

**University Centre Weston**

**Academic Regulations: Assessment**

**(For Pearson Higher National Certificate and Higher National Diploma programmes under the RQF)**

**2021-22**

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| CONTENTS | |  |
| **INTRODUCTION**  **PART ONE: ACADEMIC REGULATIONS: ASSESSMENT** | | 3  5 |
| 1.0 | RESPONSIBILITIES FOR SETTING ASSIGNMENTS AND EXAMINATION PAPERS | 5 |
|  | 1.1 Setting Assignments | 5 |
|  | 1.2 Setting Test Papers | 5 |
| 2.0 | ASSESSMENT SCHEDULING | 5 |
|  | 2.1 Test Scheduling | 5 |
|  | 2.2 Creation of Student Assessment Records | 6 |
| 3.0 | CONDUCT OF TESTS | 6 |
| 4.0 | SUBMITTING COURSEWORK  4.1 Word Count Policy | 8  8 |
| 5.0 | MARKING AND RETURNING ASSIGNMENTS | 9 |
| 6.0 | SUBMITTING ASSESSMENT MARKS AND GRADES | 10 |
| 7.0 | ASSESSMENT: STRUCTURE AND PRINCIPALS  7.1 Assessment Boards: Membership Duties  7.2 Assessment Resit Boards  7.3 Results  7.4 Award Classifications  7.5 Resubmissions: Assessments, Deferred, Referred and Failed Work  7.6 Force Majeure | 10 - 15 |
| 8.0 | EXTERNAL EXAMINERS  8.1 Purpose of External Examiners | 15  16 |
| 9.0 | EXTENUATING CIRCUMSTANCES | 16 |
| 10.0 | FIVE WORKING DAY EXTENSIONS | 17 |
| 11.0 | REASONABLE ADJUSTMENTS | 17-18 |
| 12.0 | UNFAIR PRACTICE | 18 |
| 13.0 | APPEALS AND COMPLAINTS | 19 |
| 14.0 | REVIEW | 19 |
| **PART TWO: APPENDICES** | | |
| Appendix 1 Time Constrained Assessment (Test) Policy  Appendix 2 Assessment Board  Appendix 3 Extenuating Circumstances (including application form)  Appendix 4 5 Working Day Extensions (including application form)  Appendix 5 Reasonable Adjustments (including application form)  Appendix 6 Higher Education Unfair Practice Policy and Procedures  Appendix 7 Higher Education Appeals Procedure  Appendix 8 Appeal Form  Appendix 9 Consent for Third Party Representation Form  Appendix 10 Accreditation of Prior Learning Policy  Appendix 11 Accreditation of Prior Learning Form (Cover Sheet)  Appendix 12 Accreditation of Prior Certified Learning: AP(C)L  Appendix 13 Accreditation of Prior Experiential Learning: AP(E)L  Appendix 14 Assignment Cover Sheet | | 20  26  27  31  36  40  48  51  53  54  58  60  61  62 |

**Academic Regulations: Assessment**

# Introduction

University Centre Weston (UCW), working in collaboration with Pearson, provides a comprehensive and coherent framework of Academic Regulations for Assessment, to ensure that academic standards are maintained and that students are treated in an equitable manner.

It is a requirement of validation that all higher education programmes at UCW have appropriate Academic Regulations for assessment, and that these should be set out clearly for both staff and students, so that they are aware of and understand the assessment criteria under which awards will be made.

The scope of this document is to draw together the key regulations underpinning the assessment process, including policies which have a direct impact on their implementation. It provides a definitive guide for students regarding the assessment process, from the initial setting of assignments to the final approval of awards. It further outlines how UCW manages the assessment procedure and the ways in which the quality of learning, teaching and student experience are assured and enhanced.

It is through the assessment process that UCW, as a higher education provider, ensures that academic standards are maintained and enhanced. Specifically, it ensures that assessment is robust, valid and reliable.

**Purpose of Assessment**

Assessment is a cyclical activity, placing interactivity and dialogue between staff and students at the centre of the teaching and learning process. It involves two distinct aspects. In the first, assessment is seen as an integral part of the learning process. Students learn both from assessment activities and from their interaction with staff about their performance in those activities. This interaction has two elements: a focus on student learning and the extent to which it has been demonstrated in the assessment, and a focus on furthering learning, often referred to as ‘feed-forward’. The second aspect involves making a judgement as to the extent to which students have met the learning outcomes. These judgements form the basis for the grading of student performance through the allocation of marks, grades and (where applicable) classification.

These two distinct aspects are embedded and reflected in formative and summative assessment.

Formative assessment focuses on current learning and performance in relation to the assessment requirements, and on approaches to future learning. Its purpose is to develop students to learn more effectively. There is no formal grading at this stage.

Summative assessment deals directly with the allocation of marks, grades and (where applicable) classification based on the extent to which the students have been successful in meeting the learning outcomes. Summative assessment may include a formative element that will enable students to understand their strengths and areas for improvement.

Feedback is critical to informing the student learning experience. It can also place assessment in context to the overall aims of the programme, leading to greater engagement, understanding and improved learning.

**Principals of Assessment**

UCW assessment of students is based on the following principles:

* Assessment is seen as an integral part of the dynamic learning and teaching process.
* Assessment is seen as integral to the setting and maintaining of academic standards.
* All programmes have specific learning outcomes with clear assessment criteria and marking schemes. These are shared with staff and students to ensure that a common and collective understanding of academic standards is maintained.
* Awards granted are consistent and appropriate to the achievement required for the particular levels of study.
* The student learning process is supported and enhanced through the provision of timely, continuous, and constructive feedback, designed to improve and develop performance.
* All students have the opportunity to demonstrate their level of knowledge, skill and abilities through a variety of assessment formats.
* Students will be consulted and kept informed about processes and outcomes of assessment.
* Academic judgement is articulated and consistently applied by teaching staff.
* Assessment practices are scrutinised by UCW, Internal Verifiers and External Examiners to maintain and monitor standards, ensuring consistency and comparability with other UK HE providers.
* Assessment processes are carried out by competent staff appropriately qualified and trained as stipulated by UCW and Pearson requirements.
* Where appropriate, due regard is given to the assessment requirements of professional, statutory and regulatory bodies.
* Assessment is conducted with professional integrity and due regard for security, in compliance with the appropriate UCW and Pearson requirements.

# PART ONE: ACADEMIC REGULATIONS: ASSESSMENT



## RESPONSIBILITIES FOR SETTING ASSIGNMENTS AND TEST PAPERS

### Setting Assignments

An annual assessment plan must be agreed by the programme team prior to the start of the programme. The annual assessment plan will be developed with support from the Deputy of Higher Education, and subsequently approved by the Internal Verifier. The annual assessment plan will be made available to students via the Virtual Learning Environment (VLE)

The Assessment Criteria and Learning Outcomes for each unit are identified within the unit list published by Pearson. The Assessors are responsible for designing assessment instruments that ensure coverage of all assessment criteria and should provide opportunities for the evidencing of all the grade descriptors. The Internal Verifier will confirm the quality of assessment instruments as fit for purpose.

Furthermore, the Assessors are responsible for informing students of the nature, learning outcomes and assessment criteria and marking schemes for each assignment. Assignment briefs must be produced for all summative assessed work, in line with the Higher Education Guaranteed Levels of Information Policy and Procedures, which will be distributed to students at the start of the programme.

### Setting Test Papers

Where time constrained assessment activities (tests) are part of the assessment plan, deadlines will be circulated for the preparation of test papers (Refer to Appendix 1: Time Constrained Assessment (Test) Policy). It is expected that draft papers are:

* Set by the Assessor
* Checked internally by the Programme Team
* Approved by the Internal Verifier.
* Sent to the External Examiner for information and his/her comments.

## ASSESSMENT SCHEDULING

As soon as the student lists for units have been finalised (i.e. when students can no longer change their programme of studies for the academic year), two processes begin. One: planning the full assessment timetable for all assessments. Two: creating Student Assessment Records. These are described in the following sections.

### Test Scheduling

The objective of test scheduling is to provide an error-free test timetable. It must be acknowledged that this cannot be fully completed until students on each unit are confirmed. A full list of test dates (including resit dates), times and rooms is published at least 6 weeks before the tests take place. Any errors should be reported immediately to the Student Experience Manager at UCW.

At present, there are two test sessions per day. Scheduling takes place on the basis that students should not normally have more than three tests in two days. However, this does not preclude students being timetabled for two consecutive tests.

Arrangements cannot normally be made for students to take tests at times other than those specified.

It is the responsibility of students to inform the HE Support Co-ordinator, should they require any special arrangement regarding tests. This needs to occur at least 10 academic working days before the date of the test, or when they are in receipt of their Disabled Students Allowance (DSA). Academic working days exclude holidays as detailed in the UCW Academic Calendar.

### Creation of Student Assessment Records

Once the students for each unit are confirmed, Student Assessment Records are created for each unit they are taking.

## CONDUCT OF TESTS

At each test the invigilators will be provided with the following information by the Examination Team Leader:

* Two copies of the Attendance List of candidates
* Two copies of the invigilation certificate
* Test registration forms
* Test papers
* Any additional material supplied by the Programme Co-ordinator.

Invigilators will place the appropriate test paper and the test registration form on each desk at least fifteen minutes before the start of the test.

Candidates will be admitted to the room ten minutes before the test is due to commence. On entering the test room, they must deposit all bags and unauthorised sources of information in a place indicated by the invigilator. Mobile phones, smart phones or other electronic devices must not be kept on the person, must be switched off completely (**not left on ‘silent’)**, and placed in bags. Bottled water is allowed but all labels should be removed.

Normally, the Chief Invigilator shall be the sole person to make announcements in the test room.

The Chief Invigilator shall be responsible for ensuring that:

* No candidate is admitted to the room later than thirty minutes after the commencement of the test;
* No candidate leaves the test room until thirty minutes after the start of the test;
* No candidate leaves the test room during the last thirty minutes of a test.

The Chief Invigilator will announce the length and end time of the test at the beginning. Students will be informed thirty minutes prior to the end of the test and again at the termination point. Candidates should be asked to check that cover papers are correctly completed and the scripts numbered according to instructions.

Candidates are permitted to leave the room for a short period for urgent reasons only and must be accompanied by one of the Invigilators. Invigilators may require a candidate to leave the test room if his or her conduct is disturbing other candidates.

**Invigilators** shall not discuss the content of the test paper with any candidate.

It shall be the prime duty of the Invigilators to ensure that no unfair practice occurs within the test room. Invigilators shall:

* Stay in the test room throughout the test unless another member of UCW staff deputises and maintains constant supervision over candidates. Invigilators shall not do any other work during the test which is likely to distract their attention from the supervision of candidates.
* Ensure that candidates are seated in their correct places, with their student ID card clearly visible on desk.

* Ensure that each candidate completes a test registration form and that the forms are collected during the first thirty minutes of the test.
* Ensure that each candidate has the correct test papers.
* Ensure that candidates do not engage in unfair practice(s).
* Complete an invigilation certificate.
* Tick both copies of the attendance list of candidates indicating those students who are absent.
* Submit a written report to the Examination Team Leader with any particular difficulties experienced during the test. The attendance list may be used for this purpose.
* Collect the test scripts of any candidate taken ill during the test and note on it the time~~s~~ at which the candidate left the test room. Details of the circumstances shall be included in the written report required above.

Candidates must remain seated until an invigilator has collected all test scripts and they are told to leave by the Chief Invigilator.

Scripts should be placed in student registration number order by unit and returned to the Examination Team Leader together with one copy of the attendance list. Test registration forms and the second copy of the attendance list should also be returned to the Examination Team Leader.

Unit leaders or lecturing staff will be required to sign for these scripts and collect them for marking within 48 hours.

Unit leaders or lecturing staff are not allowed to enter the test venue but should be available to assist with identification of candidates and queries relating to inconsistencies in the test paper.

In practical tests, unit leaders or lecturing staff may be on hand to assist invigilators in case of any technical difficulties.

## Submitting Coursework

Programme Teams are responsible for informing students of the due dates for each assignment; these are identified in the assignment briefs.

The final submission time is 2.00pm on the due date. If a student fails to submit coursework by the specified deadline, it will be marked as a non-submission. All written assignments must be submitted via Microsoft Teams/Turnitin; text is automatically checked for plagiarism. Where the means of assessment make a Turnitin submission impractical, students must refer to the assignment brief for specific details.

If, on the due date for the assignment, Microsoft Teams/Turnitin is unavailable for any reason, then students must submit the electronic version of their work as soon as notified by UCW of the new deadline.

Where a student does not meet the specified deadline for a piece of work, the work capped at a ‘pass’, will be assessed within the resubmission period and will be submitted to the Resit Assessment Board.

If Extenuating Circumstances prevent a student from completing an assignment, the student may request a 5 working day extension through the Higher Education Academic Registry Team (HEART). Or may apply for extenuating circumstance to submit during the resit period. The process detailed in Appendix 3: Extenuating Circumstances must be followed.

