



# **HE Academic Regulations**

# **2024**

## **Section C:**

## **Assurance of Academic Standards**

# NCG HE Academic Regulations 2024

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### **C1 Admission**

#### **C1.1 General**

- C1.1.1 Recruitment and admission onto NCG HE programme will be conducted in accordance with current HE Admission Policy as determined by the HE Academic Board.
- C1.1.2 In the case of Higher or Degree Apprenticeships admission to an NCG HE programme will be in line with the requirements of the Apprenticeship Standard.
- C1.1.3 Selection, recruitment and admissions processes will be undertaken by experienced staff in accordance with admission procedures. All applicants for admission onto an NCG HE programme will be treated with equity, fairness and consistency.
- C1.1.4 Responsibility for selection lies with the HE Admissions & Progression Manager, HE Leads, Heads of Curriculum, designated Programme Leaders operating in line with the institution's specified general academic entry requirement and any specific programme-based, or apprenticeship requirements.
- C1.1.5 The admission of individual applicants is at the discretion of the Institution or collaborative partners and is governed by the HE Admission Policy. No applicant will be admitted unless there is a reasonable expectation that they can reach the required standard for an award.
- C1.1.6 HE Admission policies and procedures will be monitored and reviewed to ensure their currency, relevance, and appropriateness.
- C1.1.7 All information provided by applicants for admission onto an NCG HE programme will be subject to relevant legislation.
- C1.1.8 All admission decisions must be in accordance with the principles of fair admission and reasonable adjustment in accordance with the institution's published policies, legal obligations, and the requirements of professional bodies and considerations with respect to the general safety and welfare of the Institution or collaborative partner community. In particular, there will be no discrimination in relation to race, religion, age, gender, sexual orientation, disability or

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learning difficulty, marital or parental status, social or cultural background.

- C1.1.9 The admission of any student to a study programme is based on the academic judgement that the student may reasonably be expected to meet the learning outcomes of the study programme and achieve the standard of the award.
- C1.1.10 Each study programme will specify the minimum entry requirements deemed necessary for fulfilment of its learning outcomes and to achieve the standard of the award. Additionally, further entry requirements above the minimum threshold may be specified.
- C1.1.11 Prospective applicants for admission onto an NCG HE programme will be provided with sufficient, relevant and current information to enable them to make an informed decision in respect of application for programmes of study offered by the Institution or collaborative partners.
- C1.1.12 The Institution or collaborative partners require evidence of personal, professional and educational experience which provides an indication of the ability of the student to meet the learning outcomes of the study programme.
- C1.1.13 Applicants for admission to any programme are required to provide documentary evidence of qualifications and academic credit held. Eligibility for admission rests on verification of qualifications.
- C1.1.14 Applicants who are not selected have a right to information concerning the admission decision.
- C1.1.15 NCG operates a formal complaints procedure which aims to deal with any complaints in a fair and timely manner.
- C1.1.16 The Institution and its collaborative partners will admit students with academic credit in accord with good practice throughout higher education in the United Kingdom.
- C1.1.17 The Institution and its collaborative partners will encourage uncertificated experiential learning to be assessed for entry to programmes of study.

#### **C1.2 Academic Entry Requirements**

- C1.2.1 Entry requirements are approved by the HE Academic Board.

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C1.2.2 For the purposes of admission, NCG recognises all qualifications included in the National Qualifications Framework (NQF) for England and Wales and the equivalent framework for Scotland and Northern Ireland, and their equivalence to General Certificate of Education Advanced level as expressed through the UCAS Points Tariff, and recognises NARIC equivalences for international qualifications.

C1.2.3 Individual Programmes may specify particular requirements in addition to the general entry requirement as appropriate. These are determined and approved at validation and will incorporate any specific professional body requirements. This may include an assessment of professional suitability for some programmes leading to a professional qualification. General and programme specific entry requirements are published annually in all prospectuses (including collaborative partners).

#### **C1.3 Age on Entry**

C1.3.1 Students will be admitted onto a NCG HE programme in line with legislation covering age discrimination.

C1.3.2 In certain circumstances, age on entry may be subject to specifications by professional regulatory or statutory bodies. The Institution recognises it has a duty of care to any candidates admitted under the age of eighteen.

#### **C1.4 Recognition of Prior Learning (RPL)**

C.1.4.1 Students with prior certificated or experiential learning may apply for RPL to programmes in line with the regulations and procedures for the accreditation of prior learning detailed in section C2.

#### **C1.5 Admissions Process**

C1.5.1 All admissions to higher education programmes of study in the Institution and collaborative partners will be conducted in accordance with the agreed procedures set out in the HE Admission Policy and agreed by HE Academic Board.

C1.5.2 All judgements made in the admissions process will be based on clear and comprehensive entry requirements which have been made available to all applicants.



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- C1.5.3 The admissions process will be monitored and reviewed to ensure currency, relevance, appropriateness, and fairness and consistency in judgements.
- C1.5.4 In appropriate circumstances, a programme may designate a normal entry profile or profiles which reflect the market for that subject area/programme, in accordance with HE Admission.
- C1.5.5 All Programmes will state clearly the criteria for admission to the Programme. Such entry profiles will specify the entry requirements and criteria to be met by applicants.
- C1.5.6 Where there is a significantly high number of applications for a study programme, the Institution or collaborative partners requires that all applications which meet the specified entry requirements, as set out in the relevant entry profiles, are subject to a selection process.
- C1.5.7 The selection criteria will be pre-determined prior to the commencement of the admissions process. Selection criteria will be determined in accordance with HE Admission policy and procedures, and any associated guidelines.
- C1.5.8 The selection process will not include requirements for any achievement higher than that specified in the relevant entry profiles.
- C1.5.9 Monitoring and review of the admissions process will review the effectiveness and efficiency of feedback to students during the process.
- C1.5.10 If the applicant is applying for a Higher or Degree Apprenticeship there will be additional requirements set by the Apprenticeship Standard, therefore the admissions team must work closely with the Apprenticeship Department to ensure a fair and appropriate approach to admissions for such an applicant.

#### **C1.6 Information to Applicants**

- C1.6.1 The entry requirements for all programmes of study will be clearly and comprehensively identified to potential applicants.
- C1.6.2 Any additional requirements or costs to a student on a programme, e.g. equipment requirements, resources costs, financial implications such as trips, will be clearly identified prior to application and enrolment, in line with the Consumer and Marketing Authorities guidance on consumer protection law.

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- C1.6.3 The Institution and its collaborative partners will clearly identify for prospective and current students the importance of skills and knowledge development in relation to employment and lifelong learning.
- C1.6.4 In the event of significant changes to, or withdrawal of, a study programme, potential applicants and/or successful applicants (as appropriate) will be informed of the nature of such changes and the options available to the applicant consequent on these changes.
- C1.6.5 Students will be fully informed about the admissions process and the services available to them both during their career on an NCG HE programme and after leaving. Information and guidance will be provided to students on a client-focused and confidential basis in accordance with current policy as determined by the HE Academic Board.
- C1.6.6 Career education, impartial, client-focused, confidential and collaborative information and guidance will be available,.
- C1.6.7 Any services, information or guidance provided for the benefit of staff or students will be subject to the normal quality assurance processes of the Institution or collaborative partner. All information made available to potential applicants will be relevant and accurate at the time of its publication.
- C1.6.8 The Institution or collaborative partner will provide information and feedback on the status of applications.
- C1.6.9 Successful applicants will be made aware of the obligations placed upon them subsequent to the take-up of an offer on a study programme within the Institution or collaborative partner.
- C1.6.10 Successful applicants will be given sufficient details of the arrangements for registration and induction to enable them successfully to complete these processes.
- C1.6.11 Applicants considering a complaint against the Institution or collaborative partner in respect of the admissions process will be provided with a copy of the relevant complaint procedure on request.

#### **C1.7 Student Registration**

- C1.7.1 All students including apprentices are required to register for a valid award (including the award of academic credit) and its study programme.
- C1.7.2 Registered students will be enrolled on a study programme leading towards the achievement of the award for which they are registered.

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- C1.7.3 Registration is only authorised if the following apply:
- The programme has received strategic planning approval.
  - The programme is in academic approval.
  - The programme is offered for delivery in the current session.
  - The minimum number of anticipated students is forecast.
- C1.7.4 All students are required to declare any relevant unspent convictions before admission to and whilst registered as a student on an NCG programme. Professional programmes may require students to undergo Disclosure and Barring Services (DBS) or Enhanced Disclosure procedures and be cleared by the Institution to undergo training which involves work with vulnerable adults or children. A further declaration following a period of intercalation or suspension is required.
- C1.7.5 Students may not normally simultaneously register for more than one full-time award.
- C1.7.6 Students are not normally allowed to register for a greater number of modules than is necessary to complete the academic and/or professional requirements for the award.
- C1.7.7 Students may not simultaneously register for individual modules for more than one award. Students may not simultaneously seek RPL for modules for more than one award.
- C1.7.8 Suspension of studies, normally for one complete academic year, will be considered by the Chair of the relevant Board of Examiners for medical reasons or for extenuating circumstances that prevent the student from engaging appropriately with the programme. Suspension of studies may also be approved to enable students to take advantage of related opportunities appropriate to the programme.
- C1.7.9 Any suspension of studies requested by a Higher or Degree Apprentice must comply with the ESFA regulations for a Break in Learning and should be discussed with the Apprenticeship Department and employer.
- C1.7.10 Any student who has ceased their registration during a study programme and returns later to complete a NCG HE programme will normally be governed by the HE Academic Regulations in force at the time of re-entry.
- C1.8 Registration Period**

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C1.8.1 The standard and maximum registration periods for awards are as follows:

Award	Full-time**		Part-time	
	Standard	Maximum	Standard	Maximum
Foundation Year Certificate of Continuing Education	1 Year	3 Years	2 Years	3 Years
Cert of Higher Education Higher National Certificate	1 Year	3 Years	2 Years	3 Years
Foundation Degree Diploma of Higher Education Higher National Diploma	2 Years	5 Years	2-4 Years	5 Years
Professional Graduate Certificate in Education Graduate Diploma Graduate Certificate	1 Year	3 Years	2 Years	3 Years
Honours Degree	3 years	6 Years	3–6 Years	12 Years
Honours top-up	1 Year	3 Years	2 Years	6 Years
Taught Masters Post Graduate Certificate in Education Postgraduate Certificate	1 Year	3 Years	2 Years	6 Years

\*\* Years of study relate to academic sessions unless stated as calendar years.

C1.8.2 Breaks during the study programme will be assessed in relation to the impact on professional currency of these breaks and will normally be of a maximum of one year's duration.

C1.8.3 Any breaks during the study programme requested by a Higher or Degree Apprentice must comply with the ESFA regulations for a

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Break in Learning and should be discussed with the Apprenticeship Department and employer.

- C1.8.4 Validation Panels may approve programmes with alternative standard or maximum registration periods where this is justified through curriculum delivery.

#### **C1.9 Students with Disabilities and/or Learning Difficulties**

- C1.9.1 The Institution or collaborative partner will act in accordance with the requirements of the prevailing Equality Act at the time of application and will, in particular, make reasonable adjustments to support the student whilst on programme.

- C1.9.2 Applicants with disabilities and/or specific learning difficulties (including mental health issues) are assessed on their academic ability for admission to the programme they wish to study separately from any other requirements.

- C1.9.3 Offers are made on academic grounds alone and are not delayed because of discussion of support needs. Any competence requirements set by professional regulatory or statutory bodies will apply to all students.

- C1.9.4 Where adjustments or the level of support for an individual student are not considered reasonable and cannot be met from either the Institution, collaborative partners or the student's own resources, admission may be refused.

#### **C1.10 The Admission of Students with Criminal Convictions**

- C1.10.1 All applicants are required to declare relevant 'unspent' convictions when applying for entry. Admission is subject to consideration of any such offence in the light of NCG's overall duty of care to staff and students.

- C1.10.2 Applicants have a right to be informed of the outcome of the consideration, the basis for decisions reached and to ask for a review if they are dissatisfied with the process.

- C1.10.3 Admission to Programmes which lead to a professional qualification in Health and Social Care and Initial Teacher Training and other Programmes which involve access to children or vulnerable adults are additionally subject to background clearance through the Disclosure and Barring Service. In most of these cases the requirement will be for an Enhanced Disclosure.

#### **C1.11 Fitness to Practise**

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- C1.11.1 The Institution or collaborative partner has a responsibility to ensure that students admitted, registering for and undertaking programmes of study leading to professional qualifications are professionally suitable to do so.
- C1.11.2 Throughout the period from admission to graduation, the Institution or collaborative partner has a duty to protect the public by ensuring that each student is fit to practise at the level at which the student is studying. Assessment of the student's fitness to practise, and the student's compliance with professional codes of conduct, is an integral part of a professional programme. The Institution or collaborative partner has a duty to protect the public by ensuring that students are fit for practice placements and fit to practise at the point of registration on completion of their programme.
- C1.11.3 The Fitness to Practise Policy and Procedure sets out how the Institution or collaborative partner will normally respond to instances where a concern is raised regarding a student's fitness to practise and the type of action that the Institution or collaborative partner may take to deal with the concern and to support the student.
- C1.11.4 This policy and procedure applies to students admitted, registering for and undertaking higher education (HE) programmes of study which lead to professional registration and/or a license to practise in a professional context and/or which include practice-based training or clinical training.

#### **C1.12 International Students**

- C1.12.1 International students may be recruited from Europe and overseas provided that they meet the admission requirements for the proposed programme of study and have an appropriate level of English normally assessed through a minimum IELTS of level 5.5 or equivalent.

<b>Level</b>	<b>Minimum IELTS</b>	<b>EfL and component requirements</b>
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Level 4 & Level 5	5.5	With a mandatory 21 hrs of EfL tuition within 3 months of the start of the programme included in the international fee (* where the learner has achieved a score of 6.0 or higher additional 21 hrs of EfL tuition is optional) No component (reading, writing, speaking, listening) to be less than 4.0
Level 6 & 7	6.0	No component less than 5.5

**C1.13 Misrepresentation in the Admission Process**

C1.13.1 Some programmes will have a greater/lesser emphasis on each of the four components individual variations should be reflected in specific programme information as long as the overarching IELTS requirement is met.

**C1.14 Admission Complaints**

C1.14.1 Complaints regarding admission decisions should be made through the Institution or collaborative partner Complaints Procedure.

**C1.15 Re-admission Following Failure**

C1.15.1 A student may seek re-admission to another programme of the Institution or collaborative partner following a requirement to withdraw on grounds of academic failure. The credit exemption principles set out in Academic Regulation C2.4 apply.

