



Anglia Ruskin  
University

Cambridge & Chelmsford

# Academic Regulations

Second Edition

July 2008



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## INTRODUCTION

### Academic Regulations 2<sup>nd</sup> edition (July 2008)

1.1 This 2<sup>nd</sup> edition was approved by the Senate on 25 June 2008. For ease of reference revisions to the 1<sup>st</sup> edition (revised and updated in July 2007) are shaded. In general the revisions relate to the need:

- to incorporate the new awards of MDes and MFA
- to make explicit current practice in certain areas
- to eliminate potential ambiguity/scope for misinterpretation
- to improve clarity (thereby ensuring consistency of practice across all Faculties)
- to reflect the restructuring of certain Support Services.

### Implementation

1.2 The 2<sup>nd</sup> edition has been approved for implementation from 1 July 2008 and applies to all students (new and existing), registered at all delivery points (including partner institutions in the UK and overseas) for all taught pathways at all levels of learning, leading to an Anglia Ruskin award.

### Protocols

1.3 There are significant changes in Sections 6, 8 and 9 to the regulations governing the assessment of students and the penalties for plagiarism (see para 1.4 below for details) for which the following protocols apply in terms of the edition to be used:

	<b>New students i.e. those who first registered on or after 1 July 2008</b>	<b>Existing students i.e. those who first registered before 1 July 2008</b>
"New learning" i.e. modules whose delivery commenced on or after 1 July 2008	2 <sup>nd</sup> edition	2 <sup>nd</sup> edition
"Old learning" i.e. modules whose delivery commenced before 1 July 2008	Not applicable	1 <sup>st</sup> edition

### Significant changes

1.4 The 2<sup>nd</sup> edition incorporates the following areas of significant change:

#### 1. Associate Students

Regulation 2.16 reinstates (and contains a definition for) the Associate Student category. Prior to September 2006 the basis for the admission and registration of Associate Students varied between Faculties, including the absence of a consistent tuition fee for students taking modules with the same credit value and varying opportunities for Associate Students to decide not to take module assessment. Although introduction of the Link Student category in September 2006 was intended to define the circumstances under which such students were registered, it became difficult to implement the definition consistently, particularly the expectation that registration as a Link Student was governed by the requirements of an external organisation or PSRB. With increased emphasis on HEIs satisfying employers' interest in the provision of specific, tailor-made CPD training (for an economic tuition fee/contract price), the 2<sup>nd</sup> edition reinstates the Associate Student category under conditions which satisfy both employers' interests and the more general market demand. However, it is essential that a tuition fee is charged for each module taken by an Associate Student which is at least pro rata to the full time home/EU tuition fee for a full time year of study totalling 120 credits (£3145 in 2008-09).

#### 2. Intermission

The regulations governing intermission (3.28-3.33) have been significantly revised. In particular:

- the requirement to submit an intermission request by the end of week 3 of a semester or trimester no longer applies
- the period of intermission may be for up to 12 calendar months and is not linked to multiples of a semester or trimester

- any period of intermission must have an approved start date and an approved return date which, in the latter case, must take full account of the academic coherence and requirements of the pathway on which a student is registered
- a student who does not re-register within 20 working days after the approved return date is discontinued (although this does not prevent the student from subsequently seeking re-admission)

### 3. Specific entry requirements

Previous references in Section 4 to applicants “under/over the age of 21 on 1<sup>st</sup> September of the year of entry” (and the related entry requirements for each age category) have been deleted to comply with the UK government’s 2006 Age Legislation.

### 4. Re-admission to Anglia Ruskin University

Regulation 4.12 explicitly defines the circumstances in which a student who has been discontinued from a pathway because of academic failure may apply for re-admission to the same pathway. This change is likely to apply to a very small number of students each year. A range of measures have been taken (or are proposed for the future) to facilitate student retention at Anglia Ruskin, including the availability of framework awards and revisions to Regulations 6.66-6.71 (see below), and to reduce the number of discontinued students in the future. However, in spite of these measures, the personal circumstances of a small number of discontinued students, who may otherwise apply, and gain admission to, another HEI if re-admission to Anglia Ruskin University is not permitted, justify the introduction of this new regulation.

### 5. Accreditation of prior learning

Regulations 4.28-4.49 have been restructured and expanded for clarity and consistency of practice. A 60 month period of currency for accredited prior learning has been made explicit to reflect current practice (Regulations 4.33 and 4.40) and the delegation of certain responsibilities to Faculty AP(E)L Advisers has been introduced (Regulation 4.36) subject to certain safeguards. Regulations 4.37-4.38 are new and make explicit current practice (they are repeated in Regulation 8.7). The second half of Regulation 4.47 is new, makes explicit current practice, and identifies the Programme Leader as the person responsible for informing students in the Student Handbook of the technical implications of the new regulation.

### 6. Failure after re-assessment: retake and replacement modules

For module failure after re-assessment the 1<sup>st</sup> edition of the Academic Regulations drew a distinction between compulsory and designated modules. For certain pathways, whose curriculum is prescribed by a PSRB, further attempts to pass failed compulsory modules were permitted. However, with increasing numbers of pathways falling into this category, inequalities could potentially arise for students registered for non-PSRB accredited pathways.

Under Regulations 6.66-6.69 of the 2<sup>nd</sup> edition the distinction between compulsory and designated modules has therefore been withdrawn and all students who fail a 15 or 30 credit module after re-assessment are permitted within prescribed limits:

**either** (a) to retake the same module (whether compulsory or designated) with attendance

**or** (b) if the failed module is classified as a designated module, to replace it with an alternative module (with attendance) at the same level from the list of designated modules set out in the relevant PSF.

The maximum combined value of retaken and replacement modules is prescribed in Regulation 6.70 and is identical to previous limits. The difference is that, under new Regulation 6.66(a), a student who has failed a designated module after re-assessment may opt to retake the same module with attendance (with the module result capped at 40%) more than once in order to pass. However, such a student should be strongly discouraged from multiple retakes of the same module with attendance because there is a prescribed limit to the combined value of retake and/or replacement modules (Regulation 6.70) beyond which there are serious implications for the student if he/she continues to fail the module (Regulation 6.71).

### 7. Student review and continuation

The regulations in Section 8 have been expanded to include three subsections to ensure consistency of practice in considering academic failure (8.3-8.6), the use of marks and grades from accredited prior learning (8.7-8.8), and the process for considering a student-initiated pathway transfer (8.9-8.13).

8. Postgraduate awards: merit classification

A merit classification has been introduced in Section 8 for all Postgraduate awards whose credit volume is 120 credits or higher.

9. Assessment offences (including plagiarism)

A more explicit gradation of penalty levels for assessment offences has been introduced in Section 9 including a separate penalty tariff for assessment offences at Level 4. The gradation is set out in the text and for ease of reference is repeated in tabular format at the end of the Section.

1.6 Further editions of the Academic Regulations

A key principle in implementation of the 15/30 credit curriculum is the need for stability in the Academic Regulations governing curriculum delivery to avoid the widely acknowledged problems previously faced in administering a number of editions of the former Curriculum Regulations. Each of those editions applied to different student cohorts on the former 10/20 credit curriculum.

This 2<sup>nd</sup> edition is the result of the first formal review of the Academic Regulations undertaken in the Spring 2008. No further reviews are planned for the foreseeable future.

Malcolm Morrison  
Chair of Senate Working Party on Academic Regulations  
Director, Academic Office  
July 2008

## SECTION 1

### FOREWORD

#### Introduction

- 1.1 These Academic Regulations apply with effect from September 2006 to all taught pathways at all levels<sup>1</sup> leading to an Anglia Ruskin award, including pathways offered in collaboration with an approved partner institution and BTEC awards conferred under Anglia Ruskin University's Licence Agreement with Edexcel. They also apply, where appropriate, to students registered for taught modules for which credit is awarded on successful completion but which by themselves do not lead to an Anglia Ruskin award. Such students are known as Associate Students or Visiting Students (see Regulation 2.16 for a definition of these terms). The Academic Regulations supersede all previous editions of the Curriculum Regulations.
- 1.2 Separate Regulations apply to Anglia Ruskin University's research degrees including professional doctorates, higher doctorates and honorary degrees.
- 1.3 Anglia Ruskin University's Academic Regulations are the definitive statement over all other Anglia Ruskin University documents of the regulatory framework for pathways leading to an Anglia Ruskin award at all levels. They are legally binding. They have been approved by the Senate<sup>2</sup> and are reviewed annually by the Senate. This 2<sup>nd</sup> edition of the Academic Regulations was approved by the Senate on 25 June 2008.
- 1.4 All taught pathways leading to an Anglia Ruskin award are required to adhere to these Academic Regulations, unless the Senate has agreed otherwise.
- 1.5 A set of Transitional Academic Regulations (including Transitional Academic Regulations for pathways delivered by the former HSHS) apply for a limited period only under arrangements approved by the Senate. Details are set out in Annexes A and B to these Academic Regulations. As a general principle the Academic Regulations apply with effect from September 2006 to all taught pathways at all levels leading to an Anglia Ruskin award, unless otherwise stated in the Transitional Academic Regulations.
- 1.6 Under the provisions of Anglia Ruskin University's Articles of Government the Senate is responsible for Anglia Ruskin University's academic standards. Throughout these Academic Regulations all references to "Anglia Ruskin University" in the context of setting or maintaining academic standards should be understood to signify the Senate in the exercise of its responsibility for these matters.
- 1.7 Anglia Ruskin University's Academic Regulations take full account of the Academic Infrastructure developed by the QAA to define and maintain academic standards in UK higher education.

