter – see <http://www.writtle.ac.uk/Student-Charter>. The main responsibilities can be summarised as:

- 3.2.1 Be punctual and to meet deadlines set by the University College.
- 3.2.2 Attend all assessments.
- 3.2.3 Check notice boards, student post in the Student Union Office and their University College e-mail at least once a week during taught sessions for any urgent or important communications. Failure to do so cannot be used as a reason for not complying with University College Regulations.
- 3.2.4 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 dates for resit examinations and assessments.
- 3.2.5 Submit an Extenuating Circumstances form, by the published deadline, informing the University College, of any extenuating circumstances which they believe may adversely affect their performance in examinations or assessment. See Regulation 5.7 'Extenuating Circumstances' and information on Course Scheme pages on Moodle at <http://moodle.writtle.ac.uk/>.
- 3.2.6 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 9 - Academic Offences).

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 (e.g., email) 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, 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 attach any necessary 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 Regulation 5.7 'Extenuating Circumstances' and information on Course Scheme pages on Moodle at <http://moodle.writtle.ac.uk/>.

- 3.3.4 Submit a Late Work Sheet if unable to hand in a piece of coursework on time; alternatively, submit an Extenuating Circumstances claim if more than one piece of work is affected or the work is over 7 days (including weekends and/or bank holidays) late (see Academic Regulation 5.10.3).
- 3.3.5 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, STRUCTURE AND REQUIREMENTS

The following structural details apply to the University College's undergraduate provision:

- 4.1 **Programme Specification:** Each programme 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, HE level and credit value are also included within each Programme Specification, available from the School Quality Advisor, 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, 15 credit modules will be completed in a single semester, whilst some 30 credit modules span the full semester. 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.

Each course contains a number of generic modules, covering essential skills and knowledge required by students across a range of courses and a number of course-specific modules, essential to the achievement of course learning outcomes. Some courses include a limited selection of option modules where appropriate to the subject area. Further details regarding Undergraduate course structures at Writtle University College can be found on relevant Course Scheme pages at <http://moodle.writtle.ac.uk/>.
- 4.3 **Module Selection:** Modules are normally positioned within course structures to be delivered in a predetermined semester/s at a prescribed level. Module Specification sheets are available electronically to students via the Module Database on MyWi.

Students are required to confirm their selection of optional modules for the following academic year by completing a module selection form. As advertised on the 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.
- 4.4 **Module Contact Time:** The Academic Year consists of two Semesters. Semester 1 runs over 13 weeks and Semester 2 over 14 weeks. Modules running over a single semester will normally follow a pattern of 12/13 weeks of teaching/learning sessions, followed by examinations and/or other forms of structured assessment in the last week of the Semester. In modules with no examination, last week in the Semester may be used to continue learning activities.
- 4.5 **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. Some modules will include practical work, digital learning, tutorials, projects or workshops; some modules will include projects and visits to industrial enterprises and other organisations. The various elements of organised learning will normally account for around one-third of the total learning time; the remainder will be associated with self-directed learning by the student.

- 4.6 **Module Levels:** The academic level of each module 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 (FHEQ/October 2014):

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 programme outcomes for the corresponding awards:

Level 6	Honours Degree
Level 5	Foundation Degree
Level 5	Diploma of Higher Education
Level 4	Certificate of Higher Education

- 4.7 **Minimum Credit Requirement for Awards:** The number and level of credits normally required for an award is set out in the Framework for Undergraduate Schemes (please see table on next page):