Coursework submitted via Microsoft Teams/Turnitin must comprise of a single file of no more than 10MB. Turnitin will only accept files in the following formats: Word, Text, Postscript, PDF, HTML and RTF.

Submission of work by fax or email is not permitted.

Tutors may make copies of any work submitted by students for assessment for purposes including internal verification, external examination and/or external review. No personal data will be made available to any third party outside of the assessment process.

The External Examiner is likely to want to include assessments that have been re-submitted as part of the sample they will review.

### Word Count Policy

Word counts for all written work will be specified in assignment briefs and are clearly communicated to the student by the unit leader. If an abstract or summary is required a separate word count will be indicated.

The purpose of this word count is to provide students with guidance for each piece of written work as to the amount of time and detail required in response to the demands of the assessment.

It is important to develop the academic skills of writing within set word limits and students will be expected to observe the word count set within an assignment brief. A maximum tolerance of 10% above and below the word count is allowed. Once the upper limit of the word count has been reached, no further work will be taken into account when awarding marks. Work falling below the required word count risks being self-penalising as it is unlikely that students will cover sufficient material to meet the intended learning outcomes.

The word count includes everything in the main body of the text including headings/titles, tables, citations, quotations, in-text references, lists. Appendices, foot notes and the bibliography are not included in the word count. Appendices should be kept to a minimum and should only be used to support the academic arguments advanced in the main text, and therefore will not contribute towards the awarded marks. Students must clearly indicate the precise word count on the title page of each assignment.

## Marking and Returning Assignments

The assessment criteria and grade descriptors will be clearly outlined in the assignment brief. For guidance on the assessment criteria and grade descriptors for specific programmes of study, refer to the programme’s Pearson Higher National Specification.

UCW accepts the principle that anonymous marking of coursework should be adopted wherever possible. Where a unit has a particular assessment, which cannot be conducted anonymously for example a presentation or performance, then it would be beneficial if other form(s) of assessment in the unit were conducted anonymously.

Tests are marked anonymously.

It must be noted that it is not possible to maintain anonymity in all cases. Thus, a breach of anonymity cannot in itself be grounds for a complaint or appeal.

Assessed work will be internally verified on a sample basis. As a guide, 20% of each component of the assessment should be sampled, although this may vary depending upon the number of students taking the unit and the nature of the assignment. A cohort of fewer than eight will all be internally verified. No assessed piece of work will be failed without reference to an internal verifier.

Included within an internal verification sample for a programme must be every assessor, every unit, work from every assignment and every assessment site.

All distinction and failed work above will be referred to the Internal Verifier, unless the nature of the work makes this impossible. Where a programme has fewer than 8 students, all work must be referred to the Internal Verifier. Where a programme has more than eight students but fewer than one hundred, a minimum of 9 samples must be made available to the Internal Verifier. Where a programme has more than 100 students, a minimum of 18 samples must be referred to the Internal Verifier. It is at the discretion of the Internal Verifier to request larger sample, or samples consisting of different examples of assessment. The assessment sample must always include all core modules.

The External Examiner will receive the same or an equivalent sample of students as the Internal Verifier.

Internal Verification and reference to the External Examiner is particularly important in the case of assignments where UCW has accepted that anonymous marking is impracticable.

In the event of a disagreement between the Assessor and Internal Verifier, in the first instance this needs to be resolved through a professional dialogue between the internal assessors. If necessary, advice may be sought from the Assistant Director Higher Education: Curriculum and Quality.

Work will be marked using the assessment criteria, grade descriptors and indicative characteristics, as specified in the programmes Pearson specification. All work will be assessed as Pass, Merit or Distinction, which will in turn be used to calculate a unit grade.

Marks and grades for all assessment items are to be uploaded as either ‘pass’, ‘merit’ or ‘distinction onto UCW’s EILP, Business Lead HE will manage the process.

All programmes will use an appropriate assessment form for all assignments, showing due regard to UCW’s Guaranteed Levels of Information Policy and Procedures. Templates are available from Pearson: <https://qualifications.pearson.com/en/support/support-topics/assessment-and-verification/btec-assessment-and-verification-tools.html>

Assignments will be returned to students within 20 academic working days from submission.

### Submitting Marks and Grades

It is the responsibility of staff to enter grades for each module into the appropriate grade books by the dates detailed in the academic calendar. When the grades for a unit have been inputted, the unit result will be calculated for each student.

## Assessment: Structure and Principals

The Assessment Board is responsible for the assessment of students within the individual units, establishing marks and unit grades and making recommendations regarding referrals, deferrals and resubmission. It will consider decisions received from the Extenuating Circumstances Panel and the Unfair Practice Committee.

### Assessment Boards: Membership Duties

The composition of the Assessment Board will be:

* Director of Higher Education (Chair) or their appropriate nominee
* Dean of Faculty or his/her appropriate nominee
* Deputy Director of Higher Education
* HE Partnership and Development Manager
* HE Academic Registrar
* HE Welfare and Retention or HE Wellbeing Lead
* Programme staff (including Programme Coordinator)
* Business Lead HE
* HE Quality Officer
* College Pearson Quality Nominee or his or representative
* External Examiner

The Chair should also nominate a Secretary to the Board.

The quorum of the Assessment Board is two-thirds of the members eligible to attend.

No student shall be a member of an Assessment Board or attend an external examiner’s meeting. Meetings are scheduled centrally by the Business Lead HE. Minutes of the Board must be returned to the Business Lead HE within one working day of the Assessment Board taking place.

The Assessment Board establishes grades for the units for which it is responsible and makes recommendations regarding awards. It also makes precise recommendations in connection with referrals, deferrals and assessment resubmissions. The HE Academic Registrar is a member of the Assessment Board and will communicate all decisions from the Extenuating Circumstances Panel and the Unfair Practice Committee and ensure the Board acts accordingly.

It is the responsibility of the Chair (or his/her nominee) to:

* Ensure that a full and accurate profile of marks is available for all units for which the Board is responsible
* Check that the list of marks submitted to Pearson is an accurate transcription
* Ensure that precise and detailed recommendations on the work required in connection with any resubmissions is available
* Ensure that Extenuating Circumstances Panel and Unfair Practice Committee decisions are presented
* Ensure that the assessment process has been conducted fairly and in accordance with the regulations
* Ensure that the Programme Coordinator liaises with the External Examiner.

The Chair of the Assessment Board should sign and date the grade book for all units confirming the set of results**.** These grade books are provided by the Business Lead HE and must be returned to the Director of Higher Education (or the nominated Chair) after each Assessment Board.

If the External Examiner is not able to attend the Assessment Board then a written report should be submitted to the Director of Higher Education (or the nominated Chair) confirming that the work has been externally examined.

The Academic Quality and Standards Committee (AQSC) requires that Assessment Boards be formally minuted. Refer to Appendix 2: Standard Agenda for Assessment Boards. The minutes of the Assessment Boards should reflect this agenda. A copy of the minutes must be lodged with the HE Directorate.

If the External Examiner is not in attendance, a copy of the minutes and signed papers must be sent for information and/or comment.

### Assessment Resit Boards

Assessment Resit Boards are convened to consider and determine student results following submissions of deferred or referred resit work. The Resit Boards will also consider work that has been resubmitted.

The composition of Assessment Resit Boards will be the same as Assessment Boards. The quorum for a meeting of a Resit Board is two-thirds of members eligible to attend Assessment Boards.

The Assessment Resit Board considers any resit submissions to agree the appropriate unit grades and makes recommendations regarding awards.

### Results

Decisions from Assessment Boards will be binding, with results released to students within five working days of the Assessment Board.

All results confirmed at Assessment Boards should be communicated to the College Registrar and College Pearson Quality Nominee, who will submit them to Pearson.

### Undergraduate Award Classifications

**Programme and Award Structures:**

All programmes are composed of credit rated units which define the nature, amount and level of study that is required to gain an award.

Credits are assigned to one of three levels:-

**Level 4:** equivalent in standard to the first year of a full-time undergraduate degree programme.

**Level 5:** equivalent in standard to the second year of a full-time undergraduate degree programme.

**Level 6:** equivalent in standard to the final year of a full-time undergraduate degree programme.

**Requirements for an Award:**

**Higher National Certificate**:

In order to gain a Higher National Certificate students must undertake a minimum of 120 credits and successfully complete 105 credits at level 4 or above, including all core modules.

Higher National Certificate classification:

Students can achieve a **pass, merit or distinction**. Grades will be calculated as specified in the individual Pearson Specifications. Awards will be calculated across all 120 credits of the award. Points will be awarded based on the grade achieved in the unit.

Unit points per credit:

|  |  |  |
| --- | --- | --- |
| **Pass** | **Merit** | **Distinction** |
| 4 | 6 | 8 |

|  |  |  |
| --- | --- | --- |
| **Points range** | **Grade** | |
| 420-599 | Pass | P |
| 600-839 | Merit | M |
| 840+ | Distinction | D |

The successful completion of a Higher National Certificate allows a student to apply to progress onto a Higher National Diploma at UCW or another Institution of their choice.

**Higher National Diploma:**

In order to gain a Higher National Diploma students should undertake minimum of 240 credits successfully completing at least 105 at level 4 and 105 at level 5.

Higher National Diploma classification:

Students can achieve a **pass, merit or distinction**. Grades will be calculated as specified in the individual Pearson Specifications. Awards will be calculated based on achievement of Level 5 modules only. Points will be awarded based on the grade achieved in the unit.

Unit points per credit:

|  |  |  |
| --- | --- | --- |
| **Pass** | **Merit** | **Distinction** |
| 4 | 6 | 8 |

|  |  |  |
| --- | --- | --- |
| **Points range** | **Grade** | |
| 420-599 | Pass | P |
| 600-839 | Merit | M |
| 840+ | Distinction | D |

The successful completion of a Higher National Diploma allows a student to apply to progress onto a BA/BSc (Hons) Top-up Degree at UCW or another Institution of their choice.

UCW prefers students to obtain an average mark of Merit or above in the Higher National Diploma but all applications will be considered in their own right.

Progression onto a top-up degree at UCW is subject to the availability of a suitable programme. Other institutions may stipulate different requirements for progression onto top-up degree programmes.

See Individual Pearson Higher National Certificate and Higher National Diploma programme specifications for programme level marking criteria and grade descriptors.

Where a student has been adversely affected by serious illness or injury that has prevented him/her from completing his/her programme of study, the Award Board may agree that an Aegrotat award be conferred. Aegrotat awards may be considered at any level where there is reasonable evidence that the student would have achieved his/her chosen award were it not for the circumstances that prevented completion of his/her studies. Once an Aegrotat award has been made, the student’s registration shall be considered to have ended and s/he cannot subsequently be re-considered for the award. Thus, for an Aegrotat award to be made, the Final Awards Board must normally be satisfied that the illness or other valid cause is also likely to prevent the student from completing his/her studies within the maximum period of registration. The student will be asked to confirm his/her willingness to accept an Aegrotat award and has the right to decline. In making the offer, the University will also draw the student’s attention to the following:

a) Aegrotat awards do not enable professional registration or accreditation

b) the certificate will indicate that the award made is an Aegrotat award

c) Aegrotat awards are normally conferred without class or distinction although, in rare and exceptional circumstances, the Academic Board reserves the right to classify an award

Where a student has died before completing his/her studies, with the agreement of the immediate family and/or next of kin, any award of the University may be conferred posthumously and accepted by an appropriate individual on the student's behalf.

### Resubmissions: Assessments, Deferred, Referred or Failed Work

Following failure at the first attempt assessment is either referred or deferred, with a requirement to resit assessment tasks.

Where an assessment has been **deferred,** resit work will be treated as a first attempt, with the full range of marking criteria available. Deferred assessment is granted either when an application for extenuatingcircumstances has been approved or following a successful appeal. In a **referred** assessment only the pass criteria will be available for the reassessment.

All students will be given an uncapped resit if they are unable to meet deadlines due to the ongoing impact of COVID-19, whether that is in terms of personal circumstances, or implications of lockdown, or social distancing restricting access to campuses.

It is the responsibility of the Assessment Board to approve any resubmission attempts.

Students will receive confirmation of approved resubmissions, deferred, referred and failed work within 10 working days of the assessment board. Informing students about referred, deferred and failed work, including the resubmission date, time and process, is the responsibility of the Business Lead HE.

Students will be instructed to upload work to Turnitin where appropriate, and to submit a hard copy to the HE Academic Registry Team, Winter Gardens or the relevant Faculty office, where it will be logged and a receipt issued. If submission is by post, students must send work by recorded delivery with proof of postage being retained, with work received by the due date. All resubmitted work will be retained by the HE Academic Registry Team until collected by the Programme Co-ordinator. The Programme Co-ordinator will be responsible for distributing work to colleagues for marking. This applies to all resubmitted, deferred and referred coursework.

The Examination Team Leader is also responsible for the management of any resit exams and the distribution of exam scripts to Programme Co-ordinators for marking.