#### Senate Codes of Practice

- 1.8 These Academic Regulations provide the regulatory framework for setting and maintaining Anglia Ruskin University's academic standards. They are complemented by a series of Senate Codes of Practice through which, in conjunction with other mechanisms, Anglia Ruskin University's academic standards and quality of education are maintained, assured and enhanced.

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<sup>1</sup> Anglia Ruskin University's awards are conferred at Levels 0-4 (see Regulations 2.30 – 2.52 for details)

<sup>2</sup> 12 October 2005, 8 February 2006, 26 April 2006, 14 June 2006, 11 July 2006, 29 November 2006 (revisions), 7 February 2007 (revisions), 13 June 2007 (revisions).

- 1.9 Each Code of Practice is approved by the Senate for use throughout Anglia Ruskin University and its UK and international partner institutions. Throughout these Academic Regulations reference is made to the Senate Codes of Practice, where appropriate.
- 1.10 As at July 2008 the Senate Codes of Practice cover the following quality assurance policies (the date of initial Senate approval is shown in brackets):
- External Examiners for Taught Pathways (11 January 2003)
  - Approval, Annual Monitoring and Periodic Review of Taught Pathways (18 June 2003)
  - Assessment of Students (15 June 2005)
  - Postgraduate Research Programmes (12 October 2005)
  - Collaborative Provision (13 June 2007)
  - Admissions (24 September 2007)

### **Website**

- 1.11 These Academic Regulations and Senate Codes of Practice are available electronically on the following websites:

Academic Regulations:

<http://web.anglia.ac.uk/anet/academic/index.phtml>

Senate Codes of Practice:

[http://web.anglia.ac.uk/anet/academic/qad/sen\\_codes\\_practice/senate.phtml](http://web.anglia.ac.uk/anet/academic/qad/sen_codes_practice/senate.phtml)

Anglia Ruskin University's key quality assurance policy documents are all available electronically. Details are set out in Appendix 1 to these Academic Regulations.

## SECTION 2

### ANGLIA RUSKIN UNIVERSITY AWARDS

#### List of Anglia Ruskin awards

2.1 Anglia Ruskin University confers the following awards:

##### Undergraduate

- Bachelors Degree with Honours, using only the following designations: BA(Hons), BSc(Hons), BEng(Hons), BOptom(Hons), LLB(Hons)
- Bachelors Degree without Honours (Ordinary Degree), using only the following designations: BA, BSc, BEng, BOptom, LLB
- Foundation Degree, using only the following designations: FdA, FdSc, FdEng
- Diploma of Higher Education (Dip HE)
- Higher National Diploma (HND)
- Higher National Certificate (HNC)
- Certificate of Higher Education (Cert HE)
- Certificate of Education (Cert Ed)
- Professional Graduate Certificate in Education (PGCE: Level 3)
- Graduate Diploma (Grad Dip)
- Graduate Certificate (Grad Cert)
- University Diploma (Univ Dip)
- University Certificate (Univ Cert)
- Access Certificate<sup>1</sup> (Access Cert)

##### Taught Postgraduate

- Masters Degree, using only the following designations: MA, MDes, MFA, MSc, LLM, MBA
- Postgraduate Diploma (PG Dip)
- Postgraduate Certificate (PG Cert)
- Postgraduate Certificate in Education (PGCE: Level 4)

##### Research Degrees

- Master of Philosophy (MPhil)
- Master of Philosophy by published work (MPhil)
- Doctor of Philosophy (PhD)
- Doctor of Philosophy by published work (PhD)
- Doctor of Business Administration (DBA)
- Doctor of Education (EdD)
- Doctor of Laws (LLD)
- Postgraduate Diploma in Professional Research (PG Dip Prof)
- Professional Masters (MProf)
- Professional Doctorate (PrD)<sup>2</sup>
- Research Diploma

##### Higher Doctorates

- Doctor of Letters (DLitt)
- Doctor of Science (DSc)
- Doctor of Technology (DTech)
- Doctor of Laws (LLD)

<sup>1</sup> including the International Foundation Programme

<sup>2</sup> The following Professional Doctorates have been approved by the Senate: Health & Social Care (PrD [HSC]), the Built Environment (PrD [BE]), Practical Theology (PrD [PT])

### Honorary Degrees

- Master of Arts (Hon MA)
- Master of Science (Hon MSc)
- Doctor of Arts (Hon DA)
- Doctor of Letters (Hon D Litt)
- Doctor of Laws (Hon LLD)
- Doctor of Science (Hon DSc)
- Doctor of Business Administration (Hon DBA)
- Doctor of Education (Hon EdD)
- Doctor of Theology (Hon DTh)
- Doctor of Health Sciences (Hon DHSc)
- Doctor of Technology (Hon D Tech)
- Honorary Fellowship

## Definitions

These Academic Regulations incorporate the following definitions:

### Credit

- 2.2 **Credit** is an educational currency. It measures the notional learning hours required to undertake a module, based on the ratio of 15 credits for 150 notional learning hours. Successful completion of a module leads to the award of an approved volume of credit at a prescribed level as set out in Regulation 2.15 (these parameters are known as a module's credit rating). Credits are accumulated as students progress through their period of study. Full-time undergraduate students normally take modules with a total value of 120 credits in one academic year. The volume of credit accumulated by full-time postgraduate students varies in relation to their period of study which may be less than one academic year.

### Modules

- 2.3 A **module** is a discrete body of learning leading to specified learning outcomes which are formally assessed. Student achievement in a module is assessed either by fine grading or on a pass/fail basis. Assessment normally takes place within or at the end of the period in which the module is delivered, unless an exception to this principle for a specific module, pathway or student cohort has been agreed at the approval stage and subsequently by the Senate (or a committee of Senate acting on its behalf). A module is managed by a **Module Leader** who may be supported by one or more **Module Tutors**.

The academic content, intended learning outcomes and assessment methods for a module are summarised on a **Module Definition Form** (MDF: see [Appendix 2](#) to these Academic Regulations), Sections 1-9 of which must be included in the **Module Guide** published to students. MDFs are formally approved during the academic approval process.

All modules are placed into one of the following types (for a description of each type, see the Notes of Guidance on completion of the MDF in [Appendix 2](#)):

- standard
- placement
- theory practice
- major project

A placement module incorporates placement activity e.g. supervised work experience, a sandwich year or a period of language study abroad. A placement module is **either** additional to the normal credit requirement for a pathway (in which case it is normally not formally assessed) **or** is included within the credit requirement for a pathway (in which case it is normally a compulsory module). A placement module is **either** assessed according to published assessment criteria (with the student awarded credit at the appropriate level and volume) **or** is not assessed in cases where the module is designed solely to define a volume of placement activity (with the student awarded "P credit" on successful completion of that activity). The credit status and assessment arrangements for a placement module within a particular pathway are applied equally to all students taking the module.

- 2.4 A module is categorised as either a **compulsory** or **designated module** when it is identified as a constituent module of a particular pathway (for a definition of these categories see the definition for "pathway").

2.5 A module may also be placed into one of the following categories:

- a **pre-requisite module** is one which a student must take and pass (or be awarded credit for) before proceeding to another specified module
- a **co-requisite module** is one for which a student can enrol only if s/he concurrently enrolls for one or more other specified modules (both/all modules are normally taken at the same time)
- a **restricted module** is one which for reasons such as law, safety, client protection or professional requirements may be taken only by students registered for a particular pathway
- an **excluded module** is one which may not be taken in combination with one or more other modules.

### Pathways

2.6 A **pathway** comprises an approved range of modules designed to prepare students for a named award. A student studying for such an award must be registered for the appropriate pathway. Each pathway is assigned an approved **pathway title** designed to reflect the pathway's curriculum content. A pathway contains a prescribed set of **compulsory** and **designated modules** whose interrelationship is consistent with the design principles set out in the Academic Regulations and is defined on a Pathway Specification Form [see Regulation 3.3 for the specific structure of undergraduate pathways in terms of prescribed modules in Level 1, Semester 1]. A **compulsory module** is one which a student must take and pass (or be awarded credit for) in order to qualify for the named award for which s/he is registered. **Designated modules** are those contained within a list of modules from which a student must select and pass (or be awarded credit for) a specified number and at a specified level(s) in order to qualify for the named award and award title. A pathway is managed by a **Pathway Leader**. A pathway is assigned to a single named **programme** for the purpose of curriculum management and delivery.

2.7 The **Pathway Specification Form** (PSF: see [Appendix 3](#) to these Regulations) contains a definitive statement of the intended learning outcomes (see below for a definition of "learning outcomes") arising from successful completion of a particular pathway. The PSF summarises the constituent modules for the pathway, the learning and teaching methods that enable students to achieve the pathway learning outcomes, and the assessment methods that enable students to demonstrate their achievement. The PSF is formally approved during the academic approval process and an extract must be published to students in the appropriate Student Handbook.

### Programmes

2.8 A **programme** is the generic term for a group of educationally-related pathways which have been combined to provide an intermediate level of curriculum management. The identification of a named programme enables an academic department to manage consistently and efficiently the learning experience of significant numbers of students registered for the constituent pathways, some of which may be delivered in a number of locations. Programmes have a variety of substructures, ranging from clusters of small, normally cognate pathways that can sensibly be managed as a single unit, to a single large pathway with an alternative substructure. A programme is managed by a **Programme Leader**<sup>3</sup>.