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### **C2 Admission with Credit**

#### **C2.1 General**

C2.1.1 An applicant may be admitted with credit if the Institution or collaborative partner is satisfied that the applicant meets both the following:

- Fulfilled some of the assessment and progression requirements of the study programme by means other than attendance.
- Will be able to meet the learning outcomes of the study programme and attain the standard required for the award by completing the remaining requirements.

C2.1.2 Education, training and experience gained in employment or other institutions may be recognised for academic credit.

C2.1.3 The decision on the award of credit for purposes of exemption or transfer or admission is an academic judgement.

#### **C2.2 General and Specific Credit**

C2.2.1 For applicants applying for a NCG HE programme will have opportunity to be considered for Academic credit. This will be either general credit or specific credit.

C2.2.2 Applicants applying to register for a NCG HE programme as an element of a Higher or Degree apprenticeship will have the opportunity to be considered for credits against the Apprenticeship Standards as well as against the degree. Consideration for credit against the Apprenticeship Standard will be agreed in collaboration with the Apprenticeship Department and consideration of Academic credit will be through the HE admissions team.

C2.2.3 General credit refers to the value (quantity) of credit and level (recognition of performance at an identified level) of credit attributable to any of the following:

- A taught module of learning.
- Learning achieved through experience.
- Credit achieved through the attainment of an award.

C2.2.4 Specific credit refers to the value (quantity) of credit and level (recognition of performance at an identified level) of credit which can be accepted as contributing towards a specific programme, or part thereof.

C2.2.5 The HE policy on the Recognition of Prior Learning (RPL) permits credit to be given for both certificated learning (learning/qualification



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already certificated) and experiential learning (from life/work experience).

C2.2.6 The student must be able to demonstrate that the prior learning to be accredited is equivalent to/at the standard of learning required as part of the intended programme of study in respect of skills, subject knowledge, understanding and professional competences as appropriate.

C2.2.7 Where it is difficult to quantify prior learning in terms of academic credit, the Institution or collaborative partners may assess an applicant's claim for prior learning by requiring the applicant to take the normal progression assessments of the study programme or by some other appropriate form of assessment.

#### **C2.3 Process for RPL**

C2.3.1 All claims for accreditation of prior learning will be conducted in accordance with the agreed HE Registry procedures and approved by HE Academic Board.

C2.3.2 An applicant's prior experiential (un-certificated) learning may be assessed for entry to undergraduate programmes of study. It is the responsibility of the applicant to make the claim to have acquired knowledge and skills to support the claim with appropriate evidence.

C2.3.3 The learning derived from experience must be identified in order to be assessed. The identification of prior learning is achieved through:

- Systematic reflection on experience.
- The writing of clear statements about the learning achieved through experience.
- The collection and collation of evidence to support those statements.

C2.3.4 Academic assessment of a claim will be conducted by academic staff in accordance with approved HE Academic Board procedures.

C2.3.5 The academic function of assisting the applicant to prepare evidence of learning should be separated from the function of assessing that learning.

C2.3.6 All credit from prior learning will be approved in accordance with relevant Academic Regulations and Procedures appropriate to the study programme to which the prior learning contributes.

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#### **C2.4 Using Academic Credit in the Admission of Students**

- C2.4.1 A student will not be admitted with credit to a level that amounts to more than 50% of the final level of the target award for which the student wishes to register.
- C2.4.2 For all NCG awards of 120 credits or less, up to one half of the award may be accredited. Up to fifty per cent of the final level of the target award for which the student is registered may be accredited. In the case of specialised Programmes which are governed by the standards and competences of a professional body, the above RPL limits may be superseded by specific entry requirements set out in the validation document for the programme.
- C2.4.3 Where learning outcomes for a module have been matched and the credit awarded the student will be allowed exemption and will not be allowed to complete the module with the Institution or collaborative partner.
- C2.4.4 Unless prohibited by the approval and validation document, RPL will be permitted in core and compulsory modules.
- C2.4.5 A student may transfer from one approved programme to another at the discretion of the Institution or collaborative partner if the requirements of the study programme are met and subject to the regulations of the programme.
- C2.4.6 Where a student transfers from one programme to another within the Institution or collaborative partner, relevant module credit and marks may be transferred to the new programme, where appropriate, subject to approval by the HE RPL Panel.
- C2.4.7 An applicant may be admitted with specific credit at an appropriate point on an approved programme if he or she has successfully completed the whole or part of a degree or another programme of higher education at a comparable institution.
- C2.4.8 Where credit for certificated learning from another body is agreed, the credit value of the learning is transferred as ungraded credit, i.e. marks are not admitted into the profile for the award. This principle applies where students are seeking credit transfer in respect of Institution certificates which are being accredited towards any other award within the institution.
- C2.4.9 Once the credit total for any NCG award has been achieved, the reuse of that same credit against another award at the same level is prohibited.

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- C2.4.10 Candidates who submit an RPL e-Portfolio to meet specific learning outcomes for the award of credit cannot include the same learning for which they have already received credit from this or another HE institution.

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### **C3 Assessment General Provision**

#### **C3.1 General**

- C3.1.1 All assessment of students must be conducted in accordance with the regulations and be conducted in a demonstrably fair and consistent manner. Practice which attempts to pervert the objectives and/or the procedures of assessment (such as cheating, plagiarism, collusion, fabrication, impersonation, inappropriate use of Artificial Intelligence, etc.) will not be accepted. Where unfair practice or impropriety is evident, all cases will be managed in accordance with the Academic Misconduct procedure.
- C3.1.2 The purpose of assessment is to enable students to demonstrate that they have fulfilled the learning outcomes of the study programme, and achieved the standard required for the award for which they have registered.
- C3.1.3 The principles, procedures and processes of all assessment will be explicit, valid and reliable.
- C3.1.4 All programmes within the Institution or collaborative partners must be compliant with the HE Academic Regulations.
- C3.1.5 It is within these HE Academic Regulations that examiners make their judgements on student achievement towards an award. Any provisions for variation must be in accordance with Section C13.2.
- C3.1.6 Rigorous assessment practices will be consistently implemented to ensure that the academic and, where relevant, professional standards for each award are set and maintained at the appropriate level.
- C3.1.7 Reliability in the assessment process is based on reputable and accurate judgements and is met by means of rigorous marking and moderation procedures.
- C3.1.8 Validity and academic standards in assessment are also met via external examiner scrutiny of a range of assessment items, the feedback provided and the overall assessment process.
- C3.1.9 All formal assessment must be designed to enable students to demonstrate that they have fulfilled the aims of the module/programme, by meeting the intended learning outcomes, and have achieved the standards required for the award for which they are registered.
- C3.1.10 Assessment practices should be reasonable in the expectations placed on students.

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- C3.1.11 Assessment will be carried out by competent and impartial assessors/examiners, using methods which enable them to assess students fairly against the learning outcomes of the award.
- C3.1.12 Boards of Examiners and Examination Committees will make decisions and be conducted in accordance with current HE Academic Regulations, policy and procedures as determined by HE Academic Board.
- C3.1.13 External examiners will be associated with assessments for a conferred award to ensure that student achievement is related to a consistent national standard.
- C3.1.14 The agreed academic judgements of a Board of Examiners cannot be questioned or overturned except in cases of administrative or procedural irregularity.
- C3.1.15 The academic judgements of assessors/examiners cannot, in themselves, be questioned or overturned. Assessment of a student's work is a matter of judgement, not simply of computation.
- C3.1.16 Assessment outcomes must be communicated to students in accordance with HE Assessment policy.
- C3.1.17 All necessary information will be provided to students in an appropriate format to enable them to comply with assessment requirements and to be aware of assessment-related processes.
- C3.1.18 It is the responsibility of students to comply with the programme and module requirements for attendance and for submission of assessments.

#### **C3.2 Standards**

- C3.2.1 All assessed programme work and examination work must be assessed on merit alone. The responsibility for taking into account extenuating circumstances which may have contributed to a student's performance rests with the appropriate Board of Examiners.
- C3.2.2 Teaching teams must take whatever action is appropriate to ensure that assessment practices and standards stand up to external scrutiny.
- C3.2.3 It is the responsibility of all internal assessors, individually and collectively, to ensure that the performance of students is fairly assessed.

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C3.2.4 It is the responsibility of Programme Leaders (or equivalent) and teams to ensure that agreed criteria are used to assess coursework and examinations.

C3.2.5 Programme Leader (or equivalent) will ensure that external examiners approve the form and content of proposed examination papers, coursework and other assessments which count towards an award above the level of Certificate of Higher Education or towards the Certificate of Higher Education if this is the target award.

#### **C3.3 Module Assessment**

C3.3.1 All validated modules have a defined and approved assessment strategy and schedule approved through the validation and annual planning processes. The aims and objectives of the assessment for each module must be clearly identified and linked to the learning outcomes.

C3.3.2 Each module will specify learning outcomes and assessment criteria by which students can demonstrate the achievement of the learning outcomes for that module.

C3.3.3 All modules will be assessed during or immediately on completion of each module. This will usually involve a formal examination (written, practical, portfolio or oral) or submitted assignment(s)/in-programme assessment, or both. Assessments must be submitted in the format specified. All components of a module must be submitted for assessment. Non submission will result in the module being failed.

C3.3.4 Modules may specify certain components as 'core'. Any such components are confirmed at validation and must be passed in order to pass the module. This applies especially to modules which integrate academic and professional components where a minimum performance in each component may be required. In such cases it will be possible to fail the module even though the overall aggregated mark for the module may be a pass.

#### **C3.4 Assessment Strategies**

C3.4.1 The design and structure of assessment should be discussed by members of the teaching teams to ensure that they enable students to:

- Demonstrate that they have fulfilled the learning aims of the programme.
- Demonstrate that they have achieved the required standards.

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- C3.4.2 Staff responsible for the design of assessment strategies must ensure that they have the expertise and capability to assess students.
- C3.4.3 The forms of assessment should be varied in terms of the following:
- A variety of forms of assessment (range and type) should be used for all programmes of study.
  - Teaching teams should discuss the range and types of assessment used, and how these measure skills and learning outcomes and allow strengths and weaknesses to be demonstrated.
  - Teaching teams should regularly review assessment for both appropriateness and volume.

#### **C3.5 Scheduling and Amount of Assessment**

- C3.5.1 Teaching teams should regularly consider the appropriateness of the amount of assessment required in relation to the learning outcomes of the programme.
- C3.5.2 Teaching teams should consider the scheduling of assessment to ensure that:
- The scheduling reflects the organisation and content of the curriculum.
  - Students have adequate time to reflect on the learning before being assessed.
- C3.5.3 Teaching teams should ensure that students are given sufficient notice of the timing of assessments to enable them to comply with the requirements.
- C3.5.4 Teaching teams should utilise the HE Assessment Tariff Guidelines when designing assessment.

#### **C3.6 Conduct of Assessment**

- C3.6.1 All assessment, whether course work or examination based, will be conducted in line with the principles, policies and procedures for assessment as agreed by HE Academic Board and in accordance with section C7 and C8.

#### **C3.7 Submission of Assessment**

- C3.7.1 Students are responsible for submitting for assessment in accordance with the published submission deadlines and formats specified. A transparent and clear system for handling and granting extensions of time for submitting assignments to students is

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operated. Details of the procedures are published to students in the programme handbook and/or student handbook at the start of the programme.

- C3.7.2 Students are responsible for submitting all written assessments via the plagiarism checking software tool to ensure receipt of assignments. Practical assessments will be recorded and timestamped by module tutors via the plagiarism checking software tool. For those assessments that cannot be uploaded by the student or recorded by the module tutor, a hard copy receipt of submission should be given to the student and uploaded to the plagiarism checking software tool before the submission deadline.
- C3.7.3 Institution or collaborative partners are responsible for ensuring the standardised approach to using the current NCG plagiarism checking software tool is adhered to and that this is clearly communicated to students before assessments are set.

### C3.8 Marking Conventions and Classification

- C3.8.1 NCG operates a universal marking scheme based on percentages to denote student performance in modules. Final module marks are shown as percentages.
- C3.8.2 The threshold module pass mark for undergraduate level study (Level 4, Level 5, and Level 6) is 40%. The threshold module pass mark for postgraduate level study (Level 7) is 50%. The overall module mark will normally be derived from an aggregation of the marks obtained in individual components as approved at validation.
- C3.8.3 The following conventions are adopted for the marking of assessed work for an award and to assist Boards of Examiners in determining classification:

Grade Boundary	Grade Description	Classification (L4)	Classification (L5)	Classification (L6)	Classification (L7)
70%+	Excellent	Distinction	Distinction	1st	Distinction
60-69%	Above Average	Merit	Merit	2i	Merit
50-59%	Average	Pass	Pass	2ii	Pass
40-49%	Satisfactory	Pass	Pass	3rd	Fail
30-39%	Unsatisfactory	Fail	Fail	Fail	Fail
20-29%	Unsatisfactory: Poor	Fail	Fail	Fail	Fail
below 20%	Unsatisfactory: Very Poor	Fail	Fail	Fail	Fail



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### **C3.9 Internal Marking and Moderation**

- C3.9.1 All staff will adhere to the internal marking and moderation procedures as specified by the HE Academic Board and with the designated externality as agreed at approval and validation.
- C3.9.2 The forms of marking and moderation will be appropriate to the assessment form and will include consideration of the assessment tasks and double and sample marking as per guidelines.

### **C3.10 Achievement of Credit**

- C3.10.1 Module success and its associated credit must be ratified formally by a Board of Examiners or an Examination Committee.
- C3.10.2 The Institution or collaborative partners define the amount, level and type of credit attributable to successful module completion and successful level completion at approval and validation.
- C3.10.3 The Institution or collaborative partners will make available to students the following information on requirements for:
- Credit acquisition.
  - Module, level and award completion.
  - Successful module completion and the associated credit.
  - Successful level progression and the associated credit.
  - The ratification and recording of credit.
  - The acceptance of credit towards the award.

### **C3.11 Re-assessment**

- C3.11.1 A student failing to pass a module or modules at the first attempt is eligible for re-assessment and will be given the opportunity to recover that failure during the academic level, subject to the requirements set out in Section C12.3 and C12.4.
- C3.11.2 In terms of apprenticeships, completion of all assessments for the programme of student does not directly mean that the apprenticeship has been completed.