Reassessment briefs will always differ from the original brief. However, procedure for recording and entering marks for deferred work is the same as that used for the first attempt. Where a unit has been reassessed and can only be awarded a pass, the system will cap the grade.

Where students are allowed to resit, unless explicitly determined by an Assessment Board, this will be within the current academic year. Where the nature of the original assessment (e.g. presentations, ensemble playing) cannot readily be duplicated, staff will substitute an equivalent form of assessment which will be determined at the outset of the academic year.

### Repeated Units

A student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification shall be expected to undertake a reassessment.

● Only one opportunity for reassessment of the unit will be permitted.

● Reassessment for course work, project or portfolio-based assessments shall normally involve the

reworking of the original task.

● For examinations, reassessment shall involve completion of a new task.

● A student who undertakes a reassessment will have their grade capped at a Pass for that unit.

● A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.

### Resubmissions

The following applies to a student who, for the first assessment opportunity and resubmission opportunity, still failed to achieve a Pass for that unit specification:

● At the provider’s discretion and Assessment Board, decisions can be permitted to repeat a unit.

● The student must study the unit again with full attendance and (if required) payment of the unit fee.

● The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit.

● Units can only be repeated once.

Where a student has not passed any unit, and has not sought Extenuating Circumstances, the Assessment Board may fail and withdraw that student, after the first attempt.

**7.6 Force Majeure**

The Chair of Curriculum and Quality Governance Committee (CQGC) may formally invoke mitigating processes in response to circumstances where UCW’S business has been significantly disrupted by force majeure; these may include events such as war, terrorism, earthquakes, hurricanes, acts of government, plagues or epidemics. Such action will be reported to the first subsequent meeting of CQGC . Unless stated otherwise, this will cover all programmes delivered under the UCW Academic Regulations: Assessment and will also include the quoracy for meetings of Programme and Award Boards. Regulations relating to appeals processes remain in force during periods of disruption caused by force majeure.

## EXTERNAL EXAMINERS

The External Examiner system is the formal mechanism by which Pearson checks the UCW is operating an appropriate quality assurance system and is maintaining national standards. The External Examiner is a subject specialist who is appointed by Pearson to each programme to provide guidance on how assessment can be improved and enhanced.

External Examiners are appointed by Pearson to each programme. The correspondence which results from the appointment and issues of contracts and employment are the responsibility of Pearson. Thereafter, all communication regarding the arrangements of visits is the responsibility of UCW and the appropriate Programme Co-ordinator. External Examiners will be full members of the Assessment Board.

### Purpose of External Examiners

The function of External Examiners is different from internal assessors. The role is neither “second marker”, “third marker", nor adjudicator between conflicting judgements of internal assessors. Their role is to ensure that the marks of internal assessors are consistent with marks awarded for equivalent programmes in relation to similar awards elsewhere within Pearson and the larger UK higher education system.

On the basis of samples, the External Examiner moderates will offer recommended actions and essential actions. Essential actions must be completed for the programmes certificates to be released to students. Recommended actions are recommended as good practice but will not impact on the release of a programmes certificates.

External Examiners should see all assessed work proposed for the highest available grade-band and for failure, and samples of the assessed work proposed for each other grade-band, unless the nature of the work or the approved marking scheme makes this impracticable. Sample sizes are indicated in the table below:

|  |  |
| --- | --- |
| **Number of registrations** | **Minimum number of** **student samples** |
| 1-8 students | All |
| 9-100 students | 9 |
| More than 100 students | 18 |

Appointment of External Examiners is the responsibility of Pearson. A fee will be payable by UCW for the External Examiner’s visit.

## EXTENUATING CIRCUMSTANCES

Extenuating circumstances are significant personal difficulties or circumstances which impact on your ability to complete, submit or attend a specific assessment, and are significantly disruptive matters outside of your control.

All students taking a module will have had similar learning opportunities and will be assessed according to the same criteria. Assessment is solely based on the academic standard achieved; marks and award classifications will not be modified according to the circumstances of the individual student.

The submission of extenuating circumstances should therefore be seen as a request to delay the assessment point, not modify assessment standards. The panel will also consider requests to suspend, repeat or change modes of study in response to student circumstances. A full guide to Extenuating Circumstances is available in Appendix 3.

An Extenuating Circumstances form is available from HEART, for students to use when they consider their performance to have been adversely affected by personal or medical problems. It is essential that students make any claim for extenuating circumstances promptly, in writing, and supported by appropriate evidence. Unsupported self-certification will not be accepted under any circumstances. The Extenuating Circumstances Panel will take all documented evidence into account but are not allowed to consider word-of-mouth evidence.

A panel chaired by the Director of Higher Education (or their appointed nominee) and consisting of at least two other members of the HE Directorate, will meet to review claims of extenuating circumstances prior to the formal meeting of the Assessment Board. The panel will make a recommendation, which will be communicated to the Board as to whether a claim should be accepted or rejected. The HE Academic Registrar will communicate the outcome of the panel to the Assessment Board.

Where extenuating circumstances have been accepted, the Assessment Board will defer the assessment to a later point. The deadline for the submission of the required coursework will be communicated to students via the Business Lead HE. Deferred tests will be taken in the designated resit period. In both cases, the Resit Boards will consider deferred results.

If a student is unable to meet deadlines due to the ongoing impact of COVID-19, whether that is in terms of personal circumstances, or implications of lockdown, or social distancing restricting access to campuses, they will be able to apply for extenuating circumstances.

Where students have not been able to complete a component/s of a module by the deadline as a result of the ongoing impact of COVID-19 (and have extenuating circumstances approved), they will be allowed to trail the module and undertake an uncapped component resit, rather than having to retake the entire module.

1. **FIVE WORKING DAY EXTENSIONS**

The scope for making an application is limited to students experiencing the following circumstances (and only in cases where it would be appropriate to offer an extension):

* 1. a. bereavement (close family member);
  2. b. serious personal accident or injury of self or close family member / serious illness of self or close family member (including mental health);
  3. c. victim of crime;
  4. d. part time students who have had an unexpected increased in working hours (evidenced by a letter from the employer);
  5. e. sporting commitment at a national / international level;
  6. f. participation in activities at a national / international level;
  7. g. a unique career enhancing opportunity approved by the University Centre Weston

Students will be advised to use this form to request an extension to the original published submission deadline for a piece of assessed coursework. An emergency mitigating circumstances panel meeting will be called and five working day extensions will be reviewed, and the outcome communicated to the tutor and the student. The tutor will then confirm the agreed deadline with the student and the assessed work will be given the full range of marks available.

A full guide to the UCW five Working Day extension can be found in Appendix 4.

1. **REASONABLE ADJUSTMENTS**

Students can apply for Reasonable Adjustments if they have a disability, long term health condition, learning difference, mental health difficulty or are pregnant. Reasonable Adjustments cannot change the requirements of an assessment. They are aimed at reducing potential barriers that could arise due to a student’s disability, learning difference, mental or physical health difficulty or pregnancy, and can enable the student to participate more fully in their course.

Examples or Reasonable Adjustments:

• Extension to a deadline

• Filming of a VIVA/Presentation

Students will need to complete an application form (Appendix 5) and return with appropriate evidence to the HE Specialist Support Manager or the HE Academic Registrar. A meeting to discuss and agree any Reasonable Adjustments will then need to take place with the student, the Programme Co-ordinator and the HE Specialist Support Manager/HE Academic Registrar.

Any agreed Reasonable Adjustment will be communicated to the student and relevant tutor and the assessed work will be given the full range of marks available.

## UNFAIR PRACTICE

Good academic practices and standards are seen as critical to the maintenance of trust and integrity within the learning environment. Students are expected to apply these standards when producing their own academic work and when referencing/crediting the work of others.

Unacceptable academic practice, particularly in response to assessment, is known as unfair practice.

Unfair practice may take a variety of forms including the following and will be considered as assessment offences by UCW.

* Plagiarism
* Collusion
* Direct cheating: tests/experiments/field reports/contract cheating
* Falsification
* Fabrication

These are further defined in the Higher Education: Unfair Practice Policy and Procedures document in Appendix 6. To promote and support clarity and good scholarship practice, UCW subscribes to the plagiarism detection service ‘Turnitin’.

The penalties for unfair practice can be severe.

UCW and staff will foster and support good standards of academic practice to help the student reference work correctly and avoid unintentional plagiarism. Where poor levels of scholarship are displayed, advice and support will be offered. From the outset of their programme, students will be provided with appropriate guidance and information on how to avoid plagiarism and other assessment offences.

The procedures to be followed where unfair practices are detected are clearly set out in the Higher Education Unfair Practice Policy and Procedures in Appendix 6. To ensure that the formal process can operate properly, it is important that evidence is gathered and identified cases are reported through the proper channels as swiftly as possible. See Unfair Practice: Action Timeline in Appendix 6.

Cases of alleged unfair practice will be submitted for consideration to the Unfair Practice Committee

The membership of the Unfair Practice Committee shall be:

* Director of Higher Education
* Deputy Director of Higher Education
* HE Partnership and Development Manager
* Academic Registrar

In the event that these members are not available, the Director of Higher Education will nominate appropriate substitutes.

The committee will meet on a ‘needs basis’ in order to submit its recommendations to the Assessment Board. An annual report will be presented at the Academic Quality and Standards Committee.

The Unfair Practice committee shall judge the seriousness of the offence and apply the appropriate penalty, if applicable. In determining the penalty to be applied, the committee will consider the following issues:

* Degree of deception
* Previous offence
* Amount/volume of work (component or module)
* Academic level at which the offence occurs
* Explanation received from the student.

The committee will have a defined range of powers at its disposal to determine the penalty to be applied as set out in the Unfair Practice: Penalty Table in Appendix 6.

Where an accusation of unfair practice has been substantiated, the accusation is said to be established and the decision will be formally communicated to both the student and the Assessment Board by the HE Academic Registrar.

Where the unfair practice process has been initiated, the student’s results will not be determined until the process has been completed.

Evidence established post-award can cause cases to be re-opened and the awards suspended.

## APPEALS AND COMPLAINTS

The HE Appeals Procedure covers aspects of assessment and decisions made at Assessment Boards.

Refer to Appendix 7: Higher Education Appeals Procedure. The HE Complaints Policy and Procedure is broader and covers any aspect of the student experience. Students should seek advice from the HE Academic Registry Team ([HEART@ucw.ac.uk](mailto:HEART@ucw.ac.uk)) as to which procedure is applicable.

## REVIEW

These Academic Regulations: Assessment will be subject to an annual review. Any recommendations or amendments will be presented at the HE Governance Committee for approval.

Appendix 1

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**University Centre Weston**

# TIME CONSTRAINED ASSESSMENT POLICY

The purpose of this Time Constrained Assessment (Test) Policy is to ensure:

* Management of tests are conducted in the best interest of candidates
* Operation of an efficient time constrained assessment system with clear guidelines for all relevant staff
* Security of University Centre Weston (UCW) as a test centre.

Tests at these levels include tests, both closed and open book, oral test, presentations, poster defence, *viva voce* and performance. Oral test, poster defence, *viva voce* and performance will always involve a minimum of two academic judgements. Other tests will be subject to an academic judgement and a sampling system to assure quality.

It is the responsibility of everyone involved in UCW’s test processes to read, understand and implement this policy.

This test policy will be reviewed every two years by the Director of Higher Education, Examination Team Leader and recommendations for changes tabled at the Academic Quality and Standards Committee.

**1.0 ROLES AND RESPONSIBILITIES IN THE CONDUCT OF TESTS**

The HE Student Experience Manager and the Examinations Team Leader will be responsible for the organisation and management of the Higher Education tests process.

**1.1 Test Scheduling**

The objective of test scheduling is to provide an error-free test timetable. It must be acknowledged that this cannot be fully completed until students on each module are confirmed. A full list of test dates (including resit dates), times and rooms is published at least 6 weeks before the tests take place. Any errors should be reported immediately to the Examination Team Leader.

At present, there are two test sessions per day. Scheduling takes place on the basis that students should not normally have more than three tests in two days. However, this does not preclude that students may be timetabled for two consecutive tests.

Arrangements cannot normally be made for students to take tests at times other than those specified.

It is the responsibility of students to inform the HE Support Co-ordinator should they require any special arrangement regarding tests. This needs to occur at least 10 working days before the date of the test, or when they are in receipt of their DSA.

**1.2 Examination Team Leader**Responsible for the administration of internal tests on behalf of UCW and partner awarding bodies:

* Receive, check and store securely all test papers and completed scripts.
* Administer access arrangements.
* Make arrangements to book the correct number of rooms for each cohort according to the needs of the cohort.
* Establish a test timetable in collaboration with staff and publish a full list of dates, times and rooms four weeks in advance.
* Communicate individual arrangements by letter to all candidates involved.
* Communicate this timetable directly to Programme Co-ordinators and make available on the three designated tests notice-boards and on-line.
* Manage the test invigilators: organising the recruitment; training and monitoring of a team of test invigilators.
* Quality assure the test process as robust and secure.