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<sup>3</sup> A variant of the standard programme structure has been approved for programmes in the Ashcroft International Business School (AIBS) and for Pre-Qualifying Nursing programmes in the Faculty of Health and Social Care (FHSC).

## Awards

- 2.9 An **award** is the qualification (e.g. BA, DipHE, LLM, PGCE) conferred by Anglia Ruskin University on a student on successful completion of a period of study.
- 2.10 A **named award** is the generic term for a particular award and an approved pathway title associated with that award (e.g. BSc [award] Forensic Science [pathway title]). Anglia Ruskin University does not confer unnamed awards.
- 2.11 A **framework award** is the generic term for a named award which is available in certain circumstances to students who have failed to satisfy the credit requirements of the pathway for which they are registered. A framework award may be available at both undergraduate and postgraduate level.

The structure and content of a framework award is designed to ensure that it is available to the widest possible student constituency within the Faculty. In certain Faculties it is appropriate to develop a single framework award (but separate awards at undergraduate and postgraduate level) as the alternative award available to students registered for most pathways within the Faculty. In other Faculties it is more appropriate to develop a limited number of framework awards as the alternative award available to students registered for designated pathways covering broad subject areas within the Faculty.

Transfer of a student to a framework award is formally considered and approved by a Faculty Awards Board, on the recommendation of the Faculty Student Review Subcommittee. Such transfers take place only after the due processes of reassessment and compensation have been undertaken in relation to the pathway for which the student is currently registered. If an appropriate framework award is not available within the Faculty the student is considered for an intermediate award.

A framework award is **not** available to students who are not registered for a pathway leading to an Anglia Ruskin award and is therefore **not** available to students seeking admission with prior learning (APCL/APEL) to Anglia Ruskin University. For this reason a framework award is not advertised in the Anglia Ruskin University Prospectus, UCAS documentation or any other external information source.

- 2.12 An **intermediate award** is conferred on a student who, having originally registered for a pathway leading to a higher award, has not completed that pathway for whatever reason including:
- academic failure
  - preclusion from the award for **disciplinary or professional reasons**
  - voluntary withdrawal for personal, health or other reasons.

An intermediate award is conferred only if a student has satisfied all the specific credit requirements for a designated stage within a pathway leading to a named award. An intermediate award bears the title of the original award (unless a professional, regulatory or statutory body (PSRB) requires otherwise).

An Ordinary degree may be conferred on a student as an intermediate award only if the student has failed, for whatever reason, to complete all the credit requirements for an Honours degree but has otherwise achieved at least 300 credits (including at least 60 credits at Level 3) as prescribed in the PSF for a named award (see also Regulation 8.3).

A student on whom an Anglia Ruskin intermediate award has been conferred may not apply for re-admission to Anglia Ruskin University to gain an Honours degree under the provisions of a framework award (see Regulation 2.11)

A student on whom an intermediate award has been conferred may subsequently apply to register for a pathway leading to a higher award (which may or may not be the pathway for which the student originally registered), subject to the following conditions:

- evidence of ability to benefit from the study involved and to contribute to the learning experience of other students
- satisfaction of the admissions criteria for the pathway concerned at the time of re-registration, including an assessment of any proposed admission with prior learning and compliance with the maximum accredited prior learning (APCL) which may be claimed as the basis for such admission under Section 4 of the Academic Regulations
- re-registration and payment of the appropriate fee.

2.13 A **staged award** is conferred on a student at a defined point within the period of study for a higher award. It is conferred on successful completion of a subset of the specific credit requirements for the higher award on the understanding that the student is immediately proceeding to the higher award without re-registration. Staged awards are conferred only to satisfy a PSRB requirement (documentary evidence of which must be provided when the pathway is initially approved) and are not awarded in any other circumstances.

### Academic standards

2.14 Anglia Ruskin University uses **learning outcomes** to define academic standards and the level of student achievement. Learning outcomes describe at a threshold level the knowledge, understanding, affective and transferable skills which students are expected to demonstrate on successful completion of a period of learning. Within Anglia Ruskin University's modular curriculum structure, learning outcomes are expressed for both pathways and modules. Student achievement of the learning outcomes for individual modules collectively contributes to student achievement of the learning outcomes of the pathway for which they are registered.

2.15 **Level** is an indicator of the academic standard at which a module is delivered and assessed. Level is also used to define the academic standard of an Anglia Ruskin award in terms of the knowledge, understanding and skills that an award holder is expected to demonstrate on successful completion of the associated pathway.

These Academic Regulations recognise the following five levels within the curriculum:

- |          |  |
|----------|--|
| Level 0: | Higher education access level  |
| Level 1: | Equivalent to first year full-time undergraduate standard                        |
| Level 2: | Equivalent to second year full-time undergraduate standard                       |
| Level 3: | Equivalent to third and final year full-time undergraduate standard              |
| Level 4: | Equivalent to postgraduate taught standard, assuming Honours degree competencies |

### Modes of study

2.16 Students' **mode of study** is the basis on which they are registered for a pathway, namely:

- as a *full time* student registered to complete an award within the minimum period of registration, as prescribed in the Academic Regulations. A full-time undergraduate student normally takes modules with a total value of 120 credits in one academic

year. In doing so s/he normally takes modules totalling 60 credits per semester<sup>4</sup>. With the prior approval of the appropriate Director of Studies a full-time undergraduate student may take modules totalling 75 credits per semester<sup>5</sup> **solely and explicitly in order to accommodate re-assessment with attendance or retake or replacement modules for which, in all cases, a student has enrolled under the Regulations governing re-assessment: see Regulations 6.60-6.71 of these Academic Regulations)**

- as a *part time* student registered to complete an award within the maximum period of registration, as prescribed in the Academic Regulations. A part-time undergraduate student, takes modules with a total value of up to 90 credits in one academic year.

With the approval of the Dean of the appropriate Faculty (or a designated alternate), students may register at Anglia Ruskin University to enrol for taught modules for which credit is awarded on successful completion but which by themselves do not lead to an Anglia Ruskin award. Such students are known as **Associate Students** or Visiting Students for which the following definitions apply:

- an *Associate Student* is a student admitted to Anglia Ruskin University to enrol for one or more taught modules up to and including a credit value of 60 credits, taking all elements of the assessment process for which credit is awarded on successful completion. An Associate Student is a registered student in a named Faculty (but is not registered for an Anglia Ruskin award). Associate Students are subject to Anglia Ruskin University's general entry requirements and are required to demonstrate that they have appropriate academic qualifications and/or experience to undertake the proposed modules. The Faculty is required to provide this evidence to the Admissions Office before enrolment takes place. An Associate Student who has accumulated 60 credits and who wishes to register for a pathway leading to an Anglia Ruskin award, must satisfy the specific entry requirements for that pathway and, in doing so, may submit an admission with prior learning application, based on the 60 credits already achieved. The normal processes for admission with prior learning are followed in such circumstances (see Section 4 of the Academic Regulations). The admission of all Associate Students is subject to the approval of the Dean of the appropriate Faculty (or a designated alternate).
- a *Visiting Student* is a student registered for an award at a higher education institution abroad who is admitted to Anglia Ruskin University for a semester, trimester, academic year or any other delivery pattern approved by the Senate to enrol for one or more taught modules, taking all elements of the assessment process for which credit is awarded on successful completion. A Visiting Student is a registered student in a named Faculty (but is not registered for an Anglia Ruskin award). In certain cases Visiting Students are admitted under a formal agreement between Anglia Ruskin University and an international partner institution or under the ERASMUS programme (or a similar programme). The admission of all Visiting Students is subject to the approval of the Dean of the appropriate Faculty (or a designated alternate).

All Associate Students and Visiting Students **have access to the same services and facilities as other students and** are governed by the appropriate sections of these Academic Regulations. Modules available to Associate Students and Visiting Students may be limited in certain circumstances e.g. in the case of Visiting Students by the terms of Anglia Ruskin University's agreement with the international partner institution.

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<sup>4</sup> Under a trimester delivery pattern a full-time undergraduate student takes modules totalling 120 credits a year with a minimum of 30 and a maximum of 60 credits per trimester

<sup>5</sup> Or modules totalling up to 150 credits a year under a trimester delivery pattern

## General principles of the undergraduate and postgraduate curriculum

2.17 These general principles reflect Anglia Ruskin University's broad approach to curriculum design and development and inform the detailed design principles which follow (see Section 3 of these Academic Regulations).

### Academic standards

2.18 Anglia Ruskin's curriculum structure uses learning outcomes to define academic standards and the level of student achievement.

Specifically:

- the primary level of student achievement is expressed in terms of intended learning outcomes at **pathway** level
- intended learning outcomes at **module** level collectively contribute to student achievement of intended learning outcomes at pathway level<sup>6</sup>
- intended learning outcomes at module level define a threshold level of learning which all students who successfully complete the module are expected to demonstrate. Module learning outcomes are developed with reference to Anglia Ruskin University's Level Descriptors (Levels 0-4), approved by Senate (November 2006). Many students demonstrate learning above the threshold level. Such learning is calibrated in Anglia Ruskin University's generic assessment criteria and marking standards (see Senate Code of Practice on the Assessment of Students) which may be customised by Faculties and/or departments for modules within a particular subject area.

### An awards framework

2.19 Anglia Ruskin's curriculum structure contains an awards hierarchy.

Specifically:

- Anglia Ruskin's named awards are based on student achievement of clearly defined credit volumes at prescribed levels
- attainment of credit which is insufficient to achieve a named award is recognised through provision of an academic transcript summarising a student's achievement in individual modules.