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### **C4 External Examiners**

#### **C4.1 General**

- C4.1.1 The external examining process is fundamental to ensuring the quality and standard of awards offered at the institution is comparable with those across the HE sector in the United Kingdom.
- C4.1.2 The external examining process helps to improve the quality of provision through reference to the commercial, industrial and professional environment and to current best practice in the higher education sector in the discipline concerned.
- C4.1.3 External examiners must be appointed for all approved programmes leading to an award of the institution.
- C4.1.4 External examiners provide essential experienced and objective input into the exercise of discretion by Board of Examiners through the knowledge of how comparable situations are dealt with elsewhere.
- C4.1.5 External examiners provide an objective view on the extent to which assessment processes and the determination of awards have been fairly conducted.
- C4.1.6 External examiners are approved by an External Examiner Approval Committee for programmes and individual programmes of study, to ensure that students are assessed fairly in relation to other students on the programme and to all students across the institution.
- C4.1.7 No recommendation for the conferment of an award may be made without the written consent of the approved external examiner(s), unless extenuating circumstances apply.
- C4.1.8 Appointment procedures will ensure that all external examiners have the appropriate standing, expertise and breadth of experience to carry out their duties.
- C4.1.9 External examiners will be drawn from a wide variety of institutional and/or professional contexts and traditions to ensure that awards benefit from wide-ranging external scrutiny.
- C4.1.10 The HE Registry will ensure that external examiners are given adequate induction and briefing in order for them to fulfil their responsibilities.
- C4.1.11 Appointment requirements will be such as to ensure that external examiners are impartial in judgement.

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- C4.1.12 The appointment of external examiners will cease at the end of their appointed term of office, or as otherwise provided for in the current procedures.
- C4.1.13 External examiners are required to report annually in writing to the HE Academic Board about the ways in which assessment has been conducted and on other issues as determined by the HE Academic Board.

#### **C4.2 Appointment of External Examiners, Advisers and End Point Assessors**

- C4.2.1 External examiners, advisers and end point assessors are appointed under contract using criteria and procedures agreed by HE Academic Board (subject, where relevant to the requirements and approval of any professional or external validating bodies).
- C4.2.2 The institution reserves the right to terminate appointments in circumstances where the contractual duties are not fully or properly discharged.
- C4.2.3 The criteria for the appointment of external examiners seek to ensure that they are in a position to exercise impartial, independent and expert judgement without being influenced by any previous association with the programme, staff and students.
- C4.2.4 External examiners and end point assessors have responsibilities in relation to programmes and modules. The institution will ensure appropriate coverage of these areas through the appointments process.

#### **C4.3 Responsibilities of External Examiners and End Point Assessors**

- C4.3.1 External examiners and end point assessors are concerned with the awarding function of the institution and the final qualification of students. They have particular responsibility in the context of the assessment process to ensure that comparability of standards is maintained and that students are treated equally and fairly within the published assessment arrangements for the programme.
- C4.3.2 In the case of Higher or Degree Apprenticeships, where the Apprenticeship Standard states that the End Point Assessment (EPA) is fully integrated with the HE award, the external examiner is able to complete the EPA as well as the external examination responsibilities of the NCG HE programme.
- C4.3.2 Confirm that the standards set for the awards are appropriate in relation to:

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- Relevant national subject benchmark statements.
  - National qualifications framework.
  - Institution or collaborative partners approval and validation documentation.
  - Any appropriate professional, statutory or regulatory body requirements.
- C4.3.3 Examiners/assessors must declare any close personal or business relationship with a student that could reasonably question the impartiality of the examining/assessment process.
- C4.3.4 Attendance at appropriate Board of Examiners is a primary function and examiners are required to sign marks and results sheets to denote that they are satisfied with the outcome of Board decisions.
- C4.3.5 Approve the form and content of proposed examination papers, coursework and other assessments for modules which count towards an award above the level of Certificate of Higher Education, except where the Certificate of Higher Education is the target award.
- C4.3.6 External Examiners ensure that the assessments are capable of measuring achievement of the intended learning outcomes and confirm whether students have fulfilled the learning outcomes of the programme and reached the required standard.
- C4.3.7 External Examiners should be consulted about any proposed changes to the approved module assessment which will directly affect students currently on the programme.
- C4.3.8 External examiners may be consulted where a Board of Examiners is asked to review its decision in cases of malpractice and in student appeals.
- C4.3.9 All external examiners are required to submit an annual report. Guidance on completion of the report is provided. Annual reports are reviewed by the Institution or collaborative partners and are also considered at all levels in the quality management framework where they represent one of the most significant tools for the maintenance and enhancement of standards.
- C4.3.10 Any examiner who has serious concerns arising from the assessment process, that remain unaddressed and are believed to put standards at risk, is able to report to the Chair of HE Academic Board.
- C4.3.11 Non-submission or unreasonable delay in receipt of the annual report may lead to premature termination of an examiner's appointment.

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### **C5 Management of Assessment**

#### **C5.1 General**

- C5.1.1 The Institution or collaborative partners will ensure that a variety of methods of assessment are available to students to support the advancement of education and the extension of educational opportunities to enable students to demonstrate achievement of the learning outcomes.
- C5.1.2 The Programme Team delivering a module is responsible for ensuring assessment strategies, criteria and the schedule (including deadlines for the submission of assessed work), are explained and published clearly and accurately to staff and students and to external examiners where appropriate.
- C5.1.3 Where programmes lead to the qualifications of professional bodies (or to exemptions from the professional statutory or regulatory bodies' own qualifications) full account is taken of the regulations and requirements of the professional bodies in respect of assessment requirements.

#### **C5.2 Confidentially**

- C5.2.1 All internal assessors are required to observe the confidentiality of the proceedings of any Board of Examiners or Examination Committee.
- C5.2.2 All internal assessors must ensure that the storage of marks or grades complies with NCG policy and procedures on confidentiality and data protection. It is the Institution's or collaborative partners' responsibility to maintain staff awareness of such policies and procedures.

#### **C5.3 Retention**

- C5.3.1 All coursework assessment will be retained for five years after the meeting of the Board of Examiners or Examination Committee at which the assessment was considered for external audit purposes.
- C5.3.2 Normally this will be two samples from each of the classification divisions and two samples of failures. A photographic record of artefacts may be kept where appropriate.
- C5.3.3 Institution or collaborative partners must establish secure arrangements for the storage of retained coursework and examination scripts.

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### C5.4 Penalties for Late Submission of Coursework

C5.4.1 Students who fail to submit assessments by the prescribed date without good cause shall be penalised as given below.

“Days” include weekdays and include vacations, but exclude weekends, bank holidays, customary days and other days when the Institution or collaborative partners are closed.

Work handed in up to 5 days late will be marked and the actual grade obtained will be communicated to the student for feedback on performance. The grade recorded for assessment purposes will however be:

- **For Undergraduate programmes:** the actual mark/grade if the mark/grade awarded was below 40%, or 40% if the actual mark achieved was at or above 40%.
- **For Post-graduate programmes:** the actual mark/grade if the mark/grade awarded was below 50%, or 50% if the actual mark achieved was at or above 50%.
- An assignment handed in more than 5 days late by a student who has no mitigating circumstances will not be marked and will be treated as a true zero.
- Cases of persistent late submission shall be brought to the attention of the Board of Examiners or Examination Committee.

### C5.5 Student Information

C5.5.1 NCG requires that the following information is made known to students:

- The assessment requirements of their programme.
- The assessment requirements of each module.
- The re-assessment provisions for their programme.
- The penalties for late submission of assessed coursework.
- The grounds on which they may seek appeal against a decision of a Board of Examiners or Examination Committee.

C5.5.2 Students should be informed of the above details in sufficient time to enable them to comply with the requirements and organise their work schedule around the submission dates.

C5.5.3 Any variation in the submission date(s) of assignments must be notified to all students.

C5.5.4 Students will be given a clear indication of what is required for the successful submission of assessed coursework.

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- C5.5.5 The provisions for the handing-in of assessed work will be clearly notified to students. The requirement is that they should be secure and prevent, in so far as possible, a student being able to claim that a piece of work was handed in without such a claim being verifiable.
- C5.5.6 Students will be informed of:
- The feedback they can expect.
  - The approximate timescale in which this will be provided whether this will be individual or collective.
- C5.5.7 Students will be clearly advised that it is their responsibility alone to draw any extenuating circumstances which they think may have affected their performance to the attention of the Board of Examiners and the procedures for doing this.
- C5.5.8 The penalty for late submission of assessed coursework will be clearly notified to students.
- C5.5.9 Students will be advised of the nature of plagiarism and other forms of unfair practice and advised of the consequence of breaching the HE Academic Misconduct policy.
- C5.5.10 Information for students regarding policies and appeals can be found at 'Information for Current Students' on the website (<https://www.ncgrp.co.uk/guide-to-information/our-policies-and-procedures/he-regulatory-document>).
- C5.6 Responsibilities of Students**
- C5.6.1 It is the responsibility of students to comply with the programme and module requirements for attendance and for completion of assessments.
- C5.6.2 Students should note these responsibilities in particular:
- To ensure that they are aware of examination dates and coursework submission dates.
  - To attend examinations and submit work for assessments as required.
  - To provide to assessors/examiners in advance of their meetings any relevant information on personal circumstances which may have affected their performance and which they wish to be taken into account.
- C5.6.3 Students should be aware of the following:



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- In the event of failure to attend examinations or submit work for assessment without good cause, examiners have the authority to deem the student to have failed the assessment(s) concerned.
- In the event of failure to provide information in advance on extenuating circumstances that they wish examiners to take into account, where there is no valid reason for this not being provided, any request for an appeal hearing on the grounds of these circumstances will normally be rejected.

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## **Section C – Assurance of Academic Standards**

### **C6 Conduct of Assessment**

#### **C6.1 General**

- C6.1.1 The Institution or collaborative partners will administer and conduct coursework and other assessment in such a way as to ensure fairness and equity to all candidates.
- C6.1.2 Clear and appropriate information will be given to students at all stages of the assessment process.
- C6.1.3 The responsibilities of students will be clearly identified to them, as will any course of action they need to take in respect of these regulations.
- C6.1.4 Students will be advised as the procedures and penalties for academic misconduct.
- C6.1.5 External examiner(s) must be given reasonable time to consider the scripts/submissions prior to the meeting of the relevant Board of Examiners or Examination Committee.
- C6.1.6 The invigilation of examinations will be conducted in a proper, rigorous and fair manner.
- C6.1.7 At all stages of the assessment process, staff and external examiners will observe due confidentiality.
- C6.1.8 At all stages of the examination process, strict security provisions will operate.

#### **C6.2 Registration for Assessment**

- C6.2.1 A student must be registered in order to undertake any form of assessment and must have completed the requirements of the Institution or collaborative partners in respect of registration and the payment of fees.

#### **C6.3 Responsibilities of Internal Assessors**

- C6.3.1 Internal assessors must:
- Mark all work in accordance with the given requirements for successful submission of assessed coursework.
  - Report any suspected cases of plagiarism or unfair practice to the designated academic misconduct lead, Programme Leader, or curriculum manager.

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- Participate as appropriate in any relevant process or proceedings.
- Ensure that any marks which contribute to the formal assessment of a student at any level are recorded accurately and are transmitted to the designated person by the required date.
- Ensure strict security during the marking and internal moderation process. Internal assessors are responsible for the strict security of examination scripts/submissions, whether on Institution or collaborative partners premises or elsewhere.
- Make available to the external examiner(s), an agreed sample of scripts/submissions after the internal marking and moderation process.

#### **C6.4 Information to Internal Assessors**

- C6.4.1 Internal assessors will be advised of the dates of the assessment period and any other relevant information on the marking and moderation process.
- C6.4.2 Internal assessors will be made aware of the role of the external examiners in the examining team as a whole and the rights, responsibilities and powers of the external examiners.

#### **C6.5 Feedback**

- C6.5.1 Students should be given appropriate feedback on their assessed work.
- C6.5.2 Feedback will vary with the assessment in question. Forms of feedback on assessed work may include the following:
- Oral feedback.
  - Written comments or annotation on the work.
  - Overall written feedback.
  - The mark/grade awarded.

#### **C6.6 Responsibilities of Students**

- C6.6.1 The responsibilities of students in respect of the assessment process will be clearly made known to them.
- C6.6.2 The responsibilities of students in respect of assessment are as specified in Section C3, C5, C6, C7, and C8 in the Sections related Disabled Students and Students with Specific Learning Difficulties.

#### **C6.7 Breaches of Assessment Regulations**

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- C6.7.1 In the event of an alleged breach of the assessment regulations, the matter will be investigated and considered in accordance with the institutional policy and procedures.
  
- C6.7.2 Where an offence is suspected in an examination the Invigilator will initiate the approved procedure and the candidate will be allowed to continue the examination. At the end of the examination the candidate will be informed that an investigation will be conducted.

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### **C7 Coursework and other Assessed work**

#### **C7.1 General**

C7.1.1 Coursework is individual or group work, presented for marking, the results of which contribute to a student's formal assessment for progression and/or an award.

C7.1.2 Such coursework will include:

- Written or other documented material e.g. essays, reports, projects.
- Dissertations, theses.
- Visual, three dimensional, audio and audio-visual material.
- Practical or task-orientated activities and their outcomes.
- Mixed-mode presentations.
- Written or other documented material in paper or electronic form.
- Other individual or group assessments as is appropriate for the programme.

C7.1.3 The Harvard System is used for referencing and citation within all academic work. However, where specific disciplines recognise other systems used nationally, they must be published for student use and copied to all examiners.

#### **C7.2 Student Information**

C7.2.1 Students will be informed of:

- The nature of the assessments.
- The requirements of the assessments.
- The assessments weightings.
- The submission date for assessments.

C7.2.2 Students will be given a clear indication of what is required for the successful submission of assessed coursework.

C7.2.3 Students should be informed of the above details in sufficient time to enable them to comply with the requirements and organise their work schedule around the submission dates.

C7.2.4 Any variation in the submission date(s) of assignments must be notified to all students.

C7.2.5 The provisions for the handing-in of assessed work will be clearly notified to students. It is a requirement that they should prevent, in so far as possible, a student being able to claim that a piece of work was handed in without such a claim being verifiable.

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- C7.2.6 The procedures for requesting an extension of the submission deadline for assessed coursework will be clearly notified to students.
- C7.2.7 Students will be clearly advised that it is their responsibility alone to draw any extenuating circumstances which they think may have affected their performance to the attention of the Board of Examiners and the procedures for doing this.
- C7.2.8 Students will be advised of where the procedures for request for an appeal can be found.
- C7.2.9 Students will be informed of the feedback they can expect, the timescale in which this will be provided, and whether this will be individual or collective.
- C7.2.10 Students are responsible for receiving and acting on the information provided. In particular in respect of:
- The submission of work.
  - Requesting extensions.
  - Presenting extenuating circumstances to a Board of Examiners.
  - Following the procedures for request for an appeal hearing or appeal.
  - Avoiding plagiarism and other forms of unfair practice.
- C7.2.11 In the event of late submission of assessed coursework, the penalties for late submission of coursework will be invoked without further notification to the student.