**1.3 Programme Co-ordinators**

* Ensure that each candidate has completed diagnostic tests during induction or as soon as possible post induction.
* Ensure that all draft test material has been received by the External Examiner in a timely manner for consideration.
* During September of each academic year store the Annual Operating Agreement/Statement for the programme (AOA/AOS) on HE SharePoint site.
* In the case of franchised programmes ensure that formatted test papers have been received two weeks in advance by the Examinations Office.
* Ensure that formatted papers have been made available to Examinations Office four weeks prior to test.
* Ensure that module/unit name and code, names of candidates and a photographic programme register with the University student number is made available to the Examinations Office at least four weeks prior to test.
* Confirm any access requirements directly with the Examinations Office for individual students within the register.
* Pick up and sign for the test scripts from the Examinations Office for marking within 48 hours of the finish of the test.

**1.4 Chief Invigilator/Invigilator’s Responsibilities**

At each test the invigilators will be provided with the following information by the Examination Team Leader:

* Two copies of the Attendance list of candidates
* Two copies of the invigilation certificate
* Examination registration Forms
* Examination papers
* Any additional material supplied by the Programme Co-ordinator.

Invigilators will place the appropriate test paper and the test registration form on each desk at least fifteen minutes before the start of the test.

Candidates will be admitted to the room fifteen minutes before the test is due to commence. On entering the test room, they must deposit all bags and unauthorised sources of information in a place indicated by the invigilator. Mobile phones, smart phones or other electronic devices must not be kept on the person, must be **switched off** completely (**not left on ‘silent’)**, and placed in bags. Bottled water is allowed but all labels should be removed.

Normally, the Chief Invigilator shall be the sole person to make announcements in the test room.

**The Chief Invigilator** shall be responsible for ensuring that:

* No candidate is admitted to the room later than thirty minutes after the commencement of the test
* No candidate leaves the test room until thirty minutes after the start of the test
* No candidate leaves the test room during the last thirty minutes of a test.

The Chief Invigilator will announce the length and end time of the test at the beginning. Students will be informed thirty minutes prior to the end of the test and again at the termination point. Candidates should be asked to check that cover papers are correctly completed and the scripts numbered according to instructions.

Candidates are permitted to leave the room for a short period for urgent reasons only and must be accompanied by one of the Invigilators. Invigilators may require a candidate to leave the test room if his or her conduct is disturbing other candidates.

**Invigilators s**hall not discuss the content of the test paper with any candidate.

It shall be the prime duty of the Invigilators to ensure that no unfair practice occurs within the test room. Invigilators shall:

* Stay in the test room throughout the test unless another member UCW staff deputises and maintains constant supervision over candidates. Invigilators shall not do any other work during the test which is likely to distract their attention from the supervision of candidates.
* Ensure that candidates are seated in their correct places, preferably with their student ID card clearly visible on desk. Invigilators may ask for other means of identification if a candidate has not produced an ID card and candidates may be excluded if they are unable to provide appropriate identification.
* Ensure that each candidate completes a test registration form and that the forms are collected during the first thirty minutes of the test.
* Ensure that each candidate has the correct test papers.
* Ensure that candidates do not engage in unfair practice(s).
* Complete an invigilation certificate.
* Tick both copies of Attendance List of candidates indicating those students who are absent.
* Submit a written report to the Examination Team Leader with any difficulties experienced during the test. The attendance list may be used for this purpose.
* Collect the test scripts of any candidate taken ill during the test and note on it the time at which the candidate left the test room. Details of the circumstances shall be included in the written report required above.

Candidates must remain seated until an invigilator has collected all test scripts and they are told to leave by the Chief Invigilator.

Test scripts should be placed in student registration number order by module and returned to the Examination Team Leader together with one copy of the attendance list. Test registration forms and the second copy of the attendance list should also be returned to the Examination Team Leader.

Module leaders or lecturing staff will be required to sign for these scripts and collect them for marking within 48 hours.

Module leaders or lecturing staff are not allowed to enter the test venue but should be available to assist with identification of candidates and queries relating to inconsistencies in the test paper.

In practical tests, module leaders or lecturing staff may be on hand to assist invigilators in case of any technical difficulties.

**2.0 MANAGING FORMAL NON-TEST ASSESSMENT**

The programme teams will book all test assessment rooms after liaison with other users.

When oral test, presentations, poster defence, *viva voce* and performance is to be assessed a minimum of two academics will be present. In this situation it is unnecessary to include an invigilator. However, students should be aware that audio/video recording may be made of these activities for the benefit of Internal Verification and moderation by External Examiners.

**3.0 EXTENUATING CIRCUMSTANCES**

Should a candidate be too ill to sit an exam, suffer bereavement or be taken ill during the test itself, it is the candidate’s responsibility to alert UCW to that effect.

The Assessment Regulations for UCW outline the steps required for students to apply for extenuating circumstances. These Regulations can be found on UCW VLE or by contacting the HE Academic Registry Team ([HEART@ucw.ac.uk](mailto:HEART@ucw.ac.uk)). In all cases evidence will be required to substantiate a case for special consideration.

**4.0 ACCESS ARRANGEMENTS**

The Equality Act 2010 extends the application of the DSA to general qualifications. All test centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

Students who need special arrangements must communicate them to the HE Support Co-ordinator as early in the academic year as possible.

**4.1 Access Arrangements**

Making special arrangements for candidates to take test assessments is the responsibility of the HE Specialist Support Co-ordinator / Examination Team Leader, informed by the Access Needs Assessment Report.

Completing access arrangement applications and submitting these to the awarding bodies is the responsibility of the Examinations Access Arrangements Assessor.

**Roles and Responsibilities:**

**Examination Team Leader/HE Student Experience Manager:**  
Rooming for access arrangement candidates to meet their needs;  
Allocation of staff to support access arrangements for candidates along with any required special equipment.

**HE Support Co-ordinator:**  
Manage referrals of all HE students for StudyScan, Diagnostic Assessments and Access Needs Assessment.

Process HE applications for DSA  
Complete Access Arrangements Form with candidate;  
Forward copy of Access Arrangements to Examination Team Leader and HE Student Experience Manager

Forward the Examination Access Arrangements to: Programme Co-ordinator, Personal Tutor, HE Student Experience Manager, Examination Team Leader and the student.

**Programme Personal Tutors**  
Track progress of students through Quick Scan, StudyScan, and referral for DSA;  
Keep copies of Examination Access Arrangements in tutor files.

**4.2 Student Responsibility**

The student is expected to cooperate fully with the Needs Assessment process. In the case of a student failing to give their agreement or not engaging with the Access Arrangement process, there will be a cut-off point of one week in advance of the test. No arrangements will be made and Extenuating Circumstances can neither be applied for nor granted.

**TEST ACCESS ARRANGMENTS**

|  |  |  |
| --- | --- | --- |
| Student accepted on HE Course  Quick Scan and Study Scan indicate the need for a diagnostic assessment by the Diagnostic Assessor.  HE Support Co-ordinator will apply for DSA. As part of the full diagnostic assessment, a needs assessment will be carried out by an external agency.  Student is awarded DSA. Needs Assessment completed and forwarded to the Examinations Team Leader.  The Examinations Team Leader will apply to the relevant HEI Examination Board for approval of the access arrangements.  On receipt of confirmation from the relevant HEI Examination Board the Examination Access Arrangements Assessor will email details to:   * Student * Programme Co-ordinator * HE Support Co-ordinator * Personal Tutor * HE Student Experience Manager |  | If the student does not have a full diagnostic assessment but does have an Educational Psychologist report or a medical report the Programme Co-ordinator should refer to the HE Support Co-ordinator for an Access Needs Assessment. The cost of these assessments must be met by the faculty and permission to apply for a needs assessment must be agreed by the relevant Dean of Faculty. |

Appendix 2



**University Centre Weston**

**AGENDA**

# ASSESSMENT BOARD

**(PROGRAMME NAME)**

**Date, Time, Venue**

|  |  |
| --- | --- |
| 1. | **APOLOGIES** |
| 2. | **MATTERS ARISING NOT ON THE AGENDA** |
| 3. | **PURPOSE OF THE ASSESSMENT BOARD** |
| 4. | **INDIVIDUAL STUDENT RESULTS AT UNIT LEVEL:**  (Taking full account of any recommendations received from the Extenuating Circumstances Panel and the Unfair Practice Committee where appropriate) |
|  | 4.1 **LEVEL 4 MODULES** |
|  | 4.2 **LEVEL 5 MODULES** |
|  |  |
| 5. | **INDIVIDUAL STUDENT RESULTS AT PROGRAMME LEVEL:**  5.1 **LEVEL 4**  5.2 **LEVEL 5** |
| 6.  7. | **EXTERNAL EXAMINER’S COMMENTS**  **INTERNAL VERIFIERS COMMENTS** |
| 8. | **PROGRAMME CO-ORDINATOR’S COMMENTS** |
| 9. | **FORMALLY SIGN OF THE RECOMMENDATIONS OF THE ASSESSMENT BOARD** |
| 10. | **ANY OTHER BUSINESS** |
| 11. | **DATE OF THE PROGRAMME RESIT BOARD** |

Appendix 3



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# Extenuating Circumstances for Higher National Certificates and Higher National Diplomas: A Guide

Extenuating circumstances are any unforeseen or unpreventable circumstances that significantly affect your performance in an assessment (whether a test, essay, seminar presentation, performance or other form of assessment). Extenuating circumstances may include illness affecting a student, serious illness affecting a close family member, bereavement or any other unforeseeable or unpreventable events.

The following ***will not*** be regarded as extenuating circumstances:

* failure to attend a test due to misreading the test timetable,
* loss of electronic work not appropriately backed up.
* events such as holidays and weddings,
* inadequate planning and time management,
* having more than one test on the same day,
* pressures from paid employment for full-time students
* any event that could reasonably have been expected or anticipated, such as sporting events

It is the responsibility of the student making a claim to formally inform the Directorate of Higher Education using the official standard Extenuating Circumstances form (attached). This form is available from the HEART Offices in the Winter Gardens or online and should be returned in hard copy to HEART or directly emailed to mycourse@ucw.ac.uk with the necessary supporting evidence.

A claim for extenuating circumstances may be submitted at any time during the academic year as long as it is prior to the meeting of the relevant Assessment Board. Claims for extenuating circumstances are considered at several meetings of the University Centre Weston’s (UCW) Extenuating Circumstances Panel throughout the academic year.

All claims for extenuating circumstances must be supported by independent documentary evidence. In cases of illness, a medical certificate or doctor’s letter must be submitted and in the case of bereavement, students will be expected to provide a photocopied death certificate.

## EXTENUATING CIRCUMSTANCES PANEL

The Membership of the Extenuating Circumstances Panel shall normally be:

* Director of Higher Education (Chair)
* Deputy Director of Higher Education
* HE Academic Registrar
* Partnership and Development Manager
* HE Welfare and Retention/HE Welfare and Wellbeing Lead
* Business Lead HE

## Terms of Reference:

* Neither marking staff nor the Assessment Boards may apply discretion in respect of extenuating circumstances; all work must be marked on academic merit alone. Extenuating circumstances are only considered by the Extenuating Circumstances Panel.
* Requests for extenuating circumstances will be addressed to the Welfare and Wellbeing team within HEART who will bring both the claim and the evidence to the panel for a decision.
* Claims are considered by the Extenuating Circumstances Panel at their first available meeting and decisions will be communicated to the student in writing at the earliest opportunity.
* The Extenuating Circumstances Panel will consider each individual claim before making a recommendation to the relevant Assessment Board on whether it considers the extenuating circumstances to be valid.
* If the Extenuating Circumstances Panel decides that the claim of extenuating circumstances is not valid, it will reject it and make this recommendation to the relevant Assessment Board. It is therefore important that the Extenuating Circumstances Panel has access to fully documented evidence to support the claim.
* A list of the decisions will be made available for Assessment Boards and the Academic Quality and Standards Committee as and when required.

UCW will not be responsible for contacting medical services, third parties or outside agencies for verification of extenuating circumstances. It is the student’s responsibility to provide such evidence. In the absence of supporting evidence, the panel reserves the right to dismiss the claim for extenuating circumstances.

Students should note that unsupported medical self-certification will not be accepted under any circumstances, and nor will word-of-mouth or anecdotal evidence. Informing tutors of extenuating circumstances does not constitute the making of a claim, and the Extenuating Circumstances Panel will not consider extenuating circumstances based on the comments of tutors alone. Staff can take the opportunity to write in support of the student if they so wish, however this is not seen as sufficient evidence to support a claim.