### University-wide regulatory framework

2.20 Anglia Ruskin's curriculum structure ensures the comparability of academic standards across its named awards.

- a single set of Academic Regulations applies to all students registered in all Faculties and at all delivery points.

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<sup>6</sup> A maximum total of four learning outcomes are identified for a 15 credit module and a maximum total of six learning outcomes for modules with a larger credit volume

## Curriculum structure

2.21 Anglia Ruskin's curriculum structure is modular and requires students to demonstrate their progression through levels of knowledge and understanding.

Specifically:

- pathways lead to a named award and comprise modules of a standard size or multiples thereof
- each pathway has a structured framework which prescribes compulsory and designated modules
- there are five levels of student learning and achievement in terms of the module (see Regulation 2.15)
- the levels are defined through Anglia Ruskin University's Level Descriptors (Levels 0-4)
- academic standards at each level are set and maintained through module-specific assessment criteria, related to module learning outcomes, to determine student achievement.

## Credit Accumulation

2.22 Anglia Ruskin's curriculum structure is based on the accumulation of credit during a student's period of study.

Specifically:

- a student who successfully completes a module is awarded a mark of at least 40% and the associated volume and level of credit
- failure in a module can be retrieved by re-assessment or the retaking or replacement of modules within prescribed limits, as defined in the Academic Regulations and the appropriate Pathway Specification Form (see Section 6 of these Academic Regulations)
- in certain circumstances and within prescribed limits (see Section 6 of these Academic Regulations) compensation is permitted for a failed module within an undergraduate pathway. Compensation requires evidence of academic strength at a clearly defined level elsewhere within a student's period of study
- credit volume for a module is based on the notional learning hours required for successful completion of the module, using the ratio 15 credits for 150 notional learning hours
- the accreditation of prior (certificated) learning (APCL) and the accreditation of prior experiential learning (APEL) are recognised within prescribed limits, as defined in the Academic Regulations (see Section 4 of these Academic Regulations).

## Transparency and flexibility

2.23 Anglia Ruskin's curriculum structure is transparent and flexible. It provides opportunities for students to select modules from a designated range available within their pathway, as defined in the Academic Regulations.

Specifically:

- Anglia Ruskin University's Anglia Ruskin's Academic Regulations are widely available to all students
- Anglia Ruskin University and pathway-specific Student Handbooks provide guidance and advice to students, enabling them to make full use of the positive features of Anglia Ruskin's curriculum structure

- students are permitted to vary their rate of learning within prescribed limits, as defined in the Academic Regulations
- students are permitted to change pathways and/or modules within prescribed limits, as defined in the Academic Regulations.

### **Curriculum structure**

2.24 A pathway must contain a prescribed set of modules to fulfil the credit requirements for an Anglia Ruskin award as detailed in the following table:

Award	Total Credit for Award (minimum)	Level 0	Level 1	Level 2	Level 3	Level 4
	(i)	(ii)	(iii)	(iv)	(v)	(vi)
<b>Undergraduate</b> (in level)						
Honours Degree <sup>7</sup>	360 <sup>8</sup>		120 <sup>9</sup>	120 <sup>10</sup>	120 <sup>11</sup>	
Ordinary Degree <sup>7</sup>	300		120 <sup>9</sup>	120 <sup>10</sup>	60	
Foundation Degree <sup>7</sup>	240		120 <sup>9</sup>	120 <sup>10</sup>		
Diploma of Higher Education <sup>7</sup>	240		120 <sup>9</sup>	120 <sup>10</sup>		
Higher National Diploma <sup>7</sup>	240 <sup>12</sup>		120 <sup>9</sup>	120 <sup>10</sup>		
Higher National Certificate <sup>7</sup>	120		90 <sup>9</sup>	30		
Certificate of Education <sup>7</sup>	120		60	60		
Certificate of Higher Education	120		120 <sup>9</sup>			
Professional Graduate Certificate in Education (PGCE: Level 3)	120				120 <sup>13</sup>	
Graduate Diploma <sup>14</sup>	90-120 <sup>15</sup>				90-120	
Graduate Certificate <sup>14</sup>	60-75				60-75	
University Diploma <sup>14</sup>	60-120 <sup>15</sup>			60-120		
University Certificate <sup>14</sup>	60-105		60-105			
Access Certificate <sup>14</sup>	60-120 <sup>15</sup>	60-120				
<b>Postgraduate</b> (in level)						
Masters Degree (self standing 2 <sup>nd</sup> cycle award under the Bologna Process)	180 <sup>15</sup>					180 <sup>16</sup>
Masters Degree (integrated 1 <sup>st</sup> and 2 <sup>nd</sup> cycle award under the Bologna Process)	480		120 <sup>9</sup>	120 <sup>10</sup>	120 <sup>11</sup>	120
Postgraduate Diploma	120 <sup>15</sup>					120 <sup>16</sup>
Postgraduate Certificate	60 <sup>15</sup>					60 <sup>16</sup>
Postgraduate Certificate in Education (PGCE: Level 4)	120					120 <sup>17</sup>

<sup>7</sup> The normal structure of these awards comprises credits from more than one level. Exceptionally and subject to Senate approval on an individual basis at the academic approval stage, the sub-totals of credit for each level indicated in the above table may be less than stated, with the reduced amount replaced by the same volume of credit from a **higher** level(s) (notwithstanding the other permitted variations detailed below)

<sup>8</sup> An Honours degree can comprise 480 credits for (i) language pathways containing a one year period of study abroad and (ii) pathways containing a work placement sandwich year. The additional 120 credits are designated as "P" credits (see Regulation 2.3)

<sup>9</sup> May include no more than 15 credits at Level 0

<sup>10</sup> May include no more than 15 credits at level 1

<sup>11</sup> May include no more than 15 credits at level 1 or 2

<sup>12</sup> The 240 minimum credit total applies to students commencing HND pathways in September 2008 and thereafter. For students commencing HND pathways prior to this date the minimum credit total is 180

<sup>13</sup> May include up to 45 credits at Level 4

<sup>14</sup> These awards replace the former Diploma of Credit. The award titles and credit ranges incorporate the principles set out in QAA's Framework for HE Qualifications in England, Wales and Northern Ireland (January 2001)

<sup>15</sup> Exceptions to the upper credit limit may be granted at the academic approval stage, subject to Senate approval on an individual basis [e.g. MA Music Therapy]

<sup>16</sup> May include no more than 30 credits at Level 3 within this total

<sup>17</sup> May include no more than 60 credits at Level 3 within this total

2.25 With certain exceptions, the postgraduate curriculum is structured into Stages corresponding to the following awards:

Stage One	Postgraduate Certificate (incorporating the CiMS)
Stage Two	Postgraduate Diploma (incorporating the DMS)
Stage Three	Masters Degree

2.26 The Postgraduate Certificate in Education (Level 4) is a single stage award.

### **Academic standard of Anglia Ruskin awards <sup>18</sup>**

#### Introduction

2.27 The academic standard of an Anglia Ruskin award is defined in terms of the knowledge, understanding and skills that an award holder is expected to be able to demonstrate on successful completion of the associated pathway. Learning outcomes are used to describe appropriate levels of knowledge, understanding and skills for each award.

2.28 The academic standard of an Anglia Ruskin award is also defined through the credit requirements set out in Regulation 2.24 of the Academic Regulations. These requirements are expressed in terms of the volume and level of credit which a student must accumulate during their period of study for a particular award.

2.29 Anglia Ruskin University's awards framework has been developed to reflect QAA's Framework for Higher Education Qualifications in England, Wales and Northern Ireland (January 2001) and is reviewed periodically by the Senate to ensure currency with that framework, thereby ensuring that the standards of Anglia Ruskin University's awards are comparable to those conferred by other UK higher education institutions.

#### Awards at Access Level 0

2.30 The following generic learning outcomes apply to all awards at Level 0:

##### *2.30.1 Knowledge and Understanding*

(a) Development of knowledge and understanding (subject specific)

- Knowledge base: the learner has a given factual and theoretical knowledge base regarding the area being studied
- Ethical issues: the learner is able to relate knowledge to personal beliefs and values

##### *2.30.2 Intellectual (thinking), Practical, Affective and Transferable Skills*

(a) Intellectual skills (generic)

- Analysis: the learner can analyse straightforward data with guidance using given classifications/principles
- Synthesis: the learner can collect and sort ideas and information in a predictable and standard format
- Evaluation: the learner can evaluate data using defined techniques and tutor guidance

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<sup>18</sup> These Academic Regulations apply only to taught pathways leading to an Anglia Ruskin award at Levels 0-4. Separate Regulations apply to Anglia Ruskin University's research degrees, including the definition of academic standards for those awards.