Writtle University College AWARDS FRAMEWORK					
QUALIFICATION	LEVEL	MINIMUM OVERALL CREDITS TO BE STUDIED	RANGE OF CREDITS REQUIRED	NORMAL LENGTH OF PROGRAMME	MAXIMUM PERIOD OF STUDY PERMITTED
Four-Year Integrated Masters Degree	7	480 credits	360 at UG level and 120 at level 7 (with limited condonement of 30 failed credits only available at level 7)	4 years f/t	6 years f/t
Three-Year Honours Degree (Final year is Stage Three)	6	360 credits	A minimum of 330 credits including a minimum of 90 credits at level 6. A maximum of 120 credits at level 4 are included.	3 years f/t	5 years f/t
Foundation Degree (Final year is Stage Two)	5	240 credits	225 credits at level 4 or above, including a minimum of 105 credits at level 5 or above (may include a maximum of 30 credits at level 6)	2 years f/t	4 years f/t
Diploma of Higher Education (Dip HE - Stage Two)*	5	240 credits	225 credits at level 4 or above, including a minimum of 105 credits at level 5 or above (may include a maximum of 30 credits at level 6)	2 years f/t	4 years f/t
Certificate of Higher Education (Cert HE - Stage One)*	4	120 credits	120 credits at level 4 or above	1 year f/t	2 years f/t
Certificate of Continuing Education (Cert CE - Stage One)	4	60 credits	60 credits at level 4	1 year f/t	2 years f/t

* Where the student is being considered for an exit award please see the rules for obtaining an exit award for the programme on which the student is registered.

Notes relating to maximum periods of study

- The maximum period of study is set from the date when the student is first admitted to an undergraduate programme at WUC. Transfers of programme are still included in the original maximum period. Unless there are exceptional reasons, periods of intermission will count towards the original maximum period with the exception of transfers between programmes of different lengths. In these cases the maximum period will be increased by one year for students transferring to a longer programme and reduced by one year for students transferring to a shorter programme.
- For students enrolled on modular programmes of study, the maximum periods of study shown in the table above will apply unless a variation has been approved for the programme.
- For students on part-time programmes of study, the maximum period of study will be the normal length of study plus half the normal length of the part-time course.
- For students directly entering onto Stage Two of a programme of study, the maximum period will be an additional two years.
- For students entering the Final Stage of a Honours degree the maximum period will be an additional two years.

4.8 **Prerequisite Modules:** On any course there is an assumption that the requisite essential studies at the previous level of study will have been completed prior to progression. On some modules it is necessary to state a particular sequence of preparatory studies and to identify specific modules at the lower level that must be completed in advance. Any such prerequisites are stated on the Module Specification Sheets. Please also refer to the QAA (2015) Foundation Degree Qualifications Framework for information on bridging studies for Foundation Degree students wishing to continue onto a BSc/BA (Hons) programme.

4.9 **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 programme will normally be agreed before the start of the academic year. Programme Transfer may exceptionally be agreed at the start of the academic year providing the transfer process is completed prior to **2nd November 2018**. The normal constraints on module transfer after the start of the semester will apply. Further information on procedures for programme and module transfer is available from Registry.

4.10 **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 for study elsewhere will normally be subject to ratification by the relevant Examinations Board.

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

4.11 **Industry Experience and Work Based Learning**

All students are encouraged to develop their knowledge, skills and employability through learning that takes place in, or closely related to, the work place.

Some courses contain a compulsory **industrial placement** – a period of paid or voluntary employment that is managed by the University College as an integral feature of the programme. This may be in the form of:

- a **sandwich placement** – normally a full academic year
- a **short placement** – typically some ten weeks (400 hours)
- or a **continuous placement** – normally one or 2 days a week over the course.

Work that students undertake independently from the University College is termed **self-managed industry experience**.

Expectations related to industry experience and work based learning in each programme are set out in the relevant Course Scheme Handbook.

Work based learning is not restricted to paid employment but embraces learning derived from, for example, volunteering, work shadowing, employer-led projects, visits, study tours, case studies and real or simulated work experience on the University College Estate.

4.12 **Achieving Credit for Work Based Learning**

Work based modules are available in the HE curriculum portfolio. The status of these modules in each Award is defined in the relevant Programme Specification.