In submitting extenuating circumstances evidence, the student is requesting that the Assessment Board ignore a non-submission or a failed attempt and allow the student to take the assessment within the resit period without penalty. The student should also be aware of the following points:

* The Extenuating Circumstances Panel is not obliged to accept evidence if it is not submitted in an appropriate format, or at the appropriate time
* The Extenuating Circumstances Panel may accept evidence, but decide that it does not cover the case, or would not have materially altered results
* The Extenuating Circumstances Panel may find insufficient evidence for extenuating circumstances to be allowed and therefore reject the claim or request additional clarification.
* The Assessment Board may defer assessment based on extenuating circumstances evidence, but in no circumstances will it adjust marks.

It is the student’s sole responsibility to ensure that mitigating evidence is submitted in time to be considered by the Extenuating Circumstances Panel. If the student is unable to submit a claim for extenuating circumstances at the appropriate time for good reason, e.g. because a medical condition was only diagnosed after the deadline for submitting claims, the student may submit an appeal against any subsequent decision. The student will be expected to prove to the Appeals Panel the reason why they were unable to submit the claim at the appropriate time, providing independent documentary evidence as appropriate.

If it is established to the satisfaction of the Extenuating Circumstances Panel that a student’s absence, failure to submit work, or poor performance in all or part of the assessment was due to their proven illness or other valid and documented cause, it will make one of the following recommendations to the appropriate Assessment Board

* A student shall be assessed during the resit period as if for the first time, with the full range of marks available
* If an assessment affected by illness was itself a second attempt, reassessment will be permitted as if for the second time and the mark will remain capped at a pass.



# Extenuating Circumstances Form

This form should be completed if your studies have been disrupted by circumstances out of your control, such as illness. It should be submitted to **HEART,** University Centre Weston, Knightstone Road, Weston-super-Mare BS23 2AL or emailed directly online to mycourse@ucw.ac.uk. Claims cannot be considered without independent supporting documentary evidence, such as a medical certificate. Unsupported self-certification cannot be accepted under any circumstances. **Please forward your supporting evidence to HEART within 14 days of making your claim.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Name: | | | | | | | | Student No. | | | | |
| Tel No: | | | | | | | | Email: | | | | |
| Award: | | | | | | | | Stage/Year: | | | | |
| Tutor: | | | | | | | | Part-time/Full-time | | | | |
| Nature of circumstances (please tick relevant boxes) | | | | | | | | | | | | |
| Illness | |  |  | | Hospitalisation |  |  | | Death of close relative | |  |  |
|  | |  |  | |  |  |  | |  | |  |  |
| Accident | |  |  | | Family illness |  |  | | Other | |  |  |
|  | |  |  | |  |  |  | |  | |  |  |
| Please provide further relevant information about the cause of extenuating circumstances. If you are concerned about confidentiality, please leave this section blank and write direct to the Assistant Director HE: Academic Registry. | | | | | | | | | | | | |
| Dates/periods of time work has been affected: | | | | | | | | | | | | |
| Assessments (assignments/tests) affected: | | | | | | | | | | | | |
| Unit | | | | Assignment | | | | | | Date work due | | |
| 1. |  | | |  | | | | | |  | | |
| 2. |  | | |  | | | | | |  | | |
| 3. |  | | |  | | | | | |  | | |
| 4. |  | | |  | | | | | |  | | |
| 5. |  | | |  | | | | | |  | | |
| 6. |  | | |  | | | | | |  | | |
| 7. |  | | |  | | | | | |  | | |
| 8. |  | | |  | | | | | |  | | |

|  |  |
| --- | --- |
| Signature: | Date: |

Appendix 4



# Five Working Day Extension

# Guidance on completing the Extension Request Form

This form must be returned to HEART (with evidence) no later than 14:00 two full working days (48 hours) before your coursework deadline**.**

The scope for making an application is limited to those experiencing the following circumstances (and **only** in cases where it would be appropriate to offer an extension):

1. bereavement (close family member e.g. partner, parent, primary carer, child);
2. serious personal accident or injury of self or close family member / serious illness of self or close family member (including mental health);
3. victim of crime (requires a written statement of events, evidenced by a crime reference no. / police report **and** one of the following: evidence from a counsellor, doctor, victim support or legal adviser which confirms that the nature of the crime is likely to prevent the timely submission of the work);
4. part time students who have had an unexpected increased in working hours (evidenced by a letter from the employer);
5. sporting commitment at a national / international level;
6. participation in activities at a national / international level;
7. a unique career enhancing opportunity approved by University Centre Weston (UCW)

Use this form to request an extension to the original published submission deadline for a piece of assessed coursework.

**DO NOT** use this form if you **miss** a test or other assessment (e.g. coursework submission, practice elements, in class test etc.) through illness or other good reason; in such situations you should complete an Extenuating Circumstances form (available through HEART).

## Wherever possible you should request an extension as soon as you become aware that you will be unable to meet the original published deadline (but normally no earlier than two weeks before the deadline).

**You should continue to work towards the original published deadline until the outcome of your request is known.**

## Filling in the form

* Complete **all parts** of the form. If you have difficulty, seek advice from HEART.
* Make sure you write **clearly** and **legibly.**
* Describe your circumstances, as fully and clearly as you can.
* Include the **dates** of relevant events.
* Describe **how** you believe the circumstances have impacted on your assessment.
* **It is very important that you provide the correct module information as this will ensure there are no delays caused by queries.  Make sure you have recorded the correct module code, name and element of assessment.**

## Providing evidence to support your application

* You **must** provide **supporting evidence** of the problem you are describing, such as a medical certificate. Please note that **applications cannot be considered without evidence**, requests submitted without evidence will be rejected.
* Submit the **original copies** of any documentary evidence with your form.
* If you would like the original copies of your evidence returned to you, mark this on the form.
* If you have difficulty knowing what evidence to submit, you can seek advice from the HEART.
* If your circumstances or the assessment type do not meet the criteria for an extension you may still be eligible to apply for extenuating circumstances.

## Receipt

If you do not receive an acknowledgement e-mail within 5 days of when your form should have arrived with us, you must contact HEART to check that your form has been received.

## Other important notes

* Extensions cannot be requested for **Group work** (e.g. jointly assessed group work, a group presentation, group design review, a group report for which the same mark is assigned to all contributors). **Assessments limited by logistical constraints** (e.g. assessments to be completed whilst on a field trip, assessments with a submission date which falls after the Friday before an Assessment Board, assessments submitted for marking in a studio by a group of staff at a fixed time - including work for an end of term show. **Practice elements of professional practice modules**. **Practical / skills-based work** (e.g. an assessment taking place within a laboratory; Objective Structured Clinical Examinations). **Timed assignments** (e.g. multiple-choice questions, computer-based exams, tests, timed essays).
* There may be other cases where it is not possible to accommodate a student’s request for an extension depending on the nature of an individual assessment.
* Extensions may not be granted for tests or *any* resit work.
* Extension requests can only be considered if you put them in no later than 14:00, two working days (48 hours) **prior to** the assessment which will be impacted by the problems you describe. Requests submitted after this time cannot normally be considered.
* We strongly recommend you keep a copy of your form and of your supporting evidence.
* In the case of students with disabilities, if your circumstances do not fit the criteria or you require an adjustment to your deadline of longer than five working days please contact HEART.
* There should be no further extension upon an already granted extension.

## Advice and support

If you would like advice and support from HEART you can contact us on:

* Telephone 01934 411403
* E-mail mycourse@ucw.ac.uk
* Come into room 017 in the Winter Gardens.

## Submitting your form

Email your form (and accompanying evidence) to [mycourse@ucw.ac.uk](mailto:mycourse@ucw.ac.uk) or hand it into the HEART office in room 017 in the Winter Gardens.

## If your circumstances are not accepted

You will be expected to submit your coursework by the original deadline (or within the 24-hour window for the late submission of work), and your work will be marked on this basis. Alternatively, you may be eligible to submit an extenuating circumstances application

## If your circumstances are accepted

You will be given a new deadline for the submission of the coursework and will be advised of this via email. It is your responsibility to check your emails for this confirmation.



# Five Working Day Extension Application Form

# University Centre Weston Pearson HND/HND students

|  |  |
| --- | --- |
| **Family name:** | **First name(s):** |
| **Course:** | |
| **Email:** | |

## Details of the assessments and deadlines that will be affected

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module Code** | **Module Name** | **Module Leader name** | **Assessment description e.g. Essay 1 Critical Analysis** | **Original published deadline** | **Please indicate whether an earlier version of the assessment has already been submitted online. (Y/N)** | **For office use only**  Accepted / Not accepted (insert reason if application is not accepted) | **For office use only**  New deadline |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

## Details of your circumstances

|  |
| --- |
| *Please use this space to provide details of the circumstances – including dates – that will lead you to be unable to meet the original published deadline/s* |

## Evidence

*Type of documentary evidence provided (medical certificate etc.). Please indicate if you wish to have the originals returned.*

🗖 I wish to have the originals returned to me (please tick if appropriate)

## Declaration

### Confidentiality

I understand that this form and any information I have submitted with it will be held in confidence by the UCW and filed securely in accordance with the arrangements outlined in UCW’s Data Protection Policy. This form and the submitted information will be considered by the relevant staff, solely for purposes relating to academic assessment.

I declare that the information above is true, that the supporting evidence enclosed is genuine and that I have read the above statement on confidentiality.

**Your signature** (e-mail submission is taken as authentication): **Date:**

Appendix 5



# Reasonable Adjustment Form

## This form needs to be completed by the student in consultation with their Course Co-ordinator and a meeting must then be arranged with the Specialist Support Manager or the HE Academic Registrar before approval will be given.

This application form is for students with a declared disability or mental health difficulty that would like to request a Reasonable Adjustment to one (or more) of their assessments.

Examples or Reasonable Adjustments:

* Extension to a deadline
* Filming of a VIVA/Presentation
* Filming of a Performance

This application form is not to be used is Exam Access Arrangements are required; please contact the Specialist Support Manager if you are seeking Exam Access Arrangements.

By completing this application form you are giving permission for your declared disability or mental health difficulty to be discussed by your course tutors and members of HEART (the Wellbeing Lead/HE Specialist Support Manager and the HE Academic Registrar). Information sharing will only be to ensure the appropriate support measure are in place and to confirm that a Reasonable Adjustment is necessary. On occasions it may also be required for the partner university or your employer (if an apprentice) to also be informed and consulted; the student will be informed of this in the Reasonable Adjustment meeting.

Details of any agreed Reasonable Adjustments will be entered on a student’s record.

**DO NOT** use this form if you **miss** an examination or other assessment (e.g. coursework submission, practice elements, in class test etc.) it may be necessary to apply for Mitigating Circumstances and a Reasonable Adjustment cannot usually be applied retrospectively; after an assessment date has passed.

## Wherever possible you should request an extension as soon as you become aware that you will be unable to meet the original published deadline.

**You should continue to work towards the original published deadline until the outcome of your request is known.**

## Filling in the form

* Complete **all parts** of the form. If you have difficulty, seek advice from HEART.
* Make sure you write **clearly** and **legibly.**
* Please describe why you would benefit from a Reasonable Adjustment, as fully and clearly as you can.
* Include the **dates** of relevant events.
* **It is very important that you provide the correct module information as this will ensure there are no delays caused by queries.  Make sure you have recorded the correct module code, name and element of assessment.**

## Providing evidence to support your application

We will require some evidence of your declared disability or mental health condition. This could be consultant letters, a doctor’s note or a photograph of prescribed medication. If you have applied for a DSA it may be that the diagnostic report can be used as evidence. Should you wish to discuss the evidence required then please contact HEART.

## Other important notes

* Reasonable Adjustments for assessed **group work** are not normally approved (e.g. jointly assessed group work, a group presentation, group design review, a group report for which the same mark is assigned to all contributors). We recommend you talk to your tutors should you need any additional support with these types of assessments.
* Reasonable Adjustments for a**ssessments limited by logistical constraints** are not normally approved (e.g. assessments to be completed whilst on a field trip). We recommend you talk to your tutors should you need any additional support with these types of assessments.
* Reasonable Adjustments for **practical/skills-based work** are not normally approved (e.g. an assessment taking place within a laboratory; Objective Structured Clinical Examinations). We recommend you talk to your tutors should you need any additional support with these types of assessments.
* We strongly recommend you keep a copy of your form and of your supporting evidence.

## Advice and support

If you would like advice and support from HEART, please contact:

* Telephone 01934 411 768
* E-mail mycourse@ucw.ac.uk

## Submitting your form

You can email your form, along with evidence, to [mycourse@ucw.ac.uk](mailto:mycourse@ucw.ac.uk). Please ensure you clearly state that this is an application for a Reasonable Adjustment.

You will then be required to attend a meeting with your Course Co-ordinator (or Personal Tutor) and the Specialist Support Manager or the HE Academic Registrar. No Reasonable Adjustments will be approved until this meeting has taken place.

Forms that are incomplete will be returned and not processed.