- Application: the learner can apply given tools/methods under supervision to well defined problems and identify basic issues
- (b) Practical skills (subject specific)
- Application of skills: the learner can operate in predictable, defined contexts requiring use of a limited range of standard techniques
  - Autonomy in skill use: the learner is able to act effectively under guidance or supervision within defined guidelines
- (c) **Affective and** transferable skills (generic)
- Group working: the learner can work effectively as a member of a team and recognise obligations to others for example, tutors, peers, and colleagues
  - Learning resources: the learner can work within a defined context and can use and access a range of learning resources
  - Self evaluation: the learner can identify own strengths and weakness within given criteria
  - Management of information: the learner can manage information and collect appropriate data from given sources and undertake simple supervised research tasks
  - Autonomy: the learner can engage in self directed activity with appropriate support
  - Communications: the learner can communicate in a format appropriate to the task and report in a clear and concise manner
  - Problem solving: the learner can apply given tools/methods under supervision to well defined problems and identify basic issues

### 2.31 *Access Certificate (Access Cert)*

2.31.1 A student on whom an Access Certificate is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.30.

2.31.2 The credit requirements for an Access Certificate are defined in Regulation 2.24.

2.31.3 An Access Certificate is not classified.

2.31.4 An Access Certificate has no intermediate awards.

2.31.5 An Access Certificate cannot be conferred as an intermediate award within any other award.

### Awards at Undergraduate Level 1

2.32 The following generic learning outcomes apply to all awards at Level 1:

#### 2.32.1 *Knowledge and Understanding*

- (a) Development of knowledge and understanding (subject specific)
- Knowledge base: the learner has a given factual and/or conceptual knowledge base with emphasis on the nature of the field of study and appropriate terminology

- Ethical issues: the learner can demonstrate awareness of ethical issues in current areas of study and is able to discuss these in relation to personal beliefs and values

### 2.32.2 *Intellectual (thinking), Practical, Affective and Transferable Skills*

#### (a) Intellectual skills (generic)

- Analysis: the learner can analyse with guidance using given classifications/principles
- Synthesis: the learner can collect and categorise ideas and information in a predictable and standard format
- Evaluation: the learner can evaluate the reliability of data using defined techniques and/or tutor guidance
- Application: the learner can apply given tools/methods accurately and carefully to a well defined problem and begin to appreciate the complexity of the issues

#### (b) Practical skills (subject specific)

- Application of skills: the learner can operate in predictable, defined contexts that require use of a specified range of standard techniques
- Autonomy in skill use: the learner is able to act with limited autonomy, under direction or supervision, within defined guidelines

#### (c) **Affective and** transferable skills (generic)

- Group working: the learner can work effectively with others as a member of a group and meet obligations to others (for example, tutors, peers, and colleagues)
- Learning resources: the learner can work within an appropriate ethos and can use and access a range of learning resources
- Self evaluation: the learner can evaluate own strengths and weakness within criteria largely set by others
- Management of information: the learner can manage information, collect appropriate data from a range of sources and undertake simple research tasks with external guidance
- Autonomy: the learner can take responsibility for own learning with appropriate support
- Communications: the learner can communicate effectively in a format appropriate to the discipline(s) and report practical procedures in a clear and concise manner
- Problem solving: the learner can apply given tools/methods accurately and carefully to a well defined problem and begins to appreciate the complexity of the issues in the discipline

### 2.33 *University Certificate (Univ Cert)*

2.33.1 A student on whom a University Certificate is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.32.

2.33.2 The credit requirements for a University Certificate are defined in Regulation 2.24

2.33.3 A University Certificate is not classified.

2.33.4 A University Certificate has no intermediate awards.

2.33.5 A University Certificate cannot be conferred as an intermediate award within any other award.

*2.34 Certificate of Higher Education (Cert HE)*

2.34.1 A student on whom a Certificate of Higher Education is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.32.

2.34.2 The credit requirements for a Certificate of Higher Education are defined in Regulation 2.24

2.34.3 A Certificate of Higher Education is classified as pass, merit or distinction.

2.34.4 A Certificate of Higher Education has no intermediate awards.

2.34.5 A Certificate of Higher Education can be conferred as an intermediate award for successful completion of a designated stage within a Diploma of Higher Education, Foundation Degree, Ordinary Degree or an Honours Degree.

*2.35 Higher National Certificate (HNC)*

2.35.1 A student on whom a Higher National Certificate is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.32.

2.35.2 The credit requirements for a Higher National Certificate are defined in Regulation 2.24

2.35.3 The particular focus of a Higher National Certificate is the development of knowledge and skills which are work related and vocationally relevant and which include appropriate employer links.

2.35.4 A Higher National Certificate is classified as pass, merit or distinction.

2.35.5 A Higher National Certificate has no intermediate awards.

2.35.6 A Higher National Certificate can be conferred as an intermediate award for successful completion of a designated stage within a Higher National Diploma.

Awards at Undergraduate Level 2

2.36 The following generic learning outcomes apply to all awards at Level 2:

*2.36.1 Knowledge and Understanding*

(a) Development of knowledge and understanding (subject specific)

- Knowledge base: the learner has a detailed knowledge of major theories of the discipline(s) and an awareness of a variety of ideas, contexts and frameworks
- Ethical issues: the learner is aware of the wider social and environmental implications of area(s) of study and is able to debate issues in relation to more general ethical perspectives

### 2.36.2 *Intellectual (thinking), Practical, Affective and Transferable Skills*

#### (a) Intellectual skills (generic)

- Analysis: the learner can analyse a range of information with minimum guidance using given classifications/principles and can compare alternative methods and techniques for obtaining data
- Synthesis: the learner can reformat a range of ideas and information towards a given purpose
- Evaluation: the learner can select appropriate techniques of evaluation and can evaluate the relevance and significance of the data collected
- Application: the learner can identify key elements of problems and choose appropriate methods for their resolution in a considered manner

#### (b) Practical skills (subject specific)

- Application of skills: the learner can operate in situations of varying complexity and predictability requiring application of a wide range of techniques
- Autonomy in skill use: the learner is able to act with increasing autonomy, with reduced need for supervision and direction, within defined guidelines

#### (c) **Affective and** transferable skills (generic)

- Group working: the learner can interact effectively within a team/ learning group, giving and receiving information and ideas and modifying responses where appropriate
- Learning resources: the learner can manage learning resources for the discipline and can develop working relationships of a professional nature within the discipline(s)
- Self evaluation: the learner can evaluate own strengths and weakness, challenge received opinion and develop own criteria and judgement
- Management of information: the learner can manage information and can select appropriate data from a range of sources and develop appropriate research strategies
- Autonomy: the learner can take responsibility for own learning with minimum direction
- Communications: the learner can communicate effectively in a manner appropriate to the discipline(s) and report practical procedures in a clear and concise manner in a variety of formats
- Problem-solving: the learner can identify key areas of problems and choose appropriate tools/methods for their resolution in a considered manner

### 2.37 *Higher National Diploma (HND)*

2.37.1 A student on whom a Higher National Diploma is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.36.

2.37.2 The credit requirements for a Higher National Diploma are defined in Regulation 2.24.

2.37.3 The particular focus of a Higher National Diploma is the development of knowledge and skills which are work related and vocationally relevant and which include appropriate employer links.

2.37.4 A Higher National Diploma is classified as pass, merit or distinction.

2.37.5 The Higher National Certificate is an intermediate award for successful completion of a designated stage within the Higher National Diploma.

2.37.6 A Higher National Diploma cannot be conferred as an intermediate award within any other award.

#### 2.38 *University Diploma (Univ Dip)*

2.38.1 A student on whom a University Diploma is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.36.

2.38.2 The credit requirements for a University Diploma are defined in Regulation 2.24

2.38.3 A University Diploma is not classified.

2.38.4 A University Diploma has no intermediate awards.

2.38.5 A University Diploma cannot be conferred as an intermediate award within any other award.

#### 2.39 *Certificate of Education (Cert Ed)*

2.39.1 A student on whom a Certificate of Education is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.36.

2.39.2 The credit requirements for a Certificate of Education are defined in Regulation 2.24.

2.39.3 The award of a Certificate of Education is reserved for pathways whose curriculum is substantially based on the study of education.

2.39.4 A Certificate of Education is classified as pass, merit or distinction.

2.39.5 A Certificate of Education has no intermediate awards.

2.39.6 A Certificate of Education cannot be conferred as an intermediate award within any other award.

#### 2.40 *Diploma of Higher Education (Dip HE)*

2.40.1 A student on whom a Diploma of Higher Education is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.36.

2.40.2 The credit requirements for a Diploma of Higher Education are defined in Regulation 2.24.

2.40.3 A Diploma of Higher Education is classified as pass, merit or distinction.

2.40.4 The Certificate of Higher Education is an intermediate award for successful completion of a designated stage within the Diploma of Higher Education.

2.40.5 A Diploma of Higher Education can be conferred as an intermediate award for successful completion of a designated stage within an Ordinary Degree or an Honours degree.

#### 2.41 *Foundation Degree (FdA, FdSc, FdEng)*

2.41.1 A student on whom a Foundation Degree is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.36.

2.41.2 The credit requirements for a Foundation Degree are defined in Regulation 2.24.

2.41.3 The particular focus of a Foundation Degree is the development of skills and knowledge relevant to the workplace. Its design must be consistent with the core structure and content developed by Anglia Ruskin University for all Anglia Ruskin Foundation Degrees, enabling a student to demonstrate achievement of the 'defining characteristics' of a Foundation Degree, as set out in QAA's Foundation Degree qualification benchmark (October 2004).

2.41.4 The award of a Foundation Degree in the Arts (FdA) is reserved for pathways whose curriculum is substantially based on business studies, art and design, the arts and humanities and areas of social sciences.

2.41.5 The award of a Foundation Degree in Engineering (FdEng) is reserved for pathways whose curriculum is substantially based on engineering and its applications.

2.41.6 The award of a Foundation Degree in the Sciences (FdSc) is reserved for pathways whose curriculum is substantially based on science, mathematics, technology and their applications.

2.41.7 A Foundation Degree is classified as pass, merit or distinction.

2.41.8 The Certificate of Higher Education is an intermediate award for successful completion of a designated stage within a Foundation Degree.