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## **Section C – Assurance of Academic Standards**

### **C8 Written Examinations**

#### **C8.1 Examination Arrangements**

- C8.1.1 An examination is defined as a formal, timed assessment of any duration that is subject to continuous invigilation.
- C8.1.2 The Institution or collaborative partners will publish or arrange publication of the examination timetable in good time.
- C8.1.3 Students are responsible for presenting for examination in accordance with the published schedule. Failure to attend an examination is counted as a sit and attracts a mark of zero unless extenuating circumstances are accepted.
- C8.1.4 In advance of examination assessment the following information will be given to students:
- Final timetable.
  - Formal notification of assessment.
  - Person to contact in case of difficulties and the timescale for notification of any difficulties.

#### **C8.2 Administration and Conduct of Examinations**

- C8.2.1 The Institution or collaborative partners may schedule examinations so that:
- A candidate may be required to sit more than one examination on any day.
  - Examinations may be scheduled at appropriate times to meet the requirements of the assessment.
  - Examinations may be located in other premises than those of the Institution or collaborative partners.
- C8.2.2 Students will be provided with the following information prior to the commencement of the Examination:
- Assembly area.
  - Entry to the examination room.
  - Proof of identity and requirements to undertake written examination.
  - Requirements on entry to the examination room.
  - Conduct during the examination process.
  - Electronic and other personal equipment.
  - Additional permitted equipment.
- C8.2.3 Students will be advised of the requirements for conduct of the examination process including:

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- Individual conclusion of examination and the time scales involved.
- Treatment of late candidates in terms of timescales and student identification.
- Levels of clarification available and the relevant allowed timescales.
- Stationery.
- Communication with an Invigilator.
- Use and availability of dictionaries.
- Leaving the examination room during the examination.
- Unaccompanied departure.
- Communication with other candidates.
- Reading other candidates' work.
- Suitable conduct.
- Mobile phones.
- A candidate must comply with instructions given to them individually, or to all candidates, by the invigilator.
- Conduct on the conclusion of the examination.

C8.2.4 Candidates must conduct themselves in an appropriate manner and may not use or access equipment exceeding such specifications. Any attempt to do so may be construed as an attempt to cheat or gain an unfair advantage.

#### **C8.3 Absence from Written Examinations**

C8.3.1 The Board of Examiners or Examination Committee requires documentary evidence of all cases of absence from examinations. A candidate whose illness prevents them from attending an examination is required to provide evidence in line with the approved procedures.

C8.3.2 Candidates who are absent from examinations through illness or for other reasons, besides providing information as required above, should also submit a request for extenuating circumstances to be taken into consideration by a Board of Examiners or Examination Committee in accordance with Section C15 Extenuating Circumstances and Mitigation.



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### **C9 Disclosure of Assessment Results**

#### **C9.1 General**

- C9.1.1 At the conclusion of the full assessment process for each module the internally-moderated module results will be given to the Programme Leader (or equivalent) who will then inform students of their outcomes in accordance with Section C10 and thus enable a student to identify the opportunity for re-assessment.
- C9.1.2 Disclosure of the detailed module outcomes must be done only by an authorised person, either orally or by letter.
- C9.1.3 Disclosure of the detailed assessment outcomes of an individual student (e.g. actual mark(s) achieved) must be to that student only, except for marks which are posted as outlined in Section 10.3.
- C9.1.4 Any written feedback on an individual assessment must be confidential to that student only.
- C9.1.5 Student outcomes either overall or for individual modules will not be given out over the telephone.
- C9.1.6 Disclosure to third parties may only be done in exceptional circumstances if specifically authorised by the student with express written consent and in accordance with the terms of that authorisation.
- C9.1.7 Consideration will be given to alternative disclosure methods for any student who for good reasons requests alternative disclosure methods.
- C9.1.8 Requests for any further information relating to assessment results beyond that detailed in these HE Academic Regulations may be pursued by an individual under the provisions of the prevailing Data Protection legislation. The Institution or collaborative partners will address any such request in accordance with the provisions of that Act.

#### **C9.2 Information to Students**

- C9.2.1 Students will be informed of the Institution's or collaborative partners' provisions for the disclosure of assessment outcomes and for the publication of results.
- C9.2.2 Students will be informed of the possibility of alternative disclosure methods.

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## **Section C – Assurance of Academic Standards**

### **C10 Timing of Disclosure of Assessment Outcomes**

#### **C10.1 Prior to the Board of Examiners**

C10.1.1 Outcomes for coursework (written essays, assignments and other work) will normally be returned with appropriate feedback within 20 working days of their submission.

C10.1.2 Marks awarded for coursework at any stage should be disclosed to the student, but it should be made clear that the marks are subject to:

- Internal moderation.
- Moderation by external examiners (at an awarding stage).
- The final ratification of an Examination Committee and/or Board of Examiners.

#### **C10.2 Examinations**

C10.2.1 The assessment outcomes of examinations will be made available to the student in accordance with HE Academic Regulations either during the course of the academic year to permit re-assessment if required or after the meeting of the relevant Board of Examiners or Examination Committee.

#### **C10.3 After the Board of Examiners**

C10.3.1 Students will be informed of their confirmed marks as agreed by the Board of Examiners or Examination Committee for all levels of a programme of study, both overall and for individual modules.

C10.3.2 Results lists (which include the results of deferred/referred students) will be prepared and will be published within 5 working days of the meeting of the Board of Examiners.

C10.3.3 Results lists will take a standard form namely:

- Institution or collaborative partners.
- Award.
- Assessment results level.
- Student name and student ID: Pass/deferred/referred (include details as necessary).
- Classifications.

#### **C10.4 Retention of Marks and Other Assessment Information**

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- C10.4.1 A schedule of internally-moderated and externally-moderated marks can be presented to the Board of Examiners or Examination Committee.
- C10.4.2 Institution or collaborative partner staff should delete or destroy all marks not related to assessment decisions stored in personal systems prior to the meeting of the Board of Examiners or Examination Committee.
- C10.4.3 The minutes of decisions from the Boards of Examiners and Examination Committees are the formal record and are retained for this purpose.
- C10.4.4 The confirmed marks and results of the Board of Examiners are the definitive outcomes of the assessment process and supersede any previous outcomes and are stored for the purpose of record-keeping only.

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## **Section C – Assurance of Academic Standards**

### **C11 Boards of Examiners and Examination Committees**

#### **C11.1 General**

- C11.1.1 The HE Academic Regulations stipulate the formation of Boards of Examiners, which are authorised to establish Examination Committees. The Board of Examiners will then consider and act upon the recommendations received from these committees as necessary.
- C11.1.2 The Board of Examiners is the sole body authorised to recommend the conferment of an award of the institution.
- C11.1.3 The HE Academic Board has the power to require a Board of Examiners to review a decision or have that decision annulled.
- C11.1.4 The institution requires that there be a Board of Examiners for every programme leading to an award of the institution.
- C11.1.5 A Board of Examiners may be responsible for more than one award and is then responsible for all levels of award(s) for those programmes.
- C11.1.6 It is the responsibility of the Board of Examiners to reach decisions on students' suitability for progression or for receiving an award based on their achieving the standard required for the award and having fulfilled the learning outcomes and requirements of the programme of study.
- C11.1.7 The Board of Examiners will consider individual extenuating circumstances and take into consideration the outcomes of the Mitigation Panel in accordance with Section C15 Extenuating Circumstances and Mitigation.
- C11.1.8 Where a Board of Examiners decides not to establish an Examination Committee, the Board will undertake the functions of the Examination Committee. In such cases, the agenda will reflect the distinct stages of the process otherwise carried out discretely by Committees and Boards.
- C11.1.9 No student of a programme shall be a member of their Board of Examiners or associated Examination Committee.
- C11.1.10 A person otherwise qualified to be an examiner for a programme (e.g. external examiner) who is registered as a student on another programme of study, shall be disqualified from carrying out normal examining commitments.

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### C11.2 Board of Examiners

#### The Conduct of Boards of Examiners and Examination Committees

- C11.2.1 The proceedings of Boards of Examiners and Examination Committees are confidential.
- C11.2.2 Board of Examiners operate with delegated authority from HE Academic Board which approves their composition. Members of staff who are also students of the Institution or collaborative partners are not permitted to attend any Board of Examiners considering programmes for which they are registered students.
- C11.2.3 All members of Board of Examiners are expected to attend for the whole of the meeting to ensure quoracy and parity of treatment for all students. Quoracy will include attendance by the designated Chair and the external examiner (as appropriate). In the event of the Chair not being able to attend the Board may proceed providing an appropriate Chair can be substituted. For levels of quoracy see C11.2.5.
- C11.2.4 The Board of Examiners is the senior board and may subsume the responsibilities of other boards for individual students where progression or award decisions would be otherwise unreasonably delayed.
- C11.2.5 The institution operates a two-tier Board of Examiners system for the determination of marks and results:

**First tier:** The Module Examination Committee and the Programme Examination Committee. These committees will comprise of:

- Chair of Examination Committee.
- Secretariat.
- External Examiner (or arrangements for confirmation of results if absent).
- Programme Leader (or equivalent).
- Module Leader (or nominee).
- HE Registry (Ex Officio).

A Module Examination Committee (MEC) considers module performance and determines the module mark.

On a module basis programmes may make arrangements for students to retake assessment components in module before the result has been formally ratified by a Module Examination Committee. A Programme Examination Committee (PEC) will consider students progressing to the next level of their studies.

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**Second tier:** The Board of Examiners - considers the progress of students through awards and end of session results in relation to continuing students and award and classification results for completing students and will comprise of:

- Chair of Board of Examiners.
- Chief External Examiner (or arrangements for confirmation of results if absent).
- Secretariat.
- HE Registry representative.
- Institution or collaborative partner representative.
- Programme Leader (or nominee).

- C11.2.6 To ensure consistency of quality and standards, Boards and Committees which are not quorate must be reconvened.
- C11.2.7 Students have the right to be informed of their results, both overall and for individual modules, for all stages of a programme of study in accordance with institutional policy and the relevant legislation.
- C11.2.8 The range of decisions on student progress which may be made by boards of examiners are as established by the HE Academic Board.
- C11.2.9 Boards of Examiners and Examination Committees will be conducted in a manner that ensures equity and fairness to students and consistency in decision making.
- C11.2.10 The Chair of the Board of Examiners shall be a member of staff with seniority and experience of Boards of Examiners.
- C11.2.11 A member of the teaching team cannot be the Chair of the Board of Examiners for the programme in question.
- C11.2.12 Provided that the assessment has previously been considered through an internal moderation process and at an awarding level by the programme External Examiner, one member of a team of tutors may attend to speak for them all.
- C11.2.13 A Board of Examiners is authorised to:
- Assess students in accordance with the programme and HE Academic Regulations.
  - Confer awards on behalf of the institution.
  - Receive outcomes of appropriate Mitigation Panel.
  - Determine outcomes in cases of Academic misconduct.
  - Determine the outcomes of re-assessment (where relevant).
  - Establish Examination Committees or act as an Examination Committee where one is not established.

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- C11.2.14 All members of the Board of Examiners are required to be present at the meeting where decisions are to be reached.
- C11.2.15 The Board shall formally decide whether the membership of the Board is sufficient and appropriate before discussion of students' progress can take place.
- C11.2.16 If a member is absent due to illness or other good cause, the Board must ensure that the contribution that would be made by that member can be satisfactorily covered by other appropriate arrangements.
- C11.2.17 The Board of Examiners will accept the results of module assessment outcomes agreed by the Examination Committee. These results will not be amended except, where relevant, in respect of:
- Mitigation in relation to individual extenuating circumstances.
  - Academic misconduct, other material or procedural irregularities.
- C11.2.18 Where the matter has previously been discussed by an Examination Committee, the Board of Examiners will receive a report from the Committee which may recommend a mark or a course of action.
- C11.2.19 The Secretary to the Board of Examiners will compile records in accordance with the relevant procedures. These will constitute the minutes.
- C11.2.20 The minutes will be confidential and will be available to the next meeting of the Board. The external examiner(s) may retain mark sheets, minutes and other materials, but shall be required to maintain confidentiality.
- C11.2.21 All external examiners are entitled to attend the Board of Examiners for the programme to which they are appointed.
- C11.2.22 Disagreement with the academic judgement of a Board of Examiners or Examination Committee cannot in itself constitute grounds for a request for a review of a decision.

### **C11.3 Examination Committees**

- C11.3.1 A Board of Examiners may establish one or more Examination Committees.
- C11.3.2 An Examination Committee will consider and determine the marks and grades for specified modules, and forward its decisions to the appropriate Board(s) of Examiners.

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- C11.3.3 The Board of Examiners may establish either:
- A single Examination Committee to consider the assessment outcomes of all modules within the programme.
  - More than one Examination Committee to consider the assessment outcomes of designated modules within the programme (e.g. all modules at a particular level).
- C11.3.4 Examination Committees are authorised to:
- Determine the standard of student module assessment outcomes.
  - Consider amendment of cohort marks as appropriate.
  - Record credit where the student will not be presented to a Board for level progression or an award.
  - determine the progression of students.
  - For Module Examination Committee the committee may also determine 'at risk' students.
- C11.3.5 Provided that the assessment has previously been considered through an internal moderation process, one member of a team of tutors may attend to speak for them all.
- C11.3.6 In cases where modules are shared by programmes and the assessment contributes to a number of awards, internal moderators (or a representative member of a team of examiners) must be present at the Examination Committee at which the standard of the students' assessment outcomes are determined, but need not attend all meetings of the Boards of Examiners to which these assessment outcomes are forwarded.
- C11.3.7 All external examiners are required to attend the Examination Committee(s) for the programme to which they are appointed where such a Committee considers student assessment above the level of Certificate of Continuing Education (unless the Certificate of Continuing Education is the target award). Where there is more than one external examiner for a programme, one only need attend the Board of Examiners.
- C11.3.8 For students who are not being presented to a Board for level progression or for an award, the Examination Committee will formally record the marks the amount and level of credit achieved.
- C11.3.9 Adjustments may be made to the marks of a cohort of students after consideration of extenuating circumstances applicable to the entire cohort.
- C11.3.10 Where a student is not being presented for level progression and their attainment is identified as a matter of concern, the Committee



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should refer the issue to the relevant Board of Examiners for consideration of that student's suitability to proceed on the programme of study.