# Reasonable Adjustments Application Form

|  |  |
| --- | --- |
| **Surname:** | **First name(s):** |
| **Course:** | |
| **Email:** | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Code** | **Module Name** | **Assessment description e.g. Essay 1 Critical Analysis** | **Original published deadline** | **For office use only**  Agreed Reasonable Adjustment |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

## Reason for application for Reasonable Adjustments

|  |
| --- |
| *Please use this space to provide information on why you are applying:* |

## Date the Reasonable Adjustment meeting took place:

## Student’s record updated:

## Confidentiality

I understand that this form and any information I have submitted with it will be held in confidence by the Weston College Group and filed securely in accordance with the arrangements outlined in the College’s Data Protection Policy. This form and the submitted information will be considered by the relevant staff, solely for purposes relating to academic assessment.

I declare that the information above is true, that the supporting evidence enclosed is genuine and that I have read the above statement on confidentiality.

**Your signature** (e-mail submission is taken as authentication): **Date:**

Appendix 6

# 

# Unfair Practice Policy and Procedures

**ACADEMIC STANDARDS**

University Centre Weston (UCW) seeks to assist, guide and support students to understand and meet the appropriate and required levels of academic scholarship.

Good academic practices and standards are seen as critical to the maintenance of trust and integrity within the learning environment. Students are expected to apply these standards when producing their own academic work and when referencing/crediting the work of others.

**UCW’S RESPONSIBILITIES**

UCW and staff will foster and support good standards of academic practice to help the student reference work correctly and avoid unintentional plagiarism. Where poor levels of scholarship are displayed, advice and support will be offered.

From the outset of their programme, students will be provided with appropriate guidance and information on how to avoid plagiarism and other assessment offences in the following ways:

* **Initial induction sessions and Student Handbooks:**   
  The appropriate conventions and standards for a particular subject discipline will be defined in assignment briefs, student handbooks, on-line, and other printed information provided by module co-ordinators and programme co-ordinators.
* **Library Induction:**   
  All first year HE students will attend compulsory ‘HE.LP.’ (Higher Education Library Plus) sessions which include an introduction to plagiarism. Students will be made aware of policies and documentation which will be available on the website and the UCW VLE.
* Microsoft Teams/Turnitin is available for all courses for staff to set up for all electronically submitted written assignments.
* **On-line support:**Information regarding academic good practice is available on-line both at UCW and partner awarding bodies websites.

**STAFF RESPONSIBILITIES:**

It is the responsibility of staff to:

* Stress to students the unethical nature of plagiarism and similar unfair practices.
* Make clear to students UCW’s policy on plagiarism and unfair practices.
* Seek to ensure that students have the knowledge and skills required to enable them to cite and reference appropriately and make full use of appendices and bibliographies.
* See that good academic practice is embedded in the student learning programme particularly at level 4.
* See that clear programme specific information is provided, both on-line and in the student handbook.
* Support opportunities for academic scholarship skills training appropriate to the discipline alongside library-led workshops.
* Seek to ‘design out’ potential plagiarism in the development of modules, assignment briefs and learning outcomes.
* Provide appropriate guidance and support for students where poor scholarship skills have been identified.
* Investigate alleged assessment offences in accordance with UCW’s regulations regarding unfair practices.

**STUDENT RESPONSIBILITIES:**

It is the responsibility of students to:

* Undertake all tests in accordance with UCW and higher education institutions’ assessment regulations and unfair practice policies.
* Take a responsible attitude towards the development of good academic practice by engaging with the information and training opportunities provided by UCW regarding citation, referencing, paraphrasing, and use of appendices and bibliography.
* Ensure that work submitted for purposes of assessment is their own.
* Ensure that the words of others are appropriately cited and referenced using the accepted referencing system recommended by UCW and partner higher education institutions.
* Take responsibility for avoiding plagiarism in their own work and not allow other offences such as collusion and copying to take place.

Students are expected to present their own words, own analysis and own argument.

It is acceptable to use the work of others to support arguments and analysis, provided credit is correctly given.

Staff will inform as to what constitutes good practice and give help with referencing.

Students should ensure that work (whether paper-based or electronic) is not made available to others. Failure to secure work adequately can mean potential implication in an accusation of plagiarism.

It is not acceptable to submit the same piece of work for different assessments or modules, nor may students re-use work originally submitted at another institution for which credit has already been obtained. This constitutes 'double counting'.

Students may legitimately refer to the same body of material for more than one assignment, but it is never acceptable to submit the same work in more than one assignment.

If in any doubt about acceptable practice, students should consult the module leader or programme co-ordinator for advice before submission.

**WHAT CONSTITUTES UNFAIR ACADEMIC PRACTICE?**

Unacceptable academic practice, particularly in response to assessment, is known as unfair practice.

Unfair practice may take a variety of forms and the following will be considered as assessment offences by UCW:

* Plagiarism
* Collusion
* Direct cheating: examinations/experiments/field reports/contract cheating
* Falsification
* Fabrication

The penalties for unfair academic practice can be severe.

**1. PLAGIARISM**  
  
Plagiarism, according to the Oxford English Dictionary, is ‘the taking and using as one’s own the thoughts, writing or inventions of another.’  
  
It is further defined in academic terms as:

When “someone uses words, ideas, or work products that are attributable to another identifiable person or source without attributing the work to the course from which it was obtained, in a situation where there is a legitimate expectation of original authorship, in order to obtain some benefit, credit or gain.” (Fishman, 2011)[[1]](#footnote-1)

Plagiarism can take a variety of forms:

* Copying sections from one or more books or articles without acknowledgement of the source(s).   
  Note the phrase 'one or more'. It is still plagiarism if sections are reproduced from several sources rather than one, in a 'cut and paste' approach.
* Excessive dependence upon one or a limited number of sources is plagiarism if the sources are inadequately referenced, even if the exact wording used by the original author(s) has been modified
* Using the web to download work and submitting as your own
* Using someone’s ideas and paraphrasing material without acknowledging the source
* Copying another student’s work without permission or referencing
* Incorrect referencing and lack of acknowledgement (bad scholarship practices) can lead to accusations of copying which in turn infer plagiarism.

UCW is committed to ensuring that students get proper credit for their work. This means making sure students are properly assessed in relation to the learning outcomes specified for the modules with staff using their academic judgement in the normal way. Proper assessment is compromised when students engage in unfair practice, in particular when they plagiarise, or otherwise present others' work as their own.

Students should be in no doubt that plagiarism is cheating and is a very serious offence in higher education. Pleas that a student was not aware of the offence or its consequences, or did not understand what constitutes plagiarism, will not be accepted under any circumstance. Plagiarism will result in a penalty even when it is unintended or unwitting.

For clarity and to support good practice, UCW subscribes to a Plagiarism Detection Service (PDS) ‘Turnitin’. This compares work submitted to it with millions of pages of internet-based material -- including work uploaded to the service by other students. All written work is submitted to ‘Turnitin’ via Microsoft Teams.

Please note that the use of electronic detection software in this way is seen as supporting the exercise of academic judgement by staff and not as a replacement for it.

Additionally, academic staff may choose to make the outcome reports from plagiarism software scrutiny available to students whether in draft or final format to be used as part of formative feedback to the student, or as a learning tool to improve the student’s understanding of acceptable and unacceptable academic practice.

**2. COLLUSION**

Examples of this include:

* Students should be aware of the distinction between 'collaboration' and 'collusion'. Some assignments encourage or require students to collaborate with fellow students and submit joint work. The majority however assess individual work and do not permit collusion. Students should never submit joint work unless it is clearly required by the module's written documentation.
* Where a student claims as their own, work done in collaboration with another person(s), with the intention to gain unfair advantage.
* A student knowingly permitting another to copy all or part of their work and allowing them to submit it as their own unaided work.

**3. DIRECT CHEATING**

Examples of this include:

* Making use of mobile/smart phones, or any similar technological device, to obtain an unfair advantage in a test situation, for example test, or timed laboratory assignments
* Discovered possessing relevant supporting notes in a test
* Submitting work that has been completed wholly or in part by another person on their behalf such as the use of a ghost-writing service (contract cheating)
* Making work available to other students for financial gain in an attempt to deceive the institution involved
* Impersonation in tests.

**4. FALSIFICATION**

* Misrepresentation of experimental/research data
* Actual falsification of references, bibliographies, laboratory reports, and project information.

**5. FABRICATION**

* Creating reports on research and experiments never undertaken, and the fabrication of data
* Submission of fraudulent mitigating / extenuating circumstances.

Plagiarism in particular has increased in recent years, partly due to the accessibility of information on the Internet. Students should not imagine that cases of Unfair Practice will not be detected.

Every case of Unfair Practice, however minor the scale of the case, is taken very seriously by UCW and will be investigated and all cases where deception is detected will be reported.

**UNFAIR PRACTICE PROCEDURE**

There are **two** perceived stages to the procedure:

**STAGE 1**

This is for cases where the lecturer detects plagiarism but suspects that ‘unwitting plagiarism’ has occurred which is due to poor academic practice or scholarship and the student could not reasonably be expected to realise that plagiarism had occurred.

The issue will be raised with the student and the Programme Co-ordinator. Suitable support will be recommended to ensure the student conforms to good academic practice in the future.

It is most likely for this to occur in level 4 of study but should be unlikely to occur at levels 5 and 6.

The Programme Co-ordinator and the lecturer as part of their academic judgement will make sure the marks reflect this poor academic/scholarship practice.

A note will be made by the Programme Co-ordinator indicating that this ‘unwitting plagiarism’ has occurred along with the recommendation for support given to the student. A copy will be sent to the Deputy Director of Higher Education for future reference.

The Unfair Practice Committee is not involved.

**STAGE 2**

This is for cases where an example of plagiarism, collusion, or other unacceptable academic practices is detected.

Where staff identify examples of cheating, plagiarism, assessment offences or other unacceptable academic practices the Programme Co-ordinator and the Deputy Director of Higher Education must be informed immediately, along with the HE Academic Registrar.

A written report will be compiled by the Programme Co-ordinator including all the relevant details, stating the nature of the alleged offence and the evidence supporting it. This report will be submitted to the Unfair Practice Committee for consideration.

The student must be informed of the procedures in relation to this allegation. They can seek guidance from the HE Welfare and Retention Officer and may respond to the allegation by submitting written evidence as appropriate.

**UNFAIR PRACTICE COMMITTEE: MEMBERSHIP**

The membership of the Unfair Practice Committee shall be:

* Deputy Director of Higher Education (Chair)
* HE Academic Registrar
* HE Partnership and Development Manager

In the event that these members are not available, the Director of Higher Education will nominate appropriate substitutes.

The committee will meet on a ‘needs basis’ in order to submit its recommendations to the Assessment Board. An annual report will be presented at the Academic Quality and Standards Committee.

The Unfair Practice committee will judge the seriousness of the offence and apply the appropriate penalty, if applicable. In determining the penalty to be applied, the committee will consider the following issues:

* Degree of deception
* Previous offence
* Amount/volume of work (component or module)
* Academic level at which the offence occurs
* Explanation received from the student.

Where an accusation of unfair practice has been substantiated, the accusation is said to be established and the decision transmitted to the student by the Deputy Director of Higher Education and formally by the Chair to the relevant Assessment Board.

**PENALTIES FOR UNFAIR PRACTICE**

There are potentially **four** possible outcomes:

**In the case of a first and/or lesser offence** (evidence of plagiarism, collusion or fabrication):

Penalty 1: Assessment grade is reduced to pass.

Penalty 2: Assessment grade is reduced to fail and student is referred (resit) in the module which will be capped at pass.

**In the case of a serious offence** (evidence which identifies plagiarism, cheating, collusion, falsification or fabrication)

Penalty 3: Assessment grade is reduced to fail.   
 Appropriate credits are awarded.

Classification affected.

Penalty 4: Failure in the programme of study.  
Student has no right to redeem but is allowed credit for marks at a level already received.

A lesser award.

NB: Evidence established post award can cause cases to be re-opened and awards suspended.

Please refer to the two following diagrams:

1. Unfair Practice: Action Timeline
2. Unfair Practice: Penalty Table

Chair of Unfair Practice Committee writes formally to Assessment Board and where appropriate to the partner university stating its decision

Student notified of decision by

Assistant Director HE: Academic Registry

Student may challenge decision through Appeals Procedure

Penalty approved by Assessment Board

Discussions with student

Advice and further support training recommended

**Outcome:**

Poor Scholarship

No Penalty

Note on File

Assistant Director HE: Academic Registry informed

Mark to reflect poor scholarship

**UNFAIR PRACTICE: ACTION TIMELINE**

**Identification of unfair practice**

**by programme team**

Chair of Unfair Practice Committee writes formally to Assessment Board and where appropriate to the partner university stating its decision

Student notified of decision by

Deputy Director of Higher Education

Student may challenge decision through Appeals Procedure

Penalty approved by Assessment Board

Evidence confirmed with Programme Co-ordinator

Poor scholarship established. Case does not proceed

Deputy Director and Programme Co-ordinator meet who then agree there is a case to answer.

Referred to Unfair Practice Committee.