Foundation degrees, in particular, have a strong work based learning focus and will normally involve some industry experience as an integral feature. The features of any 'work based' learning forming part of a Foundation degree structure are outlined in the relevant Course Scheme pages on Moodle at <http://moodle.writtle.ac.uk/>.

Students must comply with the requirements of their chosen Award and will receive guidance from an individual specifically responsible for work based learning in that

scheme to enable them to do so. Accreditation of Prior (Experiential) Learning – (AP(E)L) - may be an important feature of this guidance.

5. ASSESSMENT

5.1 Rules of Assessment

Rules of Assessment are used to determine whether a student can progress from one year of study to the next, what is required to qualify for an award and how a degree classification is arrived at in the final year of study. The Rules of Assessment for programmes commencing in September 2018 can be found on the Course Scheme Moodle pages and the website at <http://writtle.ac.uk/HE-Regulations-&Policies>. *For taught out degrees, full details of the University of Essex Undergraduate Rules of Assessment can be found at <http://www.essex.ac.uk/students/exams-and-coursework/ppg/ug/default.aspx>*

5.2 Course Scheme Regulations

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

5.2.1 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.

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

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

5.3 For an award to be conferred a student must normally pass all core modules that make up the award and sufficient compulsory/optional modules to achieve the necessary credit at each level, and sufficient credit for the whole award as determined by the Rules of Assessment (see Section 5.1 above).

5.4 The pass mark for all undergraduate modules will be set at 40%. The specific contribution of the different elements of assessment within a module will be stated on the Module Specification Sheet.

5.5 All forms of assessment will be conducted in English.

5.6 Requirement to take all Assessments

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

5.6.2 For courses offering option choice within the course structure, students may change from one option module to another up to the end of the first 2 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. Students should discuss any proposed module change with their Course Manager to ensure that any new combination of modules meets the demands of their

programme. Core modules may not be substituted except in exceptional circumstances through a degree scheme variation application process. It is the responsibility of the student to change their module by contacting the Course Scheme Manager.

- 5.6.3 Subject to any restrictions which may apply in specific course scheme 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 regulation 1.6.2. Credit will normally only be granted after an APL/AP(E)L process which will involve the documentation of evidence of prior learning. Full details are available from the Quality office (L69). APL and AP(E)L claims should be submitted for consideration before the delivery of the module(s) to which the claim relates. Decisions on the award of credit for specific modules will be subject to ratification by the relevant Examination Boards. Modules passed through the accreditation of prior learning will be identified as such on the final student transcript.
- 5.6.4 Absence from assessment, without valid extenuating circumstances, may be treated by the Modular Examinations Board as a non-achieved assessment and will result in a penalty being incurred with a bare pass mark (40%) being taken as the maximum available on re-assessment of the module, providing reassessment opportunities are available under the Rules of Assessment.
- 5.6.5 To encourage students to engage with assessments and associated learning students may be charged for re-assessment of modules that have not achieved a pass mark. 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%.

5.7 Extenuating Circumstances

- 5.7.1 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. Claims must be submitted on an Extenuating Circumstances form and be supported by evidence. 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](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/>.

- 5.7.2 Extenuating Circumstances claims are received by the University College's Extenuating Circumstances and Late Work 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 appropriate Examinations Board. Students may request that personal extenuating circumstances be dealt with in confidence by the Extenuating Circumstances Board.
- 5.7.3 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. Information relating to Academic Appeals can be found on all Course Scheme pages on Moodle at <http://moodle.writtle.ac.uk/>.

5.8 Access Arrangements for Students with Additional Needs

- 5.8.1 In some cases of students with specific 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>.
- 5.8.2 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 Scheme Manager as early as possible, and normally no later than 3 weeks (21 days) before the assessment is due to take place.
- 5.8.3 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 entitlement becomes apparent.
- 5.8.4 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.
- 5.8.5 Candidates with disabilities or specific 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>.
- 5.8.6 Candidates whose first language is not English will not be permitted extra time on that account in examinations or assessments, and translation dictionaries are not permitted. Electronic dictionaries will not be permitted except, by the agreement of the module leader, in those examinations designated as open examinations.