2.41.9 A Foundation Degree cannot be conferred as an intermediate award within any other award.

#### Awards at Undergraduate Level 3

2.42 The following generic learning outcomes apply to all awards at Level 3:

##### 2.42.1 *Knowledge and Understanding*

(a) Development of knowledge and understanding (subject specific)

- Knowledge base: the learner has a comprehensive/detailed knowledge of a major discipline(s) with areas of specialisation in depth and an awareness of the provisional nature of knowledge
- Ethical issues: the learner is aware of personal responsibility and professional codes of conduct, where applicable, and can incorporate a critical ethical dimension into his/her work

## 2.42.2 *Intellectual (thinking), Practical, Affective and Transferable Skills*

### (a) Intellectual skills (generic)

- Analysis: the learner can analyse new and/or abstract data and situations without guidance, using a range of techniques appropriate to the subject
- Synthesis: with minimum guidance the learner can transform abstract data and concepts towards a given purpose and can design novel solutions
- Evaluation: the learner can critically evaluate evidence to support conclusions/recommendations, reviewing its reliability, validity and significance and can investigate contradictory information/ identify reasons for contradictions
- Application: the learner is confident and flexible in identifying and defining complex problems and can apply appropriate knowledge and skills to their solution

### (b) Practical skills (subject specific)

- Application of skills: the learner can operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques
- Autonomy in skill use: the learner is able to act autonomously, with minimal supervision or direction, within agreed guidelines

### (c) **Affective and** transferable skills (generic)

- Group working: the learner can interact effectively within a team/ learning/professional group, recognise, support or be proactive in leadership, negotiate in a professional context and manage conflict
- Learning resources: with minimum guidance the learner can manage own learning using full range of resources for the discipline(s) and can work professionally within the discipline
- Self evaluation: the learner is confident in application of own criteria of judgement and can challenge received opinion and reflect on action and can seek and make use of feedback
- Information management: the learner can select and manage information, competently undertake reasonably straightforward research tasks with minimum guidance
- Autonomy: the learner can take responsibility for own work and can criticise it
- Communications: the learner can engage effectively in debate in a professional manner and produce detailed and coherent project reports
- Problem solving: the learner is confident and flexible in identifying and defining complex problems and the application of appropriate knowledge, tools/methods to their solution

## 2.43 *Graduate Certificate (Grad Cert)*

2.43.1 A student on whom a Graduate Certificate is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.42.

2.43.2 The credit requirements for a Graduate Certificate are defined in Regulation 2.24.

2.43.3 A Graduate Certificate is not classified.

2.43.4 A Graduate Certificate has no intermediate awards.

2.43.5 A Graduate Certificate can be conferred as an intermediate award for successful completion of a designated stage within a Graduate Diploma.

**2.44 Graduate Diploma (Grad Dip)**

2.44.1 A student on whom a Graduate Diploma is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.42.

2.44.2 The credit requirements for a Graduate Diploma are defined in Regulation 2.24.

2.44.3 A Graduate Diploma is not classified.

2.44.4 The Graduate Certificate is an intermediate award for successful completion of a designated stage within a Graduate Diploma.

2.44.5 A Graduate Diploma cannot be conferred as an intermediate award within any other award.

**2.45 Professional Graduate Certificate in Education (PGCE: Level 3)**

2.45.1 A student on whom a Professional Graduate Certificate in Education is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.42.

2.45.2 The credit requirements for a Professional Graduate Certificate in Education are defined in Regulation 2.24.

2.45.3 The award of a Professional Graduate Certificate in Education is reserved for pathways whose curriculum is substantially based on education studies and leads to recognition by the relevant professional and statutory body.

2.45.4 A Professional Graduate Certificate in Education is classified as pass, merit or distinction.

2.45.5 A Professional Graduate Certificate in Education has no intermediate awards.

2.45.6 A Professional Graduate Certificate in Education cannot be conferred as an intermediate award within any other award.

**2.46 Ordinary Degree (BA, BSc, BEng, BOptom, LLB)**

2.46.1 A student on whom an Ordinary Degree is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.42.

2.46.2 The credit requirements for an Ordinary Degree are defined in Regulation 2.24.

2.46.3 The award of a Bachelor of Arts (BA) is reserved for pathways whose curriculum is substantially based on business studies, art and design, the arts and humanities and areas of social sciences.

- 2.46.4 The award of a Bachelor of Science (BSc) is reserved for pathways whose curriculum is substantially based on science, mathematics, technology and their applications.
  - 2.46.5 The award of a Bachelor of Laws (LLB) is reserved for pathways whose curriculum is the specialised study of law.
  - 2.46.6 The award of a Bachelor of Engineering (BEng) is reserved for pathways whose curriculum is substantially based on engineering and its application.
  - 2.46.7 The award of a Bachelor of Optometry (BOptom) is reserved for pathways whose curriculum is the specialised study of optometry and leads to recognition by the relevant professional and statutory body.
  - 2.46.8 An Ordinary Degree is classified as pass, merit or distinction.
  - 2.46.9 The Certificate of Higher Education and Diploma of Higher Education are intermediate awards for successful completion of designated stages within an Ordinary Degree.
  - 2.46.10 An Ordinary Degree can be conferred as an intermediate award for successful completion of a designated stage within an Honours Degree.
- 2.47 *Honours Degree (BA(Hons), BSc(Hons), BEng(Hons), BOptom(Hons), LLB(Hons))*
- 2.47.1 A student on whom an Honours Degree is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.42.
  - 2.47.2 The credit requirements for an Honours Degree are defined in Regulation 2.24.
  - 2.47.3 The award of a Bachelor of Arts with Honours (BA (Hons)) is reserved for pathways whose curriculum is substantially based on business studies, art and design, the arts and humanities and areas of social sciences.
  - 2.47.4 The award of a Bachelor of Science with Honours (BSc (Hons)) is reserved for pathways whose curriculum is substantially based on science, mathematics, technology and their applications.
  - 2.47.5 The award of a Bachelor of Laws with Honours (LLB (Hons)) is reserved for pathways whose curriculum is the specialised study of law.
  - 2.47.6 The award of a Bachelor of Engineering with Honours (BEng (Hons)) is reserved for pathways whose curriculum is substantially based on engineering and its application.
  - 2.47.7 The award of a Bachelor of Optometry with Honours (BOptom (Hons)) is reserved for pathways whose curriculum is the specialised study of optometry and leads to recognition by the relevant professional and statutory body.
  - 2.47.8 An Honours Degree is classified as first, upper second, lower second or third class honours.
  - 2.47.9 The Certificate of Higher Education, Diploma of Higher Education and an Ordinary Degree are intermediate awards for successful completion of designated stages within an Honours Degree.

2.47.10 An Honours Degree cannot be conferred as an intermediate award within any other award.

#### Awards at Postgraduate Level 4

2.48 The following generic learning outcomes apply to all awards at Level 4:

##### *2.48.1 Knowledge and Understanding*

(a) Development of knowledge and understanding (subject specific)

- Knowledge base: the learner has depth and systematic understanding of knowledge in specialised/applied areas and across areas and can work with theoretical/research-based knowledge at the forefront of their academic discipline
- Ethical issues: the learner has the awareness and ability to manage the implications of ethical dilemmas and work proactively with others to formulate solutions
- Disciplinary methodologies: the learner has a comprehensive understanding of techniques/methodologies applicable to their own work (theory or research-based)

##### *2.48.2 Intellectual (thinking), Practical, Affective and Transferable Skills*

(a) Intellectual skills (generic)

- Analysis: the learner with critical awareness can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively
- Synthesis: the learner with critical awareness, can synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of their discipline/practice
- Evaluation: the learner has a level of conceptual understanding that will allow her/him critically to evaluate research, advanced scholarship and methodologies and argue alternative approaches
- Application: the learner can demonstrate initiative and originality in problem solving and can act autonomously in planning and implementing tasks at a professional or equivalent level, making decisions in complex and unpredictable situations

(b) Practical skills (subject specific)

- Application of skills: the learner can operate in complex and unpredictable, possibly specialised contexts, and has an overview of the issues governing good practice
- Autonomy in skill use: the learner is able to exercise initiative and personal responsibility in professional practice
- Technical expertise: the learner has technical expertise, performs smoothly with precision and effectiveness and can adapt skills and design or develop new skills or procedures for new situations

(c) **Affective and** transferable skills (generic)

- Group working: the learner can work effectively with a group as leader or member. Can clarify task and make appropriate use of the capacities of group members and is able to negotiate and handle conflict with confidence

- Learning resources: the learner is able to use full range of learning resources
- Self evaluation: the learner is reflective on own and others' functioning in order to improve practice
- Management of information: the learner can competently undertake research tasks with minimum guidance
- Autonomy: the learner is independent and self critical learner, guiding the learning of others and managing own requirements for continuing professional development
- Communications: the learner can engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently
- Problem solving: the learner has independent learning ability required for continuing professional study, making professional use of others where appropriate

#### 2.49 *Postgraduate Certificate in Education (PGCE: Level 4)*

2.49.1 A student on whom a Postgraduate Certificate in Education is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.48.

2.49.2 The credit requirements for a Postgraduate Certificate in Education are defined in Regulation 2.24.

2.49.3 The award of Postgraduate Certificate in Education is reserved for pathways whose curriculum is substantially based on education studies and leads to recognition by the relevant professional and statutory body.