C11.3.11 The minutes of the Examination Committee will be confirmed by the Chair of the Committee and forwarded to the next meeting of the relevant Board of Examiners.

C11.3.12 The following have the right to attend any meeting of a Board of Examiners, an Examination Committee or an Examination Review Panel as non-voting observers:

- Chair of HE Academic Board (or nominee).
- Chair of HE Quality and Standards Committee (or nominee).

#### **C11.4 Re-assessment: Reconvened Board of Examiners**

C11.4.1 Normally there will be no further opportunity for assessment or reassessment after the meeting of the Board of Examiners, except as below.

C11.4.2 The Board of Examiners will be reconvened to consider outstanding matters of assessment and progression, where:

- Curriculum or operational requirements determine later assessment or reassessment for progression or awards.
- Or where exceptional circumstances in respect of student assessment occur.

C11.4.3 In such circumstances the Reconvened Board of Examiners will fulfil the functions of both an Examination Committee (determination of module assessment outcomes) and a Board of Examiners.

C11.4.4 The membership of a Reconvened Board of Examiners shall be determined by the Board of Examiners. Membership shall be sufficient to ensure fair and equitable exercise of academic judgement.

C11.4.5 The membership of a Reconvened Board of Examiners need not be the full membership of the Board.

C11.4.6 The membership of a Reconvened Board of Examiners shall include:

- The Chair of the Board (or nominee).
- The Programme Leader (or equivalent).
- At least two members of academic staff making a significant contribution to the teaching of the programme modules.
- A Secretary to the Board (in attendance).

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- C11.4.7 One external examiner shall be associated with the decisions of the Reconvened Board of Examiners where such a Reconvened Board considers student assessment outcomes above the level of Certificate of Higher Education (unless the Certificate of Higher Education is the target award). All external examiners have the right to attend.
- C11.4.8 The conduct of the Reconvened Board and the recording of its proceedings shall be in accordance with current HE Academic Regulations and Procedures.
- C11.4.9 The records will constitute the minutes. The minutes will be confidential and will be available to the next meeting of the Board. The external examiner(s) may retain mark sheets, minutes and other materials, but shall be required to maintain confidentiality.

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### **C12 Student Progression**

#### **C12.1 General**

- C12.1.1 The purpose of assessment for progression is to ensure that students are making satisfactory progress towards their registered target award and that they remain academically eligible to complete successfully.
- C12.1.2 Assessment for progression is undertaken by the appropriate Board of Examiners advised by the relevant Examination Committee deliberations.
- C12.1.3 In determining progression recommendations, the Examination Committee will apply these HE Academic Regulations and any professional body or programme specific regulations approved at validation.

#### **C12.2 Progression Requirements**

- C12.2.1 To be considered for progression from Level 3 to Level 4, a student must have fulfilled the following requirements:
- Pursued a programme of study of 120 credit points at level 3 (including any accreditation of prior learning).
  - Satisfied the submission and attainment requirements for each module of study.
- C12.2.2 To be considered for progression from Level 4 to Level 5; a student must have fulfilled the following requirements:
- Pursued a programme of study of 120 credit points at level 4 (including any accreditation of prior learning).
  - Satisfied the submission and attainment requirements for each module of study.
- C12.2.3 To be considered for progression from Level 5 to Level 6; a student must have fulfilled the following requirements:
- Pursued a programme of study of 120 credit points at level 5 (including any accreditation of prior learning).
  - Satisfied the submission and attainment requirements for each module of study.
- C12.2.4 A student is required to fulfil the submission requirements for the assessment of each module studied. Such assessment may be one, or a combination of:
- Examinations or other scheduled assessments, individual or collective.
  - Other specified coursework requirements.

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- C12.2.5 A student will be required to re-submit for assessment all failed components where the component mark is less than 30% at Levels 3, 4, 5 and 6 and less than 40% at Level 7.
- C12.2.6 Where the assessment tool/s requires student access to facilities/resources considered by the Institution or collaborative partners to be unavailable or unreasonable then at the discretion of the Institution or collaborative partners the assessment tool for the resubmitted work may be changed so as not to disadvantage the student.
- C12.2.7 Except in the case of C.3.4, where a student has attained or exceeded the following profile, the student will be deemed to have passed the level for the purposes of progression, to have achieved the overall learning outcomes for the level; and to have achieved the standard required to progress from Foundation Year (Level 3) to Level 4, Level 4 to Level 5, or Level 5 to 6:
- Have submitted work for all assessment components.
  - Have achieved a minimum of 40% or more in modules equivalent to 100 credit points or more at that level.
  - Have achieved a minimum of 30% in each component at that level.
  - Have achieved an overall average of 40% or more at Level 4.
- C12.2.8 The student's Transcript of Credit will record:
- The quantity and level of the credit achieved.
  - The actual mark achieved for each module.
- C12.2.9 A student failing a pre-requisite module may progress to the next level only if the programme of study available enables them to take an option which does not require the failed module as a pre-requisite.
- C12.3 Re-assessment for Progression**
- C12.3.1 A student failing to pass a module or modules at the first attempt will be given the opportunity to recover that failure during the academic level and is capped at 40% for undergraduate modules and 50% for post-graduate modules. All attempts to recover failure are classed as a reassessment and will be recorded as a second submission on the Marks Recording System.
- C12.3.2 Any student who has not achieved the pass requirements of a module and who is eligible for re-assessment will be offered the opportunity to be reassessed as required.

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- C12.3.3 A student may be re-assessed in 100% of his or her programme of study for the academic level.
- C12.3.4 A student failing to achieve 30% in any assessment component of an undergraduate module, will be required to re-submit.
- C12.3.5 A student failing to achieve 40% in any assessment component of a post-graduate module, will be required to re-submit.
- C12.3.6 A student need not avail themselves of the opportunity for re-assessment.
- C12.3.7 Although the reassessed mark is capped the actual mark achieved must also be recorded.

#### **C12.4 Re-assessment at Final Level**

- C12.4.1 A student failing to pass a module or modules at the first attempt will be given the opportunity to recover that failure during the final level, subject to the limits below.
- C12.4.2 Where failure arises from non-submission of assessment at component level, a student will be required to present themselves for assessment at the next opportunity. In cases of non-submission of assessment, a student will only have one opportunity to be re-assessed unless mitigation has been granted by the Mitigation Panel acting on behalf of the Board of Examiners (C15).
- C12.4.3 Re-assessment opportunities are subject to the following provisions:
- The opportunity for re-assessment will be given *once only* in respect of any module.
  - The maximum mark achievable is 40% for undergraduate modules and 50% for post-graduate modules.
  - Following assessment feedback on a failed module assessment component, no taught sessions will be available in respect of this assessment unless extenuating circumstances are presented and accepted.
  - A student repeating the final level may not take a substitute for a core module.
  - A student may not demand to repeat a module which is no longer current.
  - Re-assessment may only be used for the recovery of failure. It may not be used to attempt to improve an existing mark.
- C12.4.4 The process and timing of re-assessment at final level is as found in respect of re-assessment for progression.

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C12.4.5 A student repeating the final level may, subject to the agreement of the Programme Leader (or equivalent), choose to take a different module or modules from those previously taken, subject to the limitations described in C12.4.3.

#### **C12.5 Timing of Re-assessment Opportunities**

C12.5.1 The detailed timing of re-assessment opportunities will be at the discretion of the Institution or collaborative partners and may be different for assessed coursework and examinations.

#### **C12.6 Alternative Form of Re-Assessment**

C12.6.1 Alternative forms of assessment may be offered to students submitting for re-assessment at the discretion of the Board of Examiners subject to the following:

- **Practical Considerations:** the Programme Leader (or equivalent) and the module tutor(s) may decide on an alternative form of assessment if necessary (for example, where the initial assessment required use of facilities which are not currently available).
- **Rigour and Standard:** the alternative assessment will be of the same rigour and standard as the original assessment.
- **Synoptic Assessment:** where there is more than one component of assessment attached to a module, the Programme Leader (or equivalent) and the module tutor(s) may determine that a synoptic assessment is a suitable alternative form of assessment for that module.

#### **C12.7 Limits on Re-assessment**

C12.7.1 Re-assessment opportunities are subject to the following provisions:

- A student may be re-assessed in 100% of his or her programme of study for the academic level.
- The opportunity for re-assessment will be given *once only* in respect of any module during an academic level.

C12.7.2 Re-assessment may only be used for the recovery of failure. It may not be used to attempt to improve an existing mark.

C12.7.3 A student who has otherwise achieved the requirements for level progression may be re-assessed in failed modules, provided that the reassessment opportunity is still available.

C12.7.4 The maximum mark achievable for a re-assessed piece of work or a synoptic assessment is 40% for undergraduate modules and 50% for postgraduate modules. Where a student achieves a lower mark for

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the re-assessed work than for the original submission, the higher original mark will stand.

- C12.7.5 Where individual components of assessments are re-assessed, there will be a maximum mark of 40% for undergraduate components and 50% for post-graduate components. The marks attained for any successfully completed components will remain unaltered and will contribute to the final average for the module.
- C12.7.6 A student need not avail themselves of the opportunity for re-assessment.
- C12.7.7 A student wishing to decline themselves of the opportunity for reassessment must inform the Programme Leader (or equivalent) in writing by an agreed date of his/her intention to do so.
- C12.7.8 The penalty for late submission of a re-assessment is a mark of 0%.

#### **C12.8 Recovery of failure involving non-submission**

- C12.8.1 Where re-assessment is required on account of a student's failure to submit for assessment, the following provisions will apply unless extenuating circumstances have been presented and accepted:
- The maximum mark available is 40% for undergraduate modules and 50% for post-graduate modules.
  - The assessment will count against the permitted maximum re-assessment opportunities.
  - No teaching sessions will be available in respect of this assessment.

#### **C12.9 Previously Deferred Assessment**

- C12.9.1 A student who was unable to submit for assessment at the required time due to extenuating circumstances will normally be offered the opportunity for initial assessment at the time when re-assessment takes place. Normally, there will be no further opportunity for assessment of this work during the academic year unless the student has approved mitigation in place.

#### **C12.10 Outcomes of Assessment and Re-assessment Process**

- C12.10.1 On conclusion of the assessment and re-assessment process, student outcomes for the academic year will be presented to the relevant Board of Examiners or Examination Committee.
- C12.10.2 Normally there will be no further opportunity for assessment or reassessment after the meeting of the Board of Examiners or Examination Committee. The exceptions to this are where

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curriculum or operational requirements determine the need for later re-assessment; or where exceptional circumstances in respect of student assessment occur.

C12.10.3 Where exceptional circumstances occur a Board of Examiners may provide for further assessment or re-assessment opportunities to take place after the Board. Normally this would be only where the exceptional circumstances affect a whole cohort of students and, in such cases, the consideration of the assessment/re-assessment in question may be remitted to a Reconvened Board of Examiners.

#### **C12.11 Carry-forward of Module(s)**

C12.11.1 Exceptionally, a Board of Examiners or Examination Committee may permit a student to carry forward a module or modules to the next academic year. This is only when a student has not been able to complete the assessment or re-assessment process and this non-completion is attributable to extenuating circumstances which have been accepted by a Board of Examiners or Examination Committee.

C12.11.2 A student may only be permitted to carry forward a module or modules to a maximum of 40 credit points.

#### **C12.12 Students Unable to Progress**

C12.12.1 A student who does not meet the requirements for level progression will be eligible for one or more of the following courses of action:

- Contained award.
- 
- Repeat of level with attendance.
- Requirement to repeat or withdraw
- .

C12.12.3 **Contained Award:** a student may be recommended for a contained award at a lower level if appropriate, for instance a student at level 6 might be recommended for a contained award at level 5.

#### **C12.12.4 Fail Repeat**

When a student has failed the level:

##### **Undergraduate Awards**

- All students will be offered the opportunity to repeat the level once.



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- In all cases **except** for **final level** students may choose either to repeat the entire level or only the modules they have failed.
- At **final level** a student **may only** repeat the modules they have failed (C12).
- When repeating the level students will be assessed as if for the first time for all modules.

When repeating a module(s) with multiple components, students may retain an assessment mark from a previous attempt should it be greater than 40%.

#### **Postgraduate Awards**

- All students will be offered the opportunity to repeat the level once.
- Postgraduate students **may only** repeat the modules they have failed and not the entire level.
- A student will be able to compensate 30 credits of that level.

#### **C12.12.5 Fail withdraw Undergraduate awards:**

- A student will be Fail Withdraw from a programme when they have failed to gain 120 credits, or 100 credits with 20 credits compensated (where permitted) after their repeated attempt at the level.

#### **C12.12.6 Fail repeat post-graduate awards**

- Students will be able to restudy previously failed modules which are eligible for the full range of marks.

#### **C12.12.7 Fail withdraw post-graduate awards**

- A student will be Fail Withdraw from a post-graduate programme when they have failed to gain 180 credits, or 100 credits with 20 credits compensated (where permitted) after their repeated attempt.

#### **C12.12.8 Repeat of Final Level**

- Students who do not achieve the requirements for an award at the final level may repeat work failed at the final level in order to achieve an award, subject to the provisions below.
- A student repeating the final level will be assessed as if for the first time in previously failed modules, and the work will be eligible to be awarded the full range of marks available.
- The marks or grades for successfully completed modules will be carried forward.
- Students may repeat failed work *once only* at any level.

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- Students may repeat the final level and carry over a maximum of 50% of credits from their previous attempt at the level. Credits carried over must meet the criteria of undergraduate and 0% for post-graduate. Condoned assessments over 30% for undergraduate level and 40% at postgraduate level can be carried over if the overall module mark is a pass grade of 40% for undergraduate level and 50% for post-graduate level.

#### **C12.13 Termination of Study**

- C12.13.1 Termination of study may occur because of failure in academic or professional components or for reasons of misconduct. Procedures for the conduct of students, including suspension and exclusion for disciplinary offences, are covered under the appropriate Student Disciplinary procedures.
- C12.13.2 Wherever possible within approved arrangements, the institution will seek to recommend an alternative award to students who have failed professional components, as specified in the validated programme.
- C12.13.3 Exceptionally, where there is evidence that the presence of a student is detrimental to the physical, educational or emotional safety or wellbeing of the client group, or evidence that the student has failed to establish effective working relationships with professional colleagues, or where behaviour is deemed to amount to unprofessional conduct, a recommendation may be made for termination of the candidate's registration on the programme in accordance with the Student Disciplinary procedures.
- C12.13.4 If the situations outlined in C12.13.1, C12.13.2 or C12.13.3 relate to a Higher or Degree Apprentice then decisions will be made in collaboration with the Apprenticeship Department.