- 5.8.7 Information about special arrangements for assessment may be made available to the relevant Examinations Board.

5.9 Conditions of Assessment

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

- 5.9.1 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 have been obeyed.
- 5.9.2 If a student does not attend for any assessed work, 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 5.6.5).
- 5.9.3 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.
- 5.9.4 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 (available at http://writtle.ac.uk/pdfs/5/Student_Disciplinary_Procedure.pdf) or other institution.

5.10 Assessed Coursework

- 5.10.1 Each student is required to produce and submit work for assessment to meet the specified published submission time and date stipulated by the member of staff setting the work. All work at levels 4, 5, 6 and 7 in relevant format (eg, 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.

- 5.10.2 Module Leaders must publish for students the date by which marked work with feedback will be available. This will normally be within 4 weeks of the submission date. Staff are expected to set this date in a reasonable time frame for any formative assessment to be effective.

5.10.3 Negotiating an extension to the submission date is not permitted, although students are encouraged to alert tutors to impending difficulties that may result in work being handed in late. Late Work Sheets will be commented on by tutors, before being submitted to the Extenuating Circumstances and Late Work Board. Where the reasons for the Late Work affect more than one piece of assessed work, or the work is being submitted 7 days (including weekends and/or bank holidays) or more after the assignment deadline the student is advised to make a claim for Extenuating Circumstances (see Regulations 2.5 and 5.7).

5.10.4 Any work that is submitted after the submission time and date published by the Module Leader will be regarded as 'Late Work'. 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).

5.10.5 All Late Work **MUST** be accompanied by a Late Work Sheet (unless a claim for extenuating circumstances is being made). The Late Work Sheet must be completed by the student, and accompanied with supporting evidence. **Forms that are incomplete will be rejected and NOT considered by the Extenuating Circumstances and Late Work Board.**

5.10.6 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.

5.10.7 **Late Work submitted 7 days or more after the submission deadline:**

If work is not submitted within 7 days (including weekends and/or bank holidays) of the published submission date, it will be given a zero mark and assessed for formative feedback only, with no immediate reassessment opportunity being permitted.

The module marks will be allowed to calculate, including the zero, which may result in the Module Board confirming a failed module. When a module is failed the Awards 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 40%. 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 Module Board will consider the module in the standard way.

5.10.8 **Late Work submitted within 7 days of the submission deadline:**

Work that is handed in within the 7 days (including weekends and/or bank

holidays) 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 40%, i.e., the Late Work will receive a capped mark. The module marks will be allowed to calculate. If the module is failed a referral opportunity may be offered by the Awards Board subject to the Rules of Assessment.

5.11 Retention of Assessed Work

5.11.1 Where assessed work is returned to the student, each student is required to retain all such work in a portfolio until their final Award has been conferred, in order to allow External Examiners to view assignments and for the relevant Awards Board to complete the assessment process in full. Failure to supply work upon demand may result in the Awarding Body withholding the Award.

5.11.2 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.

5.12 Marking Policy

5.12.1 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.

5.12.2 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 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

General

6.1 Examinations are an important feature of the University College's assessment process and as such will be conducted in a formal and disciplined environment.

6.2 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.

6.3 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 in week 13, so requests for specific access arrangements need to be made **21 days before** (see Academic Regulation 5.8).

6.4 Registry will normally serve as the Examination Office for the period of the examinations. Any queries or problems should be directed to the Examinations Officer.

6.5 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.

Starting Arrangements

- 6.6 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.
- 6.7 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.
- 6.8 A candidate arriving after the start of an examination may be allowed to sit the examination as follows 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 immediately after the examination to note their reason for late arrival.
- 6.9 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.
- 6.10 Candidates must follow the instructions given to them by the Invigilator in respect of the seating arrangements.