Discussions with student

Advice and further support training recommended

**Outcome:**

Poor Scholarship

No Penalty

Note on File

Deputy Director of Higher Education informed

Mark to reflect poor scholarship

Student Informed

Programme Co-ordinator prepares written report for submission to Unfair Practice Committee

Unfair Practice Committee convened.

All evidence presented and considered.

Type of offence and penalty agreed by

Unfair Practice Committee

Student denies allegation

Student admits offence

**Identification of unfair practice by Examinations Team Leader**

**UNIVERSITY CENTRE WESTON DIRECTORATE OF HIGHER EDUCATION**

**UNFAIR PRACTICE: PENALTY TABLE**

**Stage 1: Evidence not presented to Unfair Practice Committee**

|  |  |  |
| --- | --- | --- |
| **Alleged Offence** | **Offence Established** | **Normal Penalty Applied** |
| Suspected plagiarism reported  Level 4 only | Poor scholarship established | No penalty.  Support arranged.  Programme Co-ordinator checks that the mark reflects poor scholarship.  Note of offence placed on record. |

**Stage 2: Evidence presented to Unfair Practice Committee**

|  |  |  |
| --- | --- | --- |
| **Alleged Offence** | **Offence Established** | **Normal Penalty Applied** |
| Evidence clearly shows plagiarism and/or collusion | **First and lesser offence established and agreed.**  Committee balances the level of offence considering the key issues:   * Degree of deception * Previous offence * Amount/volume of work (component or module) * Academic level at which the offence occurs * Explanation from student | 1. **Assessment component grade is reduced to Pass.** |
| 1. **Assessment is failed** and student is referred (resit) in the unit which will be capped at Pass. |
| Evidence showing serious plagiarism, cheating, collusion, falsification or fabrication | **Serious offence established and agreed.**  Committee balances the level of offence considering the key issues:   * Degree of deception * Previous offence * Amount/volume of work (component or module) * Academic level at which the offence occurs * Explanation from student | 1. **Assessment is failed**  Appropriate credits are awarded. Classification affected. |
| 1. **Failure in the programme of study.** Student has no right to redeem but is allowed credit for marks at a level already received.  A lesser award. |

NB: Evidence established post award can cause cases to be re-opened and awards suspended.

Appendix 7

# 

# Higher Education Appeals Procedure

1. IntroductionThe HE Appeals Procedure is established to constitute a framework for considering appeals against decisions made at the Assessment Boards.

Without prejudice to the outcome of an appeal, a student may continue to attend classes and to make use of UCW’s facilities whilst their appeal is being heard. Therefore, any student making an appeal should continue with his/her studies as normal, including studying for any retakes.

### Grounds for Appeal

Students have the right of appeal to the Appeals Committee against a decision of an Assessment Board, where the grounds for appeal are one or more of the following:

* That their performance in the test/assessment was adversely affected by illness or other factors that they could not reasonably have been expected to divulge before the Assessment Board reached its decision
* That there has been a material and significant administrative error
* That the test/assessment was not conducted in accordance with University Centre Weston’s (UCW) Time Constrained Assessment Policy
* That some other material and significant irregularity has occurred.

Appeals on the following grounds will not be considered:

* Against the academic judgement of internal or external examiners
* Informal assessments of the student’s work by members of academic staff
* Marginal failure to attain a higher class of degree
* The retrospective reporting of extenuating circumstances which a student might reasonably have been expected to disclose to the Assessment Board before their meeting
* Lack of awareness of relevant procedures or regulations.

### Procedures for Applying to the Appeals Committee

**Letter of appeal**

* A student wishing to appeal must write to the Director of Higher Education, UCW, Weston College, Knightstone Road, Weston-super-Mare BS23 2AL, specifying the ground(s) for appeal.
* The letter of appeal must either be given by hand to the Directorate within 10 working days of the publication of the results or bear a post mark dated no more than 10 working days after the publication of results. The receipt of the appeal will be acknowledged within 5 working days.
* The formal letter of appeal must contain:

A stamped self-addressed envelope

A completed appeals form

Medical certificates or other documentary evidence material to the case

The decision of the Assessment Board.

**Action on receipt of an appeal:**

* The Chair of the Appeals Committee will investigate all appeals and may consult such persons, as he/she thinks fit. All valid appeals will then be taken to an Appeals Committee. Students submitting invalid appeals will be written to with an explanation of why their appeal was not valid. Students with valid appeals will be written to informing them that their appeal will be heard by the Committee and inviting them to attend.

### Appeals Committee

**Membership**

* + - Deputy Director of Higher Education (Chair)
    - A Senior Academic appointed by the Director of Higher Education
    - HE Academic Registrar
    - HE Partnership & Development Manager
    - At least one member from the faculty where the programme under discussion is based.

In the event that these members are not available, the Director of Higher Education will nominate appropriate substitutes.

**Terms of Reference**

* To consider prima facie valid appeals against decisions of Assessment Boards and to determine action in response to such appeals.
* To report annually to the Academic Quality and Standards Committee summaries of appeals.

**Procedure**

* Dates of the meetings of the Appeals Committee shall be established when dates for Assessment Boards are established.
* The Chair shall require any member of the Committee to withdraw, where that member has a close academic connection with an appeal. All members shall be asked to declare any significant connection with any appeal.
* The Appeals Committee may require the appellant to appear before it, in which case he or she may be accompanied.
* The proceedings of the Appeals Committee shall be formally minuted.
* It shall be the responsibility of the Deputy Director of Higher Education to conduct all its correspondence on behalf of the Committee.

**Attendance by students**

* Any student attending the meeting of the Appeals Committee may be accompanied by a friend. If the student is unable to attend the meeting of the Appeals Committee, the meeting will nevertheless take place and the decision made will still be valid. A student who is unable to attend the meeting can ask designated representative to attend on his/her behalf. The UCW Consent for Third Party Representation form should be used in such cases.

### Powers and Responsibilities

* The Appeals Committee shall consider all appeals. It may decide that:  
    
  The grounds of the appeal are not valid.  
  The grounds of the appeal are valid but the appeal is not upheld.  
  The grounds of the appeal are valid and the appeal is upheld.
* The Deputy Director of Higher Education will inform the student in writing of its decision together with brief reasons for its decision within five working days of the Appeals Committee meeting.
* Where the appeal is successful, and where appropriate, the Appeal may change a ‘referred’ to a ‘deferred’. In all other instance of a successful appeal, the decision of the Assessment Board shall be referred to its Chair, who shall be required to review its original decision in the light of the opinion of the Appeals Committee.
* In making the review the Chair shall consult at least two other members of the Assessment Board and an External Examiner where one was present.
* The Chair of the Assessment Board shall report the process and outcome of the review in writing to the Chair of the Appeals Committee.

### Further Right of Appeal

* Students have a further right of appeal to the Director of Higher Education but only if UCW materially fails to comply with the Appeals Procedure, and the student can demonstrate that s/he has suffered detriment. If the student wishes to appeal the student must write to the Director of Higher Education, UCW, Weston College, Weston-super-Mare, BS23 2AL, specifying the grounds of appeal. The letter making the further appeal must be posted within ten working days of notification of the outcome of the appeal.
* The Director of Higher Education will inform the student of the outcome of his/her further appeal within five working days of the hearing. This decision will be final.
* Students, who still feel that their appeal has not been satisfactorily dealt with, may be entitled to take the appeal to the Office of the Independent Adjudicator for Higher Education ([www.oiahe.org.uk](http://www.oiahe.org.uk/)).

Appendix 8



# APPEAL FORM

This form is to be completed in order to appeal against the decision of an Assessment Board. This form should be read in conjunction with the Appeals Procedure, a copy of which is available from HEART in room 017 in the Winter Gardens.

|  |  |
| --- | --- |
| Name: |  |
| Student No. |  |
| Address: |  |
| Telephone: |  |
| Programme of Study: |  |
| Year: |  |
| Faculty: |  |

Please indicate here which grounds apply and then give full details of your complaint on the following sheet(s).

|  |  |
| --- | --- |
| Mitigating circumstances |  |
| Procedural irregularities:  (a) administrative  (b) conduct of tests |  |
|  |
| Other |  |

|  |  |
| --- | --- |
| Signature: |  |
| Date: |  |

Complete this form and submit it to the Assistant Director HE: Academic Registry within ten working days of publication of your test results. Enclose any medical certificates or other documentary evidence material to the case.

If you require any further information, please contact:

HEART

[heart@ucw.ac.uk](mailto:heart@ucw.ac.uk)

01934 411403**GROUNDS FOR APPEAL – EXTENUATING CIRCUMSTANCES:**

“That their performance in the test/assessment was adversely affected by illness or other factors that they could not reasonably have been expected to divulge before the Assessment Board reached its decision”.

Mitigating circumstances are defined as: “Circumstances beyond a student’s control which could cause him or her to perform significantly less well in coursework or tests than he or she might otherwise have expected”. If these circumstances involve illness the student must provide evidence. Normally only a Doctor’s note will be considered sufficient. Unsupported claims will not be accepted.

Please give full details of grounds on which you are appealing below:

|  |
| --- |
|  |

**GROUNDS FOR APPEAL – PROCEDURAL IRREGULARITIES:**

“That there has been a material and significant administrative error or that the tests were not conducted in accordance with the UCW’s Times Constrained Assessment Policy”.

Please give full details of grounds on which you are appealing below:

|  |
| --- |
|  |

**GROUNDS FOR APPEAL – OTHER**

“That some other material and significant irregularity has occurred”. Other grounds will be considered on their merit, but the following are not considered legitimate grounds on which to appeal, and any appeals based on the following grounds for appeal will NOT be considered:

* Appeals against the academic judgement of internal or external examiners.
* Informal assessments of the student’s work by members of academic staff.
* Marginal failure to attain a higher class of degree.
* The retrospective reporting of extenuating circumstances which a student might reasonably have been expected to disclose to the Assessment Board before their meeting.

Please give full details of grounds on which you are appealing below:

|  |
| --- |
|  |

Appendix 9

# 

# Consent for Third Party Representation

|  |  |
| --- | --- |
| Full Name of student: |  |
| Student Number: |  |
| Course: |  |
| Address: |  |
| Contact Number: |  |
| Email Address: |  |

|  |
| --- |
| I hereby give my consent for the following named person (name of third party):    To act on my behalf in relation to (detail nature of the complaint):          I authorise University Centre Weston to disclose any personal data in relation to the above situation.  Signed: |

Please complete & return to the Deputy Director of Higher Education or email [heart@ucw.ac.uk](mailto:he.unit@weston.ac.uk)

Appendix 10

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# ACCREDITATION OF PRIOR LEARNING POLICY

**Policy Aim.**

To facilitate the assessment and recognition of prior learning that students may have gained through previous experience.

**Principles.**

* To enable recognition of prior learning in support of flexible learning pathways
* To promote lifelong learning
* To support widening participation
* To develop employability
* To increase opportunities for partnership working
* To ensure decisions are accessible, transparent, fair and consistent

These principles reflect University Centre Weston’s (UCW) objectives which seek to ensure equality of opportunity and widening participation.

UCW may award credit for successfully assessed experiential learning and/or for learning accredited by other institutions delivering higher education or other bodies recognised by UCW for this purpose.

Scrutiny of prior learning for the purpose of the recognition by UCW of credit toward a named award should be undertaken by academic staff within faculties in accordance with the procedures. Such staff shall have appropriate programme discipline and/or professional expertise and should have regard for UCW information and guidance on accreditation of prior learning.

Accreditation may be used for:

* Admission to a programme of study. (Please refer to Admissions Statement.)
* Awarding credit to allow admission to a programme of study at a point subsequent to initial entry (advanced standing), e.g. transferring from another university.
* The recognition of credit towards an award.

**Conditions**

* Any module for which credit is awarded will be capped at a pass. No classification will be awarded.
* The maximum credit allowed within any single award is two-thirds.

In general, UCW would look to advise students where possible to engage fully with the integrated nature of the learning experience presented within a programme of study.

**FEES**

In respect of the Office for Students funded programmes, an applicant should not usually be charged a fee for consideration of their application. However, the programme fee will not be reduced.

**GUIDELINES AND PROCEDURES**

**Applications**

In all cases claims for APL should be submitted to HEART. Students should initially discuss the potential and suitability of their proposed claim directly with the Director of Higher Education.

**Types of Accreditation**

Generally, students ask for one of two types of accreditation for prior learning to be considered:

* **AP(C)L: Accreditation of Prior Certificated Learning**  
    
  This is where a student is seeking admission to a programme of study or is seeking to transfer from another higher education institution onto a similar programme at the same level and already has verifiable passes in modules containing equivalent learning outcomes. Another example might be a student wishing to change the mode of study from part-time to full-time or vice versa.
* **AP(E)L: Accreditation of Experiential Learning**  
    
  This is where a student has prior and relevant experience academically and professionally which might be seen to match closely the entry requirements and/or the learning outcomes of a particular module and can be supported by a portfolio of evidence or successful completion of a written project set at the correct academic level; the portfolio to include a mapping of student reflection on how the relevant learning outcomes have been met, job descriptions and independent corroboration.