#### **C12.14 Information to Students**

- C12.14.1 Students will be informed when their academic progress may be a cause for concern; and specifically where the need to avail themselves of any re-assessment opportunities open to them in order to progress becomes apparent.

#### **C12.15 Responsibilities of Students**

- C12.15.1 Students are responsible for:
- Maintaining an awareness of their successfully completed modules and running total of credit accumulation during the level.

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- Checking the dates of re-sit examinations and re-submission dates for assessed coursework.

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### **C13 Conferment of Awards**

#### **C13.1 General**

- C13.1.1 A Board of Examiners of the institution is the sole body authorised to recommend the conferment of an NCG HE award.
- C13.1.2 Awards are determined by a properly constituted Board of Examiners acting with delegated authority from the HE Academic Board.
- C13.1.3 Board of Examiners make decisions through the application of the HE Academic Regulations and relevant programme regulations using academic judgement to operate discretion within the limits defined in these regulations. Where discretion is applied, Chairs of Boards will ensure this is appropriately recorded, operated consistently and without favour.
- C13.1.4 Certificates, diploma supplements and attendance at graduation may be withheld where a student is in debt to the Institution or collaborative partners, subject to the provisions of the prevailing Data Protection legislation.

#### **C13.2 Assessment for an Award**

- C13.2.1 Students must fulfil the specified requirements for progression and conferment of an award.
- C13.2.2 For awards accredited by PSRBs, students must fulfil the requirements and fulfil any further requirements for accreditation specified by the PSRB.
- C13.2.3 For awards which are part of a Higher or Degree Apprenticeship, students must fulfil the requirements of the Apprenticeship Standard in order to achieve the Apprenticeship.
- C13.2.3 Students will be informed of the requirements to be fulfilled in order to be recommended for an award. Students will be informed of any provisions for the recommendation of distinction or merit.

#### **C13.3 Recommendation for Award**

- C13.3.1 To receive an HE award a student must have:
- Achieved passes in the credit and level requirements (including via RPL) specified for the award.
  - Passed any additional requirements specified by the programme associated with the award including core modules, defined combinations of modules and placements.

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- Met any PSRB requirements for the award.

#### **C13.4 Achievement of an HE Award**

C13.4.1 An award of the institution will be recommended for candidates achieving the outcomes specified below:

##### **Foundation Year**

- The Foundation Year is awarded for the attainment of 120 credit points at Level 3. The institution awards these credit points where a student has achieved the following profile:
  - Pursued a programme of study of 120 credit points at Level 3.
  - Satisfied the submission and attainment requirements for each module of study.
  - Achieved the overall learning outcomes for Level 3 by attaining or exceeding the following requirements:
    - Achieved a minimum of 40% or more in modules equivalent to 100 credit points at Level 3.
    - Achieved a minimum of 30% in each assessment component of each module.
    - Achieved an overall average of 40% or more across all modules studied at this level.

##### **Certificate of Higher Education or Higher National Certificate**

- The Certificate of Higher Education or Higher National Certificate is awarded for the attainment of a minimum of 120 credit points at HE Level 4. The institution awards these credit points where a student has achieved the following profile:
  - Pursued a programme of study of 120 credit points at Level 4 or has been accredited with no more than 60 credit points at Level 4 on admission.
  - Satisfied the submission and attainment requirements for each module of study.
  - Achieved the overall learning outcomes for Level 4 by attaining or exceeding the following requirements:
    - Achieved a minimum of 40% or more in modules equivalent to 100 credit points at Level 4.
    - Achieved a minimum of 30% in each assessment component of each module.
    - Achieved an overall average of 40% or more across all modules studied at this level.
  - .

#### **C13.5 Foundation Degree, or Diploma of Higher Education**

C13.5.1 The Foundation Degree, Diploma of Higher Education or is awarded for the attainment of a minimum of 120 credit points at HE Level 4

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and 120 credit points at HE Level 5. The institution awards these credit points where a student has achieved the following profile:

- Achieved the requirements for level progression from Level 4 to Level 5 or has been admitted directly to Level 5.
- Pursued a programme of study of 120 credit points at Level 5 or has been accredited with no more than 60 credit points at Level 5 on admission.
- Satisfied the submission and attainment requirements for each module of study.
- Achieved the overall learning outcomes for Level 5 by attaining or exceeding the following requirements:
  - Achieved a minimum of 40% or more in modules equivalent to 100 credit points at Level 5.
  - Achieved a minimum of 30% in each assessment component of each module.
  - Achieved an overall average of 40% or more across all modules studied at level 5

#### **C13.6 Bachelor Degree with honours**

C13.6.1 The bachelor degree with honours is awarded for the attainment of 120 credit points at HE Level 4, 120 credit points at HE Level 5 and 120 credit points at HE Level 6. The institution awards these credit points where a student has achieved the following profile:

- Achieved the requirements for level progression from Level 4 to Level 5 and from Level 5 to Level 6 or has been admitted directly to Level 6.
- Pursued a programme of study of 120 credit points at Level 6 or has been accredited with no more than 60 credit points at Level 6 on admission.
- Satisfied the submission and attainment requirements for each module of study.
- Achieved the overall learning outcomes for Level 6 by attaining or exceeding the following requirements:
  - Achieved a minimum of 40% or more in modules equivalent to 100 credit points at Level 6.
  - Achieved a minimum of 30% in each assessment component of each module.
  - Achieved an overall average of 40% or more across all modules studied at level 6.

#### **C13.7 Ordinary Degree**

C13.7.1 The ordinary degree without honours is awarded for the attainment of a minimum of 120 credit points at HE Level 4, 120 credit points at HE Level 5 and 60 credit points at HE Level 6. The institution awards these credit points where a student has achieved the following profile:

- Achieved the requirements for level progression from Level 4 to Level 5 and from Level 5 to Level 6 or has been admitted directly to Level 6.

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- Pursued a programme of study of 60 credit points at Level 6 or above.
- Satisfied the submission and attainment requirements for each module of study.
- Achieved the overall learning outcomes for Level 6 by attaining or exceeding the following requirements:
  - Achieved a minimum of 40% or more in modules equivalent to 60 credit points at Level 6.
  - Achieved a minimum of 30% in each assessment component of each module.
  - Achieved an overall average of 40% or more across all passed modules studied at this level

#### **C13.8 Honours Degree (top-up)**

C13.8.1 Students admitted onto an Honours degree (top-up) should already have 120 credit points at HE Level 4 and 120 credit points at HE Level 5.

C13.8.2 The institution awards these credit points where a student has achieved the following profile:

- Pursued a programme of study of 120 credit points at Level 6.
- Satisfied the submission and attainment requirements for each module of study.
- Achieved the overall learning outcomes for Level 6 by attaining or exceeding the following requirements:
  - Achieved a minimum of 40% or more in modules equivalent to 120 credit points at Level 6.
  - Achieved a minimum of 30% in each assessment component of each module.
  - Achieved an overall average of 40% or more across all modules studied at this level.

#### **C13.9 Ordinary Degree (top-up available as a contained award)**

C13.9.1 Students admitted onto an Honours degree (top-up) should already have 120 credit points at HE Level 4 and 120 credit points at HE Level 5.

C13.9.2 The institution awards these credit points where a student has achieved the following profile:

- .
  - Achieved a minimum of 40% or more in modules equivalent to 60 credit points at Level 6.
  - Achieved a minimum of 30% in each assessment component of each module contributing to the 60 credits.
  - Achieved an overall average of 40% or more across all modules passed at this level.

#### **C13.10 Master Degree**

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C13.10.1 The Master degree is awarded for the attainment of 180 credit points at HE Level 7. The institution awards these credit points where a student has achieved the following profile:

- Achieved the overall learning outcomes for Level 7 by attaining or exceeding the following requirements:
  - Achieved a minimum of 50% or more in modules equivalent to 180 credit points at Level 7.
  - Achieved a minimum of 40% in each assessment component of each module.
  - Achieved an overall average of 50% or more across all modules studied at this level.

#### **C13.11 Post-graduate Diploma**

C13.11.1 The Post-graduate diploma is awarded for the attainment of a minimum of 120 credit points at HE Level 7. The institution awards these credit points where a student has achieved the following profile:

- Achieved the overall learning outcomes for Level 7 by attaining the following requirements:
  - Achieved a minimum of 50% or more in modules equivalent to 120 credit points at Level 7.
  - Achieved a minimum of 40% in each assessment component of each passed module that contribute to the 120 credit.
  - Achieved an overall average of 50% or more across all modules passed at this level.

#### **C13.12 Post-graduate Certificate**

C13.12.1 The Post-graduate certificate is awarded for the attainment of a minimum of 60 credit points at HE Level 7. The institution awards these credit points where a student has achieved the following profile:

- Achieved the overall learning outcomes for Level 7 by attaining or exceeding the following requirements:
  - Achieved a minimum of 50% or more in modules equivalent to 60 credit points at Level 7.
  - Achieved a minimum of 40% in each assessment component of each module that contribute to the 60 credits.
  - Achieved an overall average of 50% or more across all modules passed at this level.

#### **C13.13 Post-graduate Certificate of Education**

C13.13.1 The Post-graduate Certificate of Education is awarded for the attainment of a minimum of 60 credit points at Level 7 and 60 credit points at Level 6.



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- C13.13.2 The institution awards these credit points where a student has achieved the following profile:
- Achieved the overall learning outcomes for Level 6 by attaining or exceeding the following requirements:
    - Achieved a minimum of 40% or more in modules equivalent to 60 credit points at Level 6.
    - Achieved a minimum of 30% in each assessment component of each level 6 module.
    - Achieved an overall average of 40% or more across all modules studied at this level.
  - Achieved the overall learning outcomes for Level 7 by attaining or exceeding the following requirements:
    - Achieved a minimum of 50% or more in modules equivalent to 60 credit points at Level 7.
    - Achieved a minimum of 40% in each assessment component of each module.
    - Achieved an overall average of 50% or more across all modules studied at this level.

#### **C13.16 Classification of Awards**

C13.16.1 Module marks are shown as percentages for award classification purposes.

C13.16.2 For students admitted onto an NCG HE programme with academic credit, only those modules studied within the Institution or collaborative partners will be considered for the purposes of establishing a classification. In such cases the model for profiling will be adjusted to take account of the total number of modules studied.

C13.16.3 All classifications are based on contributing modules derived from the final level alone and are as follows:

- Classification will be based on the mean percentage mark (MPM) which is a weighted arithmetic mean of all module marks that count for assessment.
- A higher class will also be awarded where at least half of the contributing credits are in the higher classification and the MPM is not more than 2% percentage points below the classification.
- In the calculation of the MPM, each final module mark is weighted by the number of credits for that module. This is to reflect the relevant contribution of each module to the final result.
- The MPM is calculated by multiplying each final module mark by the number of credits for that module to produce a weighted mark. The weighted marks are then totalled for each student and this total is divided by the total number of credits studied. The formula for this calculation is shown below:

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$$MPM = \frac{\sum Cr_i M_i}{\sum Cr_i}$$

where:

Cr<sub>i</sub> = the number of credits for each module

M<sub>i</sub> = the final mark for each module

- Rounding to the nearest integer is only applied to the MPM at the end of the calculation. This will use the round half up method. Final module marks may be displayed as whole numbers but the true, unrounded values will be used in the calculation of the MPM.

C13.16.4 Attainment which has contributed to the award of a lesser qualification cannot be considered for the purposes of establishing a classification.

**C13.17 Classification of Honours Degrees and top-up awards**

C13.17.1 For both honours degrees and top-up awards the Level 6 average will be treated as the base classification average and will be the basis on which the class of award is determined.

C13.17.2 In both cases the classification is calculated on the basis of the most favourable outcome to the student using the following methods:

- The weighted mean average of all Level 6 modules studied.
- Alternatively, students will automatically be awarded the higher classification if they have studied 120 Level 6 module credits and achieved at least 60 module credits in a classification higher than the base calculation and are within 2% of the higher classification..

**C13.17.3 Classification Boundaries**

Mean Average	Degree Classification
70%-100%	First-Class
60% - less than 70%	Second Class (upper division)
50% - less than 60%	Second Class (lower division)
40% - less than 50%	Third Class

**C13.18 Classifications Foundation Degree, Diploma in Higher Education**

C13.18.1 The classification is calculated on the basis of the most favourable outcome to the student using the following methods:

- The weighted mean average of all Level 5 modules studied.
- Alternatively, students will automatically be awarded the higher classification if they have studied 120 Level 5 module credits and

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achieved at least 60 module credits in a classification higher than the base calculation and are within 2% of the higher classification..

#### **C13.18.2 Classification Boundaries**

<b>Mean Average</b>	<b>Degree Classification</b>
<b>70%-100%</b>	<b>Distinction</b>
<b>60% - less than 70%</b>	<b>Merit</b>
<b>40% - less than 60%</b>	<b>Pass</b>

#### **C13.19 Classifications Certificate of Higher Education**

C13.19.1 The classification is calculated on the basis of the most favourable outcome to the student using the following methods:

- The weighted mean average of all Level 4 modules studied.
- Alternatively, students will automatically be awarded the higher classification if they have studied 120 Level 4 module credits and achieved at least 60 module credits in a classification higher than the base calculation and are within 2% of the higher classification..

#### **C13.19.2 Classification Boundaries**

<b>Mean Average</b>	<b>Degree Classification</b>
<b>70%-100%</b>	<b>Distinction</b>
<b>60% - less than 70%</b>	<b>Merit</b>
<b>40% - less than 60%</b>	<b>Pass</b>

#### **C13.20 Classifications Masters and Post-Graduate Degrees**

C13.20.1 The classification is calculated on the basis of the most favourable outcome to the student using the following methods:

- The weighted mean average of all Level 7 modules studied.
- Alternatively, students will automatically be awarded the higher classification if they have studied 120 Level 7 module credits and achieved at least 60 module credits in a classification higher than the base calculation and are within 2% of the higher classification..

#### **C13.20.2 Classification Boundaries**

<b>Mean Average</b>	<b>Degree Classification</b>
<b>70%-100%</b>	<b>Distinction</b>
<b>60% - less than 70%</b>	<b>Merit</b>

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<b>50% - less than 60%</b>	<b>Pass</b>
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#### **C13.21 Classifications of Post-graduate Diploma, Post-graduate Certificate and Certificate of Continued Education**

C13.20.1 These awards will not be classified.