Departure from Examinations

- 6.11 Candidates may not leave their seats without the express permission of the Invigilator.
- 6.12 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.
- 6.13 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.
- 6.14 At the end of the examination, candidates must remain seated until they have been dismissed by the Invigilator.

Possessions

- 6.15 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.

- 6.16 Candidates whose first language is not English are not allowed to take general bilingual or

translation dictionaries into the examination room. Electronic dictionaries will not be permitted except, by the agreement of the module leader, in those examinations designated as open examinations.

- 6.17 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.

Conduct and Dress

- 6.18 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.
- 6.19 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 6.18 above.

Completion of Cover Details

- 6.20 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.

Removal of University College Materials

- 6.21 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.

Breach of Examination Regulations

- 6.22 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 Section 9). 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 (see Section 5.11).

8. STUDENT PERFORMANCE AND NON-ACHIEVEMENT

Introduction

- 8.1 Modular Examinations Boards exist for all undergraduate modules. The Modular Examinations Board will consider the performance of all students registered on the relevant module, irrespective of their particular course of study. All marks are to be regarded as provisional until confirmed by the relevant Modular Examinations Board.
- 8.2 Awards Boards for final year students (and Progression Boards for intermediate years) exist for each course scheme or separate award to consider standards of achievement on the course scheme as a whole. The Awards Board will also consider marks for the Dissertation in the case of final year Honours students.
- 8.3 The Modular, Progression 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.
- 8.4 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 assessed work.
- 8.5 Resit Examinations will be held at the end of the academic year. Modular Examinations Boards may deem that resubmitted work associated with any form of assessed assignment may be deferred to the end of the academic year. Hand-in dates for resubmitted assignments would normally be confirmed following the decision to allow students to resubmit work.
- 8.6 Modular Examinations, Progression and Awards Boards may be reconvened as necessary to consider the results of resit examinations or re-submitted assessments.
- 8.7 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, in accordance with procedures determined by Writtle University College or the University of Essex (for taught-out degrees).

8.8 **Extenuating Circumstances**

Extenuating circumstances can only be considered by the Examination Board if the student has completed an extenuating circumstances form by the agreed deadline (See Academic Regulation 5.7.1). 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.

8.9 **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.

8.10 **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 determination of awards classifications can be found in the Rules of Assessment.

8.11 **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 'Aegrotat' 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.

9. ACADEMIC OFFENCES

9.1 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.

Definition

It is an academic offence for a student to commit any act whereby they gain or attempt to gain an unfair academic advantage. The following are examples of academic offences given by WUC, although the list is not exhaustive:

- 9.1.1 Plagiarism, that is, using or copying the work of others (whether written, printed or in any other form) without proper acknowledgement in any assignment, examination or other assessed work (see 9.2);
- 9.1.2 Using work previously submitted for another assignment, at WUC or elsewhere, unless this has been explicitly permitted;
- 9.1.3 Falsifying data or evidence;
- 9.1.4 Submitting a fraudulent claim of extenuating circumstances;
- 9.1.5 Assisting another student to commit an academic offence;
- 9.1.6 Collusion, that is submitting work produced collaboratively for an individual assessment unless this is explicitly permitted and acknowledged;
- 9.1.7 Copying the work of another candidate or otherwise communicating with another candidate in an examination;
- 9.1.8 Introducing any written, printed or electronically stored information into an examination other than material expressly permitted in the instructions for that examination;
- 9.1.9 Attempting to interfere with the assessment process, including defacing or interfering with examination answer books.
- 9.1.10 Falsely claiming that work has been submitted through Turnitin;
- 9.1.11 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 own original work;
- 9.1.12 Unethical research behaviour that is, conducting research without obtaining ethical approval from the University College where such approval is required, or the 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.