2.49.4 A Postgraduate Certificate in Education is classified as pass, merit or distinction.

2.49.5 A Postgraduate Certificate in Education has no intermediate awards.

2.49.6 A Postgraduate Certificate in Education cannot be conferred as an intermediate award within any other award.

#### 2.50 *Postgraduate Certificate (PG Cert)*

2.50.1 A student on whom a Postgraduate Certificate is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.48.

2.50.2 The credit requirements for a Postgraduate Certificate are defined in Regulation 2.24.

2.50.3 A Postgraduate Certificate is not classified.

2.50.4 A Postgraduate Certificate has no intermediate awards.

2.50.5 A Postgraduate Certificate can be conferred as an intermediate award for successful completion of a designated stage within a Postgraduate Diploma or Masters Degree.

#### 2.51 *Postgraduate Diploma (PG Dip)*

2.51.1 A student on whom a Postgraduate Diploma is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.48.

- 2.51.2 The credit requirements for a Postgraduate Diploma are defined in Regulation 2.24.
- 2.51.3 A Postgraduate Diploma is classified as pass, **merit** or distinction.
- 2.51.4 The Postgraduate Certificate is an intermediate award for successful completion of a designated stage within a Postgraduate Diploma.
- 2.51.5 A Postgraduate Diploma can be conferred as an intermediate award for successful completion of a designated stage within a Masters Degree.
- 2.52 *Taught Masters Degree (LLM, MA, MBA, **MDes, MFA, MSc**)*
- 2.52.1 A student on whom a taught Masters Degree is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.48. Although such students are expected to demonstrate each of the generic learning outcomes, certain Masters degrees may focus on particular aspects and may require students to demonstrate specific levels of knowledge, understanding and/or skills within the generic learning outcomes.
- 2.52.2 The credit requirements for a taught Masters Degree are defined in Regulation 2.24.
- 2.52.3 The award of a Master of Laws (LLM) is reserved for pathways whose curriculum is the specialised study of law.
- 2.52.4 The award of a Master of Arts (MA) is reserved for pathways whose curriculum is substantially based in art and design, the arts and humanities and areas of social sciences.
- 2.52.5 The award of a Master of Business Administration (MBA) is reserved for a pathway whose curriculum is substantially based on business and management studies.
- 2.52.6 The award of a Master of Design (MDes) is reserved for pathways whose curriculum is the specialised study of design.
- 2.52.7 The award of a Master of Fine Art (MFA) is reserved for pathways whose curriculum is the specialised study of fine art.
- 2.52.8 The award of a Master of Science (MSc) is reserved for pathways whose curriculum is substantially based on science, mathematics, technology and their applications.
- 2.52.9 A taught Masters Degree is classified as pass, **merit** or distinction.
- 2.52.10 The Postgraduate Certificate and Postgraduate Diploma are intermediate awards for successful completion of a designated stage within a taught Masters Degree.

## SECTION 3

### CURRICULUM STRUCTURES AND DURATION OF STUDY

#### Design principles for the undergraduate and postgraduate curriculum

- 3.1 These design principles are the primary reference points for the development of the curriculum at all levels.
- 3.2 All taught pathways are delivered and assessed in English, unless specifically approved by Senate on an exceptional basis.

#### Curriculum structure

- 3.3 Faculties are responsible for prescribing the content of all pathways. The curriculum in Level 1, Semester 1, for all undergraduate pathways comprises a prescribed set of modules, with no choice except where:
  - such choice is restricted to modules delivered by a single Department (normally the Department responsible for delivery of the pathway);
  - provision is made in the approved PSF for students to take an English Language module or a module from the Anglia Language Programme.

Thereafter the principle of module choice is maintained through the availability of designated modules within a pathway from which students make a selection based on their academic and professional interests and learning needs. Teaching teams within Faculties are responsible for identifying pre/co-requisite modules.

- 3.4 Module delivery is governed by the following principles:
  - the minimum credit volume for a module is 15 credits
  - the credit volume of all modules is a multiple of the 15 credit module
  - a 15 credit module may not be delivered across more than one semester
  - modules of 30 or more credits may run across one or two semesters but not across levels
  - 45 and 60 credit modules are permitted and may be delivered across more than one semester but not across levels
  - the maximum credit volume for a module is 60 credits.
- 3.5 All students are required to take at least one 30 credit module (or at least one module of a higher credit value) within each level of learning for an undergraduate or postgraduate pathway. This principle applies to undergraduate Levels 1-3 and to postgraduate Level 4 taken as a whole. At undergraduate Level 3 and postgraduate Level 4 this principle is met through the requirement to include within the level a Major Project of at least 30 credits. Within postgraduate Level 4 the PG Cert/PG Dip may consist exclusively of 15 credit modules, provided the Masters stage contains at least one 30 credit module.
- 3.6 Accreditation of Prior Learning (APCL) and Accreditation of Prior Experiential Learning (APEL) may be used both for student admission with prior learning to a pathway and for subsequent exemption from a particular module(s) within the pathway for which a student is registered. However, prior learning/experiential learning may **not** be double counted. A particular APCL/APEL claim, if approved for admission with prior learning, may not subsequently be used for a different credit-related purpose.

## Curriculum content

- 3.7 All pathways leading to an award at Level 3<sup>1</sup> or Level 4<sup>2</sup> contain a Major Project of at least 30 credits where the learning is mainly student managed rather than tutor led. The minimum and maximum credit volumes for the Major Project are:

	<b>Minimum</b>	<b>Maximum</b>
Undergraduate	30 credits	60 credits
Postgraduate	30 credits	60 credits

- 3.8 English language modules are available as designated modules within relevant pathways, as identified by Faculties, where the need arises from the recruitment and admissions policy.
- 3.9 Modern foreign language modules are available as designated modules within relevant pathways, as identified by Faculties, for students who wish to study a modern foreign language.
- 3.10 Students have the opportunity to develop progress files within their formal curriculum and Faculties are required to provide such opportunities.
- 3.11 Students have the opportunity to study abroad:
- either for one semester at an approved partner institution
  - or for up to two semesters at an approved partner institution offering franchised delivery of the pathway for which they are registered

Such students transfer back marks and associated credit in accordance with Anglia Ruskin University's Credit and Grade Transfer Scheme for student exchange programmes and, where appropriate, the European Credit Transfer System (ECTS).

- 3.12 Students registered on certain pathways (including Honours language pathways and pathways leading to a dual award) are required to study abroad for a prescribed period as an integral part of their studies. The arrangements for the transfer of marks and associated credit for such students are set out in the relevant Pathway Specification Form. The transfer of any marks is subject to Anglia Ruskin University's Credit and Grade Transfer Scheme for student exchange programmes.
- 3.13 Faculty-based, generic Independent Learning Modules (ILMs) are offered by Faculties, as appropriate, with Faculties taking responsibility for all aspects of the delivery of such provision.

## Assessment of students

- 3.14 Assessment policies and procedures are set out in Section 6 of these Academic Regulations and comply with the Senate Code of Practice on the Assessment of Students.

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<sup>1</sup> but excluding the Ordinary Degree, Graduate Diploma and Graduate Certificate

<sup>2</sup> including the Postgraduate Certificate in Education but excluding the Postgraduate Certificate and Postgraduate Diploma

## Academic calendar

- 3.15 Anglia Ruskin University follows a standard academic calendar for all pathways which:
- lead to an Anglia Ruskin award **and**
  - are delivered at Anglia Ruskin University's four main sites: Cambridge, Chelmsford, Fulbourn and Peterborough **and**
  - are attendance-based.
- 3.16 The academic calendar comprises:
- an induction period before teaching begins
  - a period of 30 teaching/learning weeks (including examination periods) commencing annually in September and divided into periods, with appropriate breaks for Christmas and Easter.
- 3.17 Pathways and their constituent modules are delivered in a standard pattern of teaching/learning weeks based on two periods (known as Semesters), each of 15 weeks' duration. The delivery of certain pathways may be based on three periods (known as Trimesters), each of 15 weeks' duration. Any exceptions to these delivery patterns require approval by the Senate under Regulation 3.19.
- 3.18 Full-time and part-time students usually commence their period of study in September and pathway structures and content reflect this common starting point. After initial registration the pattern of student learning varies, depending on their registration status and pace of learning.
- 3.19 The above delivery pattern may be varied for a particular pathway, subject to Senate approval at the academic approval stage. Such exceptions may be necessary because:
- the pathway requires an extended teaching/learning period, particularly to meet the requirements of a professional or statutory body
  - a financial sponsor requires a start date other than September
  - the pathway is based on flexible and/or distributed learning and/or block release
  - the pathway includes a practice/placement/fieldwork element(s) of varying lengths.
- 3.20 Any such variation must be made explicit in the relevant documents at the academic approval stage.
- 3.21 Partner institutions, whether in the UK or overseas, delivering a curriculum leading to an Anglia Ruskin award are required to adopt an academic calendar which ensures that assessment outcomes are submitted at the appropriate time for consideration by the relevant Departmental Assessment Panel and Faculty Awards Board within Anglia Ruskin University.
- 3.22 The Senate is responsible for approving annually in the Autumn the academic calendar for the following academic year.