#### **C13.22 Alternative Awards**

C13.22.1 A Board of Examiners may award an alternative award and award title to students who have failed the target award or who leave at an interim progression point where such awards have been validated within the programme regulations and provided students satisfy the requirements.

C13.22.2 Alternative awards will only be made where a student's study for their registered award has been completed or terminated.

#### **C13.23 Aegrotat Awards**

C13.23.1 Where final student performance is incomplete because of valid extenuating circumstances the Board of Examiners may recommend an Aegrotat award.

C13.23.2 An Aegrotat award of the target or intermediate award is conferred where the Examiner is satisfied that, but for the extenuating circumstances, the student would have reached the standard required.

C13.23.3 Before a recommendation of an Aegrotat award is made, the student (or the students representative) must have signified a willingness to accept the award and have signified an understanding that the acceptance of this award waives the right to reassessment.

C13.23.4 Aegrotat awards are not classified and will correspond to the relevant exit award for the programme of study being:

- Aegrotat Certificate of Higher Education
- Aegrotat Diploma of Higher Education
- Aegrotat Foundation Degree
- Aegrotat Bachelor's Degree
- Aegrotat Masters Degree

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C13.23.5 A student who has been offered an Aegrotat award, but who chooses instead to be re-assessed, may not claim the Aegrotat award in the event of failure.

#### **C13.24 Posthumous Awards**

C13.24.1 Providing that all normal conditions of an award would have been satisfied, an award may be conferred posthumously and be accepted by another person on behalf of the late student.

C13.24.2 Posthumous awards are not classified.

#### **C13.25 Promulgation of Results**

C13.25.1 Results are published in line with institutional procedures that pertain at the time. All students receive a transcript detailing their achievement in any academic session unless this is withheld under other student regulations.

C13.25.2 In line with prevailing Data Protection legislation, students have a right of access to both moderated and unmoderated marks. Students may request and obtain disclosure of unmoderated marks after the publication of results.

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### **C14 Appeal against a Decision of the Board of Examiners**

#### **C14.1 General**

- C14.1.1 All students have the right to seek an Appeal to reconsider a decision of a Board of Examiners. Appeals against the decision of Boards of Examiners or Examination Committees will be permitted where the Institution or collaborative partner has agreed that there are valid grounds for such an appeal.
- C14.1.2 An appeal cannot be made against the academic judgement, for example marks, of the examiner(s), in accordance with the HE Regulations. Appeals on this basis will be ruled invalid.
- C14.1.3 All appeals will be dealt with confidentially, unless disclosure is necessary to progress the appeal. In this event the student will be notified in advance of the disclosure.
- C14.1.4 The institution provides relevant definitions and explanations of its process and procedures for Appeals against a Decision of a Board of Examiners. Full details of the Appeals Procedure are published by NCG.
- C14.1.5 The institution will ensure that suitable briefing and support is provided for all staff and students involved in handling or supporting any aspect of the Appeals process.
- C14.1.6 The Procedures as currently determined by NCG must be followed in order for an Appeal to be considered.
- C14.1.7 Timescales will be identified and must be adhered to by the Institution or collaborative partners and by the student. In the case of overseas students, appropriate allowance will be made to ensure timescales are reasonable. The timescales for the following are fully set out in the procedures accompanying these regulations:
- Lodging of submissions seeking an appeal.
  - Determination of whether there are valid grounds for appeal.
  - Consideration of the appeal.
- C14.1.8 A student whose case is under consideration within these regulations and procedures has the right to continue with his or her studies until such time as a decision is reached unless:
- This conflicts with requirements in respect of professional practice.
  - There are fees, charges or other debts not paid within the academic session in which the debts were incurred.

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- C14.1.9 The right is intended to ensure that a student whose appeal is successful is not academically disadvantaged. Accordingly:
- It shall not be interpreted as acceptance of the student on a subsequent level of the programme of study.
  - And satisfactory progress during such attendance is not admissible as evidence in any stage of the appeal process.
- C14.1.10 All regulations and procedures relating to Appeals will be monitored, reviewed and evaluated to improve effectiveness of the Appeals procedures and for enhancement purposes.

#### **C14.2 Grounds for Appeal**

- C14.2.1 Consideration of an appeal will be restricted to circumstances:
- Where there has been or could have been material administrative error or regulatory or procedural irregularity which has affected the student's results.
  - Where significant new evidence concerning extenuating or mitigating circumstances which **for good reason** had not been available to the Mitigation Panel (for example a medical condition which had not been diagnosed at the time of the Board) has been produced; or where insufficient weight had been given to extenuating circumstances.
  - Where unfair treatment or discrimination is alleged as part of the assessment process which **for good reason** had not been considered previously under the institutional Procedures.
- C14.2.2 An individual or group of students seeking redress in respect of a grievance relating to his, her or their position as student(s) of the Institution or collaborative partners, should invoke the appropriate Student Disciplinary procedures. The outcome of the appropriate Student Disciplinary procedures may provide grounds for appeal, either in itself or in association with other factors.
- C14.2.3 Where any student who has invoked the appropriate Student Disciplinary procedures lodges a Request for an Appeal before the Complaints Procedure has been concluded, the Appeal process will take precedence on account of its significance for the determination of progression or award.
- C14.2.4 On the conclusion of the process, all appellants will receive a formal letter from the institution, setting out:
- The decision.
  - A summary of the reasons for the decision.
  - Notification of any outcome arising from the decision.

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- Confirmation that the process is now at an end.

#### **C14.3 Information for Students**

- C14.3.1 Students have the right to full information on the regulations and procedures in respect of Appeals; and to advice on their nature and operation. A student requesting a review of a decision of a Board of Examiners or appealing against the outcome of a review will be provided with information in accordance with the provisions of the HE Student Appeals Procedure.
- C14.3.2 The appellant will have the right to access information and documents relevant to the appeal, as appropriate under the prevailing Data Protection legislation and any subsequent relevant legislation.

#### **C14.4 Responsibilities of Students**

- C14.4.1 It is the responsibility of a student to draw to the attention of the institution any factors which he or she considers may have adversely affected his or her performance in assessments. This should be done as soon as possible in order that any due remedial action within the HE Academic Regulations may be taken.
- C14.4.2 Failure to seek remedial action or otherwise draw the attention of the institution to relevant circumstances may lead to the rejection of an Appeal.
- C14.4.3 Requests for appeals must be in writing and state the basis of the appeal. Documentary evidence must be provided.



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## **Section C – Assurance of Academic Standards**

### **C15 Extenuating Circumstances and Mitigation**

#### **C15.1 General**

C15.1.1 The institution operates a universal scheme for the submission of extenuating circumstances. The following applies:

- Extenuating circumstances may be considered at the point of assessment or by a Mitigation Panel.
- Claims for extenuating circumstances must be submitted by the student in the required format and in line with published procedures and deadlines.
- Claims for extenuating circumstances must be supported by dated documentary evidence wherever it is reasonable for such evidence to be available.
- Claims for extenuating circumstances will be logged and tracked for monitoring purposes.
- Students are entitled to request to know whether their claim is accepted as valid.

C15.1.2 Individual students may submit requests for consideration of extenuating circumstances in respect of:

- Inability to submit assessed coursework on the required date.
- Absence from examinations or other scheduled assessments.
- Failure to submit assessed coursework.
- Poor performance.

C15.1.3 A student, who considers that he or she has extenuating circumstances which may have affected his or her performance, should submit a request for extenuating circumstances, whether or not the student considers that the assessed work may have passed or failed.

C15.1.4 The request for consideration of extenuating circumstances must normally be made at the earliest possible time. The institution reserves the right to reject consideration of extenuating circumstances which are not disclosed within a reasonable time from their occurrence.

C15.1.5 Where a student is, for good reason, unable to submit extenuating circumstances personally, these may be submitted on his or her behalf by another person. The reason for such submission shall be notified with the submission, and independent evidence of it produced. Such submission will only be allowed in exceptional circumstances. These will normally be limited to third-party submissions on account of a serious medical condition experienced by the student.

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C15.1.6 For extenuating circumstances to be considered the specified procedures for their submission must be followed in full and the required evidence must be submitted.

C15.1.7 If the submitted extenuating circumstances are found to be valid, mitigation in respect of these will be considered in accordance with the HE Academic Regulations.

#### **C15.2 Mitigation at the point of Assessment:**

C15.2.1 Mitigation may be considered at the point of assessment in respect of coursework submissions, examinations or scheduled assessments.

C15.2.2 Requests will be determined within the institutional, and a report of any mitigation granted will be made to the relevant Mitigation Panel.

C15.2.3 Such requests must be:

- Submitted to the person designated to receive them.
- Identify the circumstances.
- Provide independent documentary evidence where this is possible or required.

C15.2.4 Consideration of such requests will be made by a designated member of academic staff, appointed by the institution for this purpose.

C15.2.5 The outcome of the consideration will be that the extension will be permitted or not permitted.

C15.2.6 Where the extension is permitted, such extensions will normally be the sole form of mitigation allowed in respect of these extenuating circumstances.

C15.2.7 There is no appeal against the outcome of this consideration except, (if appropriate) through the regulations and procedures for an Appeal against a Decision of a Board of Examiners or Examination Committee (see Section C15.7).

#### **C15.3 Coursework**

C15.3.1 A student must seek an extension to the coursework submission date in accordance with the HE Academic Regulations and procedures, where he or she considers that the relevant submission date cannot be complied with, and that he or she has valid extenuating circumstances in respect of this.

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- C15.3.2 Any request to a Board of Examiners for mitigation in respect of poor performance will normally be rejected if an extension of the submission date for coursework has previously been given.
- C15.3.3 An extension will not normally be given after the date on which the coursework should have been submitted.
- C15.3.4 All extensions will be notified to the Board of Examiners at which the assessment will be considered and the relevant Mitigation Panel in accordance with current procedures.

#### **C15.4 Examinations**

- C15.4.1 A student who was absent from an examination or other scheduled assessment and considers that he or she has valid extenuating circumstances in respect of this, must request the consideration of these extenuating circumstances in accordance with HE Academic Regulations and Procedures.
- C15.4.2 If the circumstances are found to be valid, the designated person will permit the student to take the examination as if at the first attempt (deferral) at the next available opportunity. No special examination will be provided for such students.

#### **C15.5 Other scheduled assessment**

- C15.5.1 If the circumstances are found to be valid, the designated person will permit the student to present the assessment as if for the first time at a later date if this is possible and it is consistent with equity and fairness to other students.
- C15.5.2 In the event of this not being possible, the student will need to present his or her extenuating circumstances to the Board of Examiners.
- C15.5.3 All other requests for consideration of extenuating circumstances are submitted to the relevant Board of Examiners. The nature of the extenuating circumstances themselves is not disclosed to the Board.

#### **C15.6 Extenuating Circumstances affecting a Cohort of Students**

- C15.6.1 Extenuating circumstances which may have affected the performance of a cohort of students will be presented to the relevant Examination Committee (or Board of Examiners carrying out the functions of an Examination Committee).
- C15.6.2 The Programme Leader (or equivalent) (or nominee) is responsible for informing the Committee or Board of such circumstances.

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C15.6.3 Consideration of such circumstances will be conducted in accordance with Section C11.2 of the HE Academic Regulations: Boards of Examiners and Examination Committees. Where the circumstances are deemed to warrant this, the marks of the entire cohort may be adjusted upwards.

#### **C15.7 Mitigation Panels**

C15.7.1 The Mitigation Panels are convened to:

- Consider extenuating circumstances.
- Make appropriate recommendations to the relevant Board or Boards of Examiners.
- Ensure that students are treated equally with respect to all re-assessment opportunities.

C15.7.2 Membership of Mitigation Panels will be as appropriate to the scale of their remit.

C15.7.3 The following members are the required minimum for all Mitigation Panels:

- A senior member of academic staff (Chair).
- One experienced member of academic staff or senior member of support staff external to the curriculum area in which the provision is located.
- Relevant academic staff.
- A Secretary to the Panel (in attendance).

C15.7.4 The Mitigation Panel will consider the extenuating circumstances presented and will determine as follows:

- The degree of seriousness of the extenuating circumstances accepted.
- The assessments which were affected by the relevant extenuating circumstances.

C15.7.5 The Mitigation Panel will categorise the seriousness of accepted extenuating circumstances as follows:

- Extenuating circumstances which are sufficiently serious to make appropriate a decision to defer an assessment.
- Extenuating circumstances which are not deemed sufficiently serious to make a deferral of assessment appropriate.

C15.7.6 The Mitigation Panel may make no recommendations to the Board of Examiners beyond those specified here.

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- The circumstances are sufficient to warrant further consideration by the Board of Examiners; and the student need not present themselves for reassessment at this time.
  - The circumstances are such as to warrant a deferral and any re-assessment opportunity taken will be deemed as a first assessment attempt and will be able to be marked within the full range of marks available.
  - The circumstances are not such as to warrant a deferral and any reassessment opportunity taken will be marked as a referral with a maximum mark of 40% for undergraduate awards and 50% for post-graduate awards.
- C15.7. The Mitigation Panel will make a report to the relevant Board of Examiners in respect of each student.
- C15.7.8 All discussion of extenuating circumstances will remain confidential to the membership of the Mitigation Panel, except:
- Where the written requirements of a programme of study accredited by a PSRB and accepted at the validation of that programme of study, require a wider disclosure.
  - Where a student subsequently requests and is granted an Appeal.
- C15.7.9 HE Registry should arrange for the extenuating circumstances of students to be considered prior to major re-assessment opportunities during the academic year which take place before the meeting of the Board of Examiners. Students should be informed of the outcome within five working days of the Mitigation Panel.
- C15.8 Consideration of Extenuating Circumstances by Boards of Examiners**
- C15.8.1 Boards of Examiners will receive a report from a Mitigation Panel in respect of submitted extenuating circumstances setting out its decisions as provided for under Section C15 above.
- C15.8.2 The recommendations contained in the report from a Mitigation Panel may not be amended by a Board of Examiners. The Board of Examiners is empowered to adjudicate in respect of the student in the light of these recommendations but is not authorised to make any amendment to them.
- C15.8.3 A Board of Examiners may at its discretion:
- Permit the student to be assessed in a form agreed by the Board.
  - Deem the student to have passed the assessment.
  - Award a mark.