9.2 Plagiarism

- 9.2.1 Plagiarism is a serious academic offence. The WUC defines plagiarism as:
“Using or copying the work of others (whether written, printed or in any other form) without proper acknowledgement’.
- 9.2.2 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.
- 9.2.3 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 allegation 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 a 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.
- 9.2.4 The University College routinely be uses 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/>.

9.3 Penalties for Academic Offences

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/>.

9.4 Appeals

The student shall have the right to appeal against the decision of the Academic Offences Panel and/or against the penalty imposed subject to the Appeals Section set out in the Academic Offences Procedures published on Course Scheme pages at <http://moodle.writtle.ac.uk/>.

9.5 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, 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 level - the degree of difficulty - and volume - how much learning is involved.
Academic Year	The annual cycle, which forms the basis of most courses. It runs from September to August and comprises two semesters.
Accreditation	Process through which a unit of study/course/module is recognised and given a credit value. See also Credit Rating.
Accreditation of Prior Learning (APL)	The formal recognition of prior learning gained on another programme or outside the University College through formally assessed courses or modules.
Accreditation of Prior (Experiential) Learning (AP(E)L)	The formal recognition of prior learning gained outside 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	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. <ul style="list-style-type: none"> • Assessment is the process of 'measuring' the effectiveness of a learning process. • Academic credit can only be awarded for learning that has been appropriately assessed
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 qualification 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. Awards may be divided into modules, units or elements at various levels 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	A sub-committee of the Academic Board. An Awards Board will be established for the final year of each course to consider decisions on awards at the end of the year. Full terms of reference are available separately.
Capped Mark	Limited to the pass mark of 40%. Where work has been re-submitted and/or a resit examination has been taken, both the mark for the re-assessed element(s) and the course aggregate will be capped at 40. Capping is one of a range of penalties which can be invoked for a proven academic offence.
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 may be indicated by a numeric classification (e.g., 2.1, 2.2) or by terms such as 'pass', 'merit' or 'distinction'.
Component	The number of components at each Stage of undergraduate study ranges from 4 to 8, and students are awarded credit when they have achieved the learning outcomes within a component. Each component may consist of one module/course of either 15 or 30 credits, or of two 15-credit modules/courses which share learning outcomes. As learning outcomes are