**Process**

It is the student’s ultimate responsibility to decide the grounds on which he/she wishes to make a claim for APL.

In the case of AP(C)L the appropriate form should be submitted, together with an academic transcript obtained from the higher education institution at which they have studied. This should include programme title, level, dates results obtained, module descriptors and learning outcomes.

The Director of Higher Education, with reference to the relevant Programme Co-ordinator and the Deputy Director of Higher Education, where appropriate, will oversee the decision making in these cases.

In the case of AP(E)L an outline of the potential claim should be submitted to the Director of Higher Education following which the applicant will be referred to the programme co-ordinator for detailed advice about compiling a portfolio of evidence. The Programme Co-ordinator should usually provide support to students wishing to make such claims and guidance on the verification of professional expertise and currency of prior learning.

In some cases, a suitable written assignment may also be prescribed.

Upon formal submission the Director of Higher Education will pass the portfolio of evidence on to the appropriate Programme Co-ordinator for consideration, who should use the following criteria to inform their decision.

**Guidance Criteria for Staff Making Assessments**

* **AP(C)L**  
    
  The transcript or other evidence provided should include clear confirmation of the institution of study; (validating body); course/programme title studied; student name; dates of study; modules passed and credit points achieved; and/or final award.  Vigilance should be exercised where any of the above details are omitted, and additional evidence normally sought.  If there are any queries about the authenticity of the transcript (including if the student now bears a different name to the one listed on the transcript), the Director of Higher Education will need to note that approval is pending sight of the original document or other evidence. Admission onto a programme must be based on receipt of sufficient documentary evidence.
* **AP(E)L**  
    
  A portfolio of evidence and/or written assignment for experiential learning is assessed against the learning outcomes of the module(s) for which a claim is made.   
    
  There are five criteria to consider:

|  |
| --- |
| * **Content:**  does the evidence indicate that the student has acquired the types of knowledge/ understanding and skills developed in the module(s)? * **Level:** does the evidence indicate that the learning has been at the same higher education level as the module(s)? * **Volume:**  does the evidence indicate that the learning has been of sufficient volume to deserve credit equivalent to the module(s)?   *Note:* this is particularly important in placement-type modules where the student must have a certain length of work experience. * **Currency:**  is the learning still current, in relation to the module learning outcomes? As a rule of thumb, ten years is considered the maximum ‘shelf life’ over which the learning is considered current. However, this will depend on subject. For instance, learning in subjects where there has been rapid technological development, or where professional requirements have changed, will have briefer currency. * **Authenticity:** are you confident that the evidence presented is authentic? |

The student should provide evidence of **broad equivalence** – i.e. that he/she has met the same learning outcomes as a student who has taken and passed the module.  If the module is a prerequisite for another, or if it is a core or compulsory module within a student's programme, the student must provide evidence to suggest that he/she is sufficiently prepared to progress to the next module or level. The student must provide an equivalent document that clearly maps materials in the portfolio against the module learning outcomes, normally in the form of a grid.  It is not the job of the programme co-ordinator to do this mapping. A claim might be referred back if the student has not completed this properly.

The Programme Co-ordinator, after consideration of this evidence, will make one of three recommendations (outlined below) and return to the Director of Higher Education for communication to the student.

**Formal Decision**

Possible recommendations are:

1. **Acceptance** of the accreditation for the specified module(s).
2. **Referral** of the claim. The student is encouraged to resubmit. Comments in the feedback section should make it clear where the weaknesses are. In cases where it might be difficult to provide new evidence, the student might be invited to demonstrate learning by undertaking a written or oral assignment.
3. **Rejection** of the claim. The student is not encouraged to resubmit (comments should make it clear where the shortfalls are), and therefore encouraged to engage with the whole programme where appropriate.

The Director of Higher Education will meet with the Programme Co-ordinator and where appropriate with the Deputy Director of Higher Education to establish:

1. Claims which may be formally approved and signed off at that point.
2. Claims which require further evidence.
3. Claims which cannot be accepted.

**Notification of Decision**

When the claim has been formally approved the Director of Higher Education will send notification to the student.  Confirmation will be passed to the Business Lead HE for input to the student’s record as soon as possible.

When a claim has been referred the Director of Higher Education will send notification to the student asking for specific supporting evidence to be provided for clarification and support of the claim.

When the claim has been rejected the Director of Higher Education will send notification to the student indicating the grounds for rejection.

The Director of Higher Education has final approval for all decisions.

Appendix 11

## 

# Accreditation of Prior Learning Application Form (Cover Sheet)

|  |  |  |  |
| --- | --- | --- | --- |
| **STUDENT NAME:** |  | **STUDENT NUMBER** |  |

|  |
| --- |
| **PROGRAMME APPLIED FOR:** *(list title and/or code)* |
|  |

|  |  |
| --- | --- |
| **PERSONAL DETAILS** | |
| Surname | |
| Forename(s) | |
| Former Name *(if applicable – proof of name change to be submitted with application)* | |
| Title (*e.g. Mr, Mrs, Ms, Miss)* | Male / Female |
| Correspondence address  Postcode | |
| Telephone No | Email *(for current students, we will use your student mail)* |

|  |
| --- |
| **APPLYING FOR:** *(please tick as appropriate)* |
| * **Accreditation of Prior Certificated Learning: AP(C)L**   If you are applying for AP(C)L, please attach a list of the modules for which you are seeking credit, a transcript of your results so far, and an outline (printed from the website of your current institution) of the module content.   * **Accreditation of Prior Experiential Learning: AP(E)L**   If you are applying for AP(E)L, please complete the application form and attach it to your portfolio or completed assignment. |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***FOR UNIVERSITY CENTRE WESTON USE ONLY*** | | | | | | | | | | | | | | |
| Date received by the Director of HE: | | | | | | |  | | | | |  | | |
|  |  |  |  | |  |  | | | | | | | | |
| Offer |  |  | Reject | |  | *(Programme Co-ordinator to indicate)* | | | | | | | | |
|  | | | | | | | | | | | | | | |
| Reasons for Rejection: | | | |  | | | | | | | | | | |
|  | | | |  | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| Programme Co-ordinator: | | | | |  | | | |  | |  | | | |
|  | | | | | *Signature* | | | |  | | *Date* | | | |
|  | | | | |  | | | |  | |  | | | |
| Deputy Director of HE: | | | | |  | | | |  | |  | | | |
|  | | | | | *Signature* | | | |  | | *Date* | | | |
|  | | | | | | | | | |  | | | | |
| Approved by the Director of HE | | | | |  | | | | |  |  | | | |
|  | | | | | *Signature* | | | | |  | *Date* | | | |
|  | | | | |  | | |  |  | | | |  |  |

This cover sheet, together with the required documentation outlined above, should be returned to:

Director of Higher Education

UCW

Weston College

Knightstone Road

Weston-super-Mare BS23 2AL

Appendix 12

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# ACCREDITATION OF PRIOR CERTIFICATED LEARNING: AP(C)L

*This form must be completed by a programme co-ordinator in order to make a recommendation for credit on the basis of Prior Learning which is* ***Certificated*** *(that is, formally assessed and resulting in a qualification or award of credit). On signature by the Director of HE this document becomes confirmation of AP(C)L and is copied to the Applicant and all relevant departments*

|  |  |  |
| --- | --- | --- |
| **Student’s Surname:** | **Forename:** | **Student Number:** |
|  |  |  |
| **Programme Title:** | | |
|  | | |

*List below the module codes for any COMPULSORY MODULES where learning outcomes have been acceptably covered by the student’s prior learning. It is helpful to annotate and append a copy of the transcript to indicate where there is broad equivalence with University Centre Weston programme modules*

|  |  |  |
| --- | --- | --- |
| **Certificated Module Title** | **University Centre Weston Module Title** | **Number of Acceptable Credits** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Sum of Total Credit to:** | Level 4: |  | Level 5: |  | Level 6: |  | *NB: The total volume of AP(C)L should not normally exceed the Maximum Credit Limits by award.* |

|  |
| --- |
| **Confirmation** |
| **Student accepted for entry at:** UGLevel 4 **🞎**  UG Level 5 **🞎**  UG Level 6 **🞎**  **Student required to take the following module(s), not covered by AP(C)L above, to meet course requirements for the level/stage of entry.**  *(Please list module title and credit value)*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Programme Co-ordinator: *................................................................................................................... ........................................................*

*Signature Date*

Director of Higher Education: *........................................................................................................................ ...............................................*

*Signature Date*

***Attach applicant’s form, together with all evidence and any additional feedback, and return to:***

*Director of HE, UCW, Weston College, Knightstone Campus, Weston-super-Mare, BS23 2AL*

Appendix 13

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# ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING: AP(E)L

*This form must be completed by programme co-ordinators in order to make a recommendation for credit on the basis of Prior Learning which is* ***Experiential*** *(that is, uncertified learning which did not result in the award of credit or a qualification. On signature by the Director of Higher Education, this document becomes confirmation of AP(E)L and is copied to the Applicant and all relevant departments*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **STUDENT NAME** |  | **STUDENT NUMBER** |  | | |
| **PROGRAMME** *(including module title and code)* | | | | | |
|  | | | | | |
| **MODULE CLAIMED** *(please complete separate form for each module claimed)* | | | | *Tick to confirm* | |
| **Content:** does the evidence indicate that the student has acquired the types of knowledge/ understanding and skills developed in the module(s)? | | | | |  |
| ***Level*:** does the evidence indicate that the learning has been at the same higher education level as the modules? | | | | |  |
| **Volume:**  does the evidence indicate that the learning has been of sufficient volume to deserve credit equivalent to the module(s)?  *Note: this is particularly important in placement-type modules where the applicant must have a certain length of work experience.* | | | | |  |
| **Currency:**  is the learning still current, in relation to the module learning outcomes?  *Note: as a rule of thumb, ten years is considered the maximum ‘shelf life’ over which the learning is considered current. However, this will depend on subject. For instance, learning in subjects where there has been rapid technological development, or where professional requirements have briefer currency.* | | | | |  |
|  |
| **Authenticity:** are you confident that the evidence presented is authentic? | | | | |  |
| **DECISION** | | | | *Tick to confirm* | |
| **Accept** portfolio for credit against module listed above | | | | |  |
| **Refer** the claim.  Student is encouraged to resubmit.  *Note: Comments in Feedback section below should make it clear where the weaknesses are. In cases where it might be difficult to provide new evidence, the student might be invited to demonstrate learning by undertaking a piece of written or oral assessment.* | | | | |  |
|  |
| **Reject** the claim and recommend student to engage with the whole programme. Student is not encouraged to resubmit (comments below should make it clear where the shortfalls are) | | | | |  |
| **FEEDBACK ON ANY WEAKNESSES OR GAPS / SUGGESTIONS FOR RESUBMISSION** | | | | | |
|  | | | | | |

Programme Co-ordinator: *.................................................................................................................... ...................................................... Signature Date*

Director of Higher Education: *......................................................................................................................... ..............................................*

*Signature Date*

***Attach applicant’s form, together with all evidence and any additional feedback, and return to:***

*Director of HE, UCW, Weston College, Knightstone Campus, Weston-super-Mare, BS23 2AL*

|  |  |  |  |
| --- | --- | --- | --- |
| Portfolio to be collected from the Director of HE at above address (the portfolio will be retained until after the External Examiner has visited) |  | Portfolio enclosed with feedback |  |

Appendix 14 ****

**ASSIGNMENT SUBMISSION (Cover Sheet)**

|  |  |  |
| --- | --- | --- |
| **PROGRAMME:** |  |  |
| **UNIT TITLE:** |  |  |
| **UNIT CODE:** |  |  |
| **COMPONENT:** |  |  |
| **PROGRAMME CO-ORDINATOR:** |  |  |
| **STUDENT NUMBER:** |  |  |

|  |
| --- |
| **FOR UCW USE ONLY**  Affix College Date Stamp |

* To be completed by the student at the time of submission to the Faculty or Directorate office.
* Both parts to be checked and date stamped, and the receipt issued to the student as proof of submission.

................................................................................................................................................................................

****

**ASSIGNMENT SUBMISSION RECEIPT**

|  |  |  |
| --- | --- | --- |
| **PROGRAMME:** |  |  |
| **UNIT TITLE:** |  |  |
| **UNIT CODE:** |  |  |
| **COMPONENT:** |  |  |
| **PROGRAMME CO-ORDINATOR:** |  |  |
| **STUDENT NUMBER:** |  |  |

|  |  |  |
| --- | --- | --- |
| **FOR UCW USE ONLY**  Affix College Date Stamp |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Student’s signature |

1. FISHMAN, T. (2011). ‘Integrity and incongruity in an increasingly integrated world’. The fifth ASKe conference on institutional policies and procedures for managing student plagiarism, Oxford Brookes University, 9 June 2011. [↑](#footnote-ref-1)