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- Raise a mark or permit re-assessment to raise a mark.
  - Offer the relevant award if it is the final stage.
- C15.8.4 Where the Board is satisfied as to the student's progress overall, the work relating to the level and the overall achievement of the learning outcomes it may deem the student to have passed the assessment(s) in question.
- C15.8.5 The Board may allocate a mark, where it is satisfied that the student's achievement overall in the programme of study is of high quality and the record of work relating to the level is good.
- C15.8.6 The Board in determining such an allocated mark may adopt one of the following:
- The average of the student overall, which would be the normal outcome.
  - The average for that cohort in some cases.
  - Another mark, in exceptional cases where this can be justified.
- C15.8.7 Where the student has passed the module(s) but where the grade or mark attained is lower than might reasonably be expected from the student's overall performance, the Board may permit the student either to be reassessed in that module permitting the mark to be raised or award a higher mark.
- C15.8.8 Where the Board is satisfied as to the student's progress overall in the work relating to the programme of study it may deem the student to have passed the assessment(s) in question and offer the relevant award if it is the final stage.

#### **C15.9 Confidentiality**

- C15.9.1 All submissions giving details of extenuating circumstances will be confidential to the staff authorised to receive and consider them, except for the provisions of C15.9.3 below.
- C15.9.2 Discussion of extenuating circumstances by Mitigation Panels or Boards of Examiners will be confidential to those members of staff, except for the provisions of C15.9.3 and C15.9.4 in the circumstances outlined below.
- C15.9.3 Submissions of extenuating circumstances will not be disclosed beyond those who need to know other than in the following circumstances:
- Where the written requirements of a programme of study accredited by a PSRB, and accepted at the validation of that programme of study, require a wider disclosure.

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- Where a student subsequently requests and is granted, an Appeal.

C15.9.4 Where the written requirements of a programme of study accredited by a PSRB require wider disclosure, the following apply:

- All students on such a programme of study will be informed of this provision.
- Wider disclosure will be limited to the external examiner(s) and the Chair of the Board of Examiners.

#### **C15.10 Request for an Appeal**

C15.10.1 Students may submit an Appeal against a Decision of the Board of Examiners where there is significant new evidence concerning extenuating or mitigating circumstances which for good reason had not been available to the Boards of Examiners.

C15.10.2 If, without good cause, a student fails to seek consideration of extenuating circumstances in accordance with HE Academic Regulations and Procedures, normally any Request for an Appeal on the grounds of these extenuating circumstances will be rejected.

C15.10.3 If, with good cause, a student is unable to meet the requirements of C15.5.3 above, he or she should follow the provisions for late submission which are detailed in the procedures.

C15.10.4 Submissions of extenuating circumstances will not be disclosed unless the student subsequently submits a Request for an Appeal against a decision of a Board of Examiners or Examination Committee.

#### **C15.11 Student information**

C15.11.1 The institution will make available to students sufficient and accurate information to enable them to submit details of any extenuating circumstances in accordance with HE Academic Regulations and Procedures.

C15.11.2 Students will have access to the following information:

- The current HE Academic Regulations and associated procedures.
- The name of the person designated to receive submissions in respect of extenuating circumstances.
- The location to which submissions should be directed.
- Sufficient advance notice of the dates by which such submissions must be submitted to enable them to be presented.
- Appropriate sources of advice and guidance.

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C15.11.3 Discussion of problems or difficulties with a member or members of the Institution or collaborative partners' staff does not in itself constitute a submission of extenuating circumstances. Any relevant statement to be presented to a Mitigation Panel arising from previous discussion with or disclosure to a member of Institution or collaborative partners' staff need to be requested from that member of staff by the student and be in writing or other documentary form.

C15.11.4 It is the responsibility of the student to do the following:

- Inform the Institution or collaborative partner of any Extenuating Circumstances which he or she wishes to be taken into consideration in respect of assessed work.
- Ensure that the request is submitted in the appropriate manner and ensure that the notification is received.

C15.11.5 In determining assessment recommendations, Board of Examiners will take into account validated and properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances which have not already been mitigated through mitigation at the point of assessment.

#### **C15.12 Retention of Information**

C15.12.1 Records of extenuating circumstances will be securely retained as follows:

- One year after the academic year in which the outcome of consideration was that a form of mitigation was granted to the student.
- Six years after the academic year in which the outcome of consideration was that mitigation was not granted to the student (including on account of late submission of the request).

These provisions also apply to requests for mitigation at the point of assessment Section (C15.2).

C15.12.2 Such information will be retained for the purposes of Appeal against a decision of a Board of Examiners or Examination Committee (if appropriate).

C15.12.3 At the end of the period of retention, records of extenuating circumstances will be destroyed in a manner which ensures that confidentiality of the information is not breached.

C15.12.4 The existence of valid extenuating circumstances does not negate the requirement for students to demonstrate that they have satisfactorily achieved the required learning outcomes.



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C15.12.5 A disability and/or learning difficulty does not of itself constitute an extenuating circumstance.

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### **C16 Academic Misconduct and Other Forms of Unfair Practice**

#### **C16.1 General**

- C16.1.1 The institution regards any attempt by a student to gain an unfair advantage in assessment as a serious academic offence that undermines the academic standards of the institution. Academic Misconduct in any form of assessment will be penalised and may lead to the award not being conferred or to the termination of a student's study programme.
- C16.1.2 The Institution or collaborative partners will ensure that all forms of assessment are conducted in such a way that no student should be able to gain unfair advantage over other candidates for an award.
- C16.1.3 The Institution or collaborative partners will ensure that rigorous and robust procedures are in place to investigate any attempt to gain benefit by unfair practice.
- C16.1.4 The Institution or collaborative partners will ensure that any student suspected of academic misconduct will have a fair hearing; the right to accompaniment or representation; the right to appeal a finding of the academic misconduct investigation; and the opportunity to present their case before a decision is reached.
- C16.1.5 All student will be offered advice and guidance on how to avoid academic misconduct.
- C16.1.6 Written assessed work is subject to plagiarism detection software.
- C16.1.7 Prior to assessment, students will have been given full and clear information on what the institution considers to be academic misconduct or other forms of unfair practice.
- C16.1.8 Students will be made aware of the regulations with respect to academic misconduct, (including the principle of confidentiality within professional programmes) and the penalties that apply, at the start of the programme and, in particular, the importance of academic integrity, what is meant by plagiarism and how to avoid it.
- C16.1.9 Students are required to confirm that each piece of assessment submitted is their own work and has been submitted only for the module(s) it was designed for. It must not have been submitted in similar or identical form towards other assessment or qualification by the student or any other person. For group work, all group members are required to sign a common confirmation statement.
- C16.1.10 Where academic misconduct or gaining an unfair advantage is suspected, but is unresolved at the time of the appropriate Board of

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Examiners meeting, the Board will not consider the student's assessment result until an investigation has been conducted and the matter resolved.

C16.1.11 The Academic Misconduct Board will determine the following penalties:

<p>Informal 1st Offence</p>	<p>This is regarded as the least serious offence and covers first time minor offences. It includes plagiarism that is small in scale, not related to the work of other students, and which is considered to have resulted from ignorance or carelessness.</p>	<p>Student will receive a written warning identifying poor academic practice.</p> <p><i>Work is marked and a lower mark is likely to be awarded to reflect the plagiarised sections within the work.</i></p>
<p>Stage 1</p>	<p>1<sup>st</sup> Offence: where wide spread plagiarism is identified such as: Evidence extensive paraphrasing of material with no acknowledgement of the source systematic failure to reference submitting work which has already been submitted for another assignment when more than one assessment is found to be affected by plagiarism (a number of pieces of work are handed in at the same time) it should be treated as one offence</p>	<p>The student is required to resubmit the entire piece of assessment in question, having rectified the academic misconduct issues.</p> <p><i>Work is awarded up to maximum mark of 40% for undergraduate (FdAs/BA(Hons) and 50% for post graduate (PGCE and Masters).</i></p>
<p>Stage 2</p>	<p>This is regarded at the most serious offence and includes: Level 6 plagiarism in dissertations/final year projects taught postgraduate modules collusion with other students theft commissioning/purchasing work falsification of results/data a third offence at Stage 1 all examination irregularities reoccurrence of Stage 1 offence</p>	<p>Student is advised that they are allowed one reassessment opportunity (first sit only) resubmit a brand new piece of work. Compensation is not allowed.</p> <p><i>Work is awarded up to maximum mark of 40% for undergraduate (Fds/BA(Hons) and 50% for post graduate (PGCE and Masters).</i></p> <p>Failure to comply will result in failure of the assessment with no further opportunity other than restudy. At the next assessment opportunity (normally the next academic year).</p>

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Any further recurrences will be dealt with under Stage 3 of the Student Disciplinary policy which may lead to withdrawal from the programme of study.

Student is advised that there is no re-assessment opportunity and a mark of zero for the module will be recorded.

Students are allowed to re-study, or take an alternative module if permitted at the next assessment opportunity (normally the next academic year).

- C16.1.12 Students are asked to re-submit work in all cases as part of the penalty applied to proven cases of Academic Misconduct which count towards the limits of re-assessment outlined in the HE Academic Regulations.
- C16.1.13 The Academic Misconduct Panel will make a report to the Board of Examiners in respect of each student.
- C16.1.14 Students may submit extenuating circumstances pertaining to their proven case for consideration by the Academic Misconduct Panel.
- C16.1.15 Plagiarism penalties from one level are carried forward e.g. Level 4 to 5, 5 to 6 and 6 to 7.

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### **C17 Students with learning disability/specific learning difference and/or specific learning need**

#### **C17.1 General**

- C17.1.1 Assessment and examination policies, practices and procedures will provide students with learning disability/learning differences and those with specific learning needs, with the equivalent opportunity to their peers to demonstrate the achievement of learning outcomes.
- C17.1.2 Where study or attendance is interrupted as a direct result of a learning disability/learning differences and/or specific learning need, this will not unjustifiably impede a student's subsequent academic progress.
- C17.1.3 Discrete arrangements for students with a learning disability/learning differences and/or specific learning need shall be consistent academic rigour, professional requirements and equity. There is no duty to make a 'reasonable adjustment' to a 'competence standard'. However, 'reasonable adjustment' though an alternative assessment plan can be made to enable a disabled student to meet the 'competence standards'.
- C17.1.4 The institution supports the operation of appropriate special arrangements for students undertaking assessment including timed examinations where a valid claim has been made and agreed in accordance with the relevant procedures.
- C17.1.5 Clear and appropriate information on provisions for students with a learning disability/learning differences and those with specific learning needs will be available to students at all stages of their programme of study.
- C17.1.6 Requests for special arrangements may be refused where students have not followed the process.
- C17.1.7 The responsibilities of students in respect of these regulations and procedures will be clearly identified to them.
- C17.1.8 The regulations and procedures will provide for due and appropriate confidentiality.

#### **C17.2 Application**

- C17.2.1 A "a learning disability/learning differences" is any student who comes within the current definitions adopted by current legislation and who has registered his/her disability with the Institution or collaborative partner. This includes those with temporary impairments arising from a recent accident.

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C17.2.2 A student identified as requiring 'specific learning needs' relates to any student who due to circumstances outside of the students control may need reasonable adjustment to be considered to support their studies.

C17.2.3 A student with a learning disability/learning differences or a student with specific learning needs, shall have the right to request 'alternative arrangements' for, or methods of, assessment. Such a request must be made in accordance with the relevant Procedures.

C17.2.4 An alternative assessment plan is a statement of the methods of assessment to be used and/or the special arrangements and timescales for the assessment.

These are agreed, as appropriate, between:

- Institution or collaborative partners' Support staff.
- The student in question.
- The Curriculum area.

C17.2.5 All students requiring alternative arrangements must first be registered with the relevant Support team. See the relevant procedures for further detail.

C17.2.6 Requests for alternative assessment arrangements should, where possible, be made prior to admission, but may be made at any time during the student's study programme.

C17.2.7 Such an alternative form of assessment must be consistent with academic rigour, professional requirements and equity with respect to other students and acceptable to programme staff.

#### **C17.3 Responsibility of Students**

C17.3.1 It is the responsibility of the student to register with the relevant Institution or collaborative partners' department in order that special arrangements can be made.

C17.3.2 Requests for alternative assessment must be made within the timescales specified in the relevant Procedures.

C17.3.3 It is the responsibility of the student to provide such evidence as may be necessary for an assessment of their needs to be made (for example proof of needs assessment carried out by an independent assessment centre, medical certificates and psychological reports etc.).

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#### **C17.4 Responsibility of Staff**

- C17.4.1 After a request for alternative assessment arrangements has been made in accordance with the procedures, the Institution or collaborative partners' Support staff will make a full assessment of the student's needs.
- C17.4.2 Support Staff are responsible for confirming appropriate evidence, agreeing an alternative assessment plan and endorsing the claim.
- C17.4.3 The nominated Manager responsible for HE is responsible for determining the extent to which the request can and should be met.
- C17.4.4 Requests for alternative assessment methods or arrangements shall not be unreasonably refused.
- C17.4.5 The student will be informed about whether the request will be met, the extent to which it will be met and any modes of assessment which are unacceptable on academic or professional grounds, with proposed alternatives if available.
- C17.4.6 The nominated Manager responsible for HE is responsible for ensuring that the agreed method and arrangements for assessment are fully implemented.
- C17.4.7 The nominated Manager responsible for HE is responsible for ensuring that any prescribed assessment other than written or practical assignments and examinations e.g. group work, presentations, field trips or placements are discussed with disabled students at appropriate points throughout their programme of study and agreed alternatives are arranged where necessary.
- C17.4.8 The Chair of the Board of Examiners or Examination Committee will be advised of any special methods of assessment or arrangements for assessment and the student(s) to whom these apply.

#### **C17.5 Limitations on Seeking Assessment after the Event**

- C17.5.1 A student with a learning disability/specific learning difference and/or specific learning need shall not normally be permitted to seek alternative assessment arrangements after the event when they, without good reason, has not previously requested for alternative arrangements be put in place.

#### **C17.6 Extenuating Circumstances**

- C17.6.1 Provided that the agreed alternative assessment arrangements have been fully implemented a student shall not normally be permitted to request further extenuating circumstances to be taken into account

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where these relate to the learning disability/specific learning difference and/or specific learning need for which these arrangements were made.

- C17.6.2 Circumstances in which a request for consideration of extenuating circumstances to be taken into account are not precluded are where:
- Any mode of assessment which is not covered by a special arrangement.
  - The agreed method of assessment or arrangements for assessment have not been fully implemented.
- C17.6.3 Medical evidence and/or a psychologist's report or personal information will be treated confidentially as provided for in the current procedures.