	shared, the component as a whole must be passed (i.e., both contributory module/course marks are taken together to arrive at the component mark).
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 that must be taken to achieve the overall learning outcomes of the award.
Course	A coherent and cohesive programme of study with defined learning outcomes, progression points and an associated award on successful completion. Courses comprise core 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 Manager, Year Supervisor(s) and relevant Module Leader(s).
Credit	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. One credit represents 10 hours of learning. (Note that marks above a pass mark do not affect the award of credit, but do determine the award classification, e.g., 2.2, Merit, etc.). Credits are also transportable and can be transferred between institutions, according to their Rules of Assessment.
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	Process through which a piece of learning is given a credit value expressed in level and volume e.g. 15 credits at level 4.
Double Marking (Second Marking)	This is where a second marker marks the work but has access to the first marker's marks and/or comments.
Extenuating Circumstances	Circumstances beyond a student's control which cause a 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). Typical extenuating circumstances might include serious illness, a close family bereavement or unforeseen personal accident.
Examination	An assessment which is normally written completed in a controlled environment and is time constrained. Closed 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. Open 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.
Examinations Board	A generic term used to refer to Modular Examinations Boards, Awards Boards or Progression 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.
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. Broadly speaking Level 4 equates to Stage One, Level 5 equates to Stage Two, and level 6 equates to Stage Three. Further details can be found in the Framework for Higher Education Qualifications at www.qaa.ac.uk .															
Framework for Higher Education Qualifications levels (FHEQ)	<table border="1"> <thead> <tr> <th></th> <th>Types of award</th> <th>National Qualifications Framework (NQF) levels</th> </tr> </thead> <tbody> <tr> <td>1 Certificate</td> <td>C level Certificates of Higher Education</td> <td>4</td> </tr> <tr> <td>2 Intermediate</td> <td>I level Foundation degrees, Diplomas of Higher Education and other higher diplomas</td> <td>4, 5</td> </tr> <tr> <td>3 Honours</td> <td>H level Bachelors degrees with Honours, Graduate Certificates and Graduate Diplomas</td> <td>4-6</td> </tr> <tr> <td>3 Honours</td> <td>H level Integrated Masters Degree</td> <td>4-7</td> </tr> </tbody> </table>		Types of award	National Qualifications Framework (NQF) levels	1 Certificate	C level Certificates of Higher Education	4	2 Intermediate	I level Foundation degrees, Diplomas of Higher Education and other higher diplomas	4, 5	3 Honours	H level Bachelors degrees with Honours, Graduate Certificates and Graduate Diplomas	4-6	3 Honours	H level Integrated Masters Degree	4-7
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Modular Examinations Board	A sub-committee of Academic Board. Modular Examinations Boards will meet at the end of the academic year to consider standards of assessment and student achievement on modules taken in that year. Full terms of reference are available separately.															
Module	A self-contained block of learning with a coherent and explicit set of learning outcomes and a defined level and credit value. Modules are the basic building blocks of credit- based courses.															
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 skills development, 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 (including information drawn from the Internet) without any reference details suggests intent to mislead the assessor and may contravene copyright law.															
Portfolio	A portfolio is usually based around a range of evidence and reflective writing that demonstrates learning has been achieved. May be used as a form of assessment.															
Preliminary Stage	Students enrolled on a preliminary year are undertaking a preparatory year, enabling them to become familiar with a discipline which they may not have previously studied, before joining a three-year degree scheme.															
Pre-requisite	Specified learning required as advance preparation for study of a named module.															

Programme Specification	Summary document, available for every degree award, (and associated sub degree awards) 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.
Progress File	A personal development record which students are encouraged to keep as they progress through their programmes of study.
Progression Board	A sub committee of Academic Board. A Progression Board will be established for each HE course to consider each student's entitlement to progress to the next year or stage of the course. Full terms of reference are available separately.
Progression Point	Specified point in a programme of study, when the student's performance and achievement to date is reviewed by a Board, and a decision taken on whether the student should be allowed to progress to the next stage. Progression points normally occur at the end of each academic year.
Re-assessment	See resit/re-submission of work.
Registration	The formal commitment by a student to a particular study programme.
Repeat Stage	The term "repeat Stage" (or "repeat year") refers to the repeat of a Stage of study whether full-time, or part-time before progression to the next Stage is allowed. Students repeating study part-time will carry forward marks from passed courses and repeat failed courses only, which are capped. Students repeating study full-time will not be permitted to carry forward marks.
Resit / resubmission of work	An opportunity to be re-assessed, which may be offered when a student does not pass on the first attempt.
Resit Without Attendance	An Exam Board may offer resits without attendance as an alternative to a repeat year. The same restrictions apply to resits without residence as to a repeat year (students are not entitled to further reassessment within that Stage).
Semester	A period of 13 weeks in semester one and 14 weeks in semester two of the academic year in which the modules are taught and assessed.
Stage	A Stage of study is a unit of learning following which assessment will be scrutinised by an examination Board and marks confirmed or an award made. The most usual 'Stage' of study for undergraduates at Writtle is one year of full time study.
Transcript	This is the formal document which records performance in individual modules and on the overall course (including Industrial Placement where appropriate). Transcripts will be 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. This can include the time spent in a lecture or a tutorial as well as the study a student has to do on their own. Most Writtle modules have a value of 15 credits (150 hours learning). A full academic year is equivalent to 120 credits (1200 hours learning).
Working Days	Monday to Friday inclusive, but exclusive of Bank Holidays.