## Period of registration

3.23 The minimum and maximum periods of registration for a pathway leading to an Anglia Ruskin award are detailed below (these include any period(s) of intermission and/or resubmission of assessed work):

Awards	Total credit for award <sup>3</sup>	Minimum period of registration <sup>4</sup>	Minimum period of registration with APCL	Minimum period of registration with APEL	Maximum period of registration <sup>4, 5</sup>
<b>Undergraduate</b>					
Honours Degree	360	3 years <sup>6</sup>	1 year <sup>6</sup>	1 ½ years <sup>6</sup>	9 years <sup>6</sup>
Ordinary Degree	300	2½ years	1 year	1 ½ years	7½ years
Foundation Degree, Diploma of Higher Education, Higher National Diploma	240	2 years	1 year	1 year	6 years
Certificate of Higher Education, Higher National Certificate, Certificate of Education, Professional Graduate Certificate in Education (PGCE: Level 3)	120	1 year	1 semester / trimester	1 semester or 2 trimesters	3 years
Graduate Diploma	90 - 120	1 year	1 semester / trimester	1 semester / trimester	3 years
Graduate Certificate	60 - 75	1 semester or 2 trimesters	1 semester / trimester	1 semester / trimester	2 years
University Diploma	60 - 120	1 semester or 2 trimesters	1 semester / trimester	1 semester / trimester	3 years
University Certificate	60 - 105	1 semester or 2 trimesters	1 semester / trimester	1 semester / trimester	3 years
Access Certificate	60 - 120	1 semester or 2 trimesters	1 semester / trimester	1 semester / trimester	3 years
<b>Postgraduate</b>					
Masters Degree (integrated 1 <sup>st</sup> and 2 <sup>nd</sup> cycle award under the Bologna Process)	480	4 years	1 ½ years	2 years	12 years
Masters Degree (self standing 2 <sup>nd</sup> cycle award under the Bologna Process)	180	1 year	1 semester or 2 trimesters	1 year or 2 trimesters	5 years
Postgraduate Diploma, Postgraduate Certificate in Education (PGCE: Level 4)	120	1 year	1 semester / trimester	1 semester or 2 trimesters	3 years
Postgraduate Certificate	60	1 semester or 2 trimesters	1 semester / trimester	1 semester / trimester	1½ years

<sup>3</sup> Regulation 2.24 provides for exceptions to these credit volumes in certain circumstances

<sup>4</sup> References to “years” are to an “academic year” commencing in September (or the equivalent period for pathways with a start date other than September) and exclude any period of accredited prior certificated learning (APCL) or accredited prior experiential learning (APEL) on which **initial** registration may be based

<sup>5</sup> Details of the maximum periods of registration for students admitted with APCL and/or APEL are held and maintained by the Accreditation Subcommittee

<sup>6</sup> For Honours degrees comprising 6 trimesters delivered intensively over 24 months the following apply: 24 months (minimum period of registration), 2 trimesters (minimum period of registration with APCL), 12 months (minimum period of registration with APEL), 72 months (maximum period of registration)

3.24 A Faculty Awards Board confers the highest award for which a student is eligible. In certain circumstances the award may be an intermediate award rather than the award for which a student was originally registered (see Regulation 2.12). Students who fail to complete the award for which they are registered within the maximum period of registration may formally apply for re-admission and re-registration (for which an appropriate registration and tuition fee is charged). The credits previously awarded are considered for the accreditation of prior learning but are not automatically approved for specific credit.

### General requirements for students

3.25 To qualify for the conferment of an Anglia Ruskin award students must:

- satisfy, and provide evidence that they have fulfilled, Anglia Ruskin University's entry requirements in accordance with Section 4 of these Academic Regulations
- be registered for a pathway leading to an approved Anglia Ruskin award. A student is not permitted to register concurrently for more than one taught pathway leading to an Anglia Ruskin award

#### either

- regularly attend those taught elements as may be prescribed in Student Handbooks and/or Module Guides (for modules delivered by standard delivery methods)

#### or

- fulfil the learning requirements prescribed in Student Handbooks and/or Module Guides (for modules delivered by flexible and distributed learning including e-learning<sup>6</sup>)
- undertake and successfully complete in accordance with Section 6 of these Academic Regulations the assessment and, where applicable, re-assessment processes for the pathway for which they are registered and its associated modules
- satisfy the credit requirements of the pathway for which they are registered in terms of the volume and level of credit, as prescribed in the Academic Regulations
- have paid the appropriate tuition fees for their studies and met all their financial obligations to Anglia Ruskin University.

### Student registration

3.26 Students must complete Anglia Ruskin University's registration process at the commencement of their period of study and annually thereafter until they are considered by a Faculty Awards Board for the highest award for which they are eligible.

3.27 At initial registration and at each subsequent registration process students commence a "registration period" which extends for twelve months.

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<sup>6</sup> "Flexible and distributed learning (FDL) denotes educational provision leading to an award, or to specific credit toward an award, of an awarding institution delivered and/or supported and/or assessed through means which generally do not require the student to attend particular classes or events at particular times and particular locations". Extract from QAA Code of Practice, Section 2: Collaborative provision and flexible and distributed learning (including e-learning), Sept 2004

## Intermission

- 3.28 Registered students may apply for a period of intermission of up to 12 calendar months during which they may suspend their studies for personal reasons (e.g. health, financial). Students must seek advice and support from their Student Adviser or Programme Leader (or the equivalent postholder in a partner institution) before any prolonged absence from their studies.
- 3.29 Any period of intermission must have an approved start and an approved return date which, in the latter case, must take full account of the academic coherence and requirements of the pathway for which the student is registered. The approved start and return dates may not necessarily coincide with the published start date and end date of a semester or trimester.
- 3.30 Any period of intermission must be authorised in writing and in advance by the appropriate Student Adviser or Programme Leader (or the equivalent postholder in a partner institution). Anglia Ruskin University is unable to guarantee to students that the pathway for which they originally registered will still be available when they resume their studies.
- 3.31 During an approved period of intermission students remain registered students for their pathway at Anglia Ruskin University and are entitled to have access to certain Anglia Ruskin facilities and systems. However, since intermitting students are no longer active, they are **not** entitled to certain other benefits or services related to their studies e.g. exemption from council tax.
- 3.32 Intermitting students who do **not** return to re-register for their pathway within 20 working days after the approved date of return from their period of intermission are discontinued from Anglia Ruskin University. Discontinuation under these circumstances does not prevent a student from subsequently seeking re-admission to the pathway at Anglia Ruskin University from which they have been discontinued.
- 3.33 Students who experience difficulties with their studies due to personal reasons and/or who are considering withdrawing from Anglia Ruskin University should seek the advice of a Student Adviser or Programme Leader (or the equivalent postholder in a partner institution) about the most appropriate course of action before formally completing Anglia Ruskin University's withdrawal form.

## **SECTION 4**

### **ADMISSIONS**

#### **Principles**

4.1 Anglia Ruskin University has sole discretion to determine:

- the entry criteria for each pathway which may include criteria defined by a professional or statutory body
- the admission of an individual applicant to a particular undergraduate or postgraduate pathway against the entry criteria for that pathway.

#### **Age of entrants**

4.2 Applicants admitted to Anglia Ruskin University must be at least 17.5 years of age when they register for a pathway leading to an Anglia Ruskin award or commence any related induction programme, whichever is the earlier.

4.3 Anglia Ruskin University may set a higher minimum age limit for certain pathways if required to do so by a professional or statutory body.

4.4 There is no upper age limit for admission to Anglia Ruskin University's undergraduate or postgraduate pathways.

#### **General entry requirements**

4.5 Anglia Ruskin University sets, makes explicit and publishes the entry requirements for each undergraduate and postgraduate pathway and the means by which the eligibility of each applicant is assessed.

4.6 These entry requirements include the educational qualifications (including minimum grades to be achieved) and the knowledge and skills required for admission.

4.7 Applicants are admitted to Anglia Ruskin University based on an assessment that:

- they are able to benefit from the study involved
- they have the capacity to complete the pathway on which they are registered and to achieve the prescribed standard for the award
- they satisfy the specific entry requirements for the pathway.

4.8 This assessment is based on a range of factors including applicants' educational, professional and personal experiences and competencies and their potential contribution to the pathway. Applicants will also be considered on their ability to be self-organised and to work well independently and with others, their motivation to learn and their demonstration of interest in the subject area.

4.9 The decision to admit an applicant is based solely on an assessment of the merit of each individual case.

4.10 Anglia Ruskin University seeks to ensure that all applicants are considered on an equitable basis and that no applicants are considered less favourably due to their nationality, race or ethnicity, gender, marital status, disability, sexuality, political or religious beliefs, criminal record<sup>1</sup> or other unjustifiable grounds.

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<sup>1</sup> See Regulations 4.50-4.61 for details of the process

- 4.11 Applicants admitted to Anglia Ruskin University must provide evidence that they have satisfied the entry requirements and documentary evidence that they have obtained the prescribed educational qualifications, including Anglia Ruskin University's English language requirements if a student's first language is not English (see Regulation 4.23), before registering at Anglia Ruskin University.
- 4.12 Applicants for admission to Anglia Ruskin University must have completed the application process in the period up to and including the Friday of the second teaching/learning week of the first semester or trimester, as appropriate, to the pathway on which they wish to register. Such applicants must satisfy Regulation 4.11.
- 4.13 A student who has been discontinued from a pathway by a Faculty Awards Board because of academic failure is not permitted to apply for re-admission to the same pathway unless **all** the following criteria have been met:
- at least 12 months has lapsed between the date of discontinuation and the date of the application for re-admission
  - the student is able:
    - to provide clear evidence of a change in personal circumstances since the date of discontinuation
    - to demonstrate a positive commitment to resume study at higher education level
    - to demonstrate an enhanced knowledge-base and/or relevant experience e.g. based on employment in the period since the date of discontinuation
  - the student has been formally interviewed by at least two members of academic staff whose decision to re-admit the student is unanimous.

### Specific entry requirements

#### MDes/Honours or Ordinary degree/Dip HE/Cert HE/Graduate Diploma/Graduate Certificate

- 4.14 The minimum academic qualifications required for admission to Level 1 of Anglia Ruskin University's awards are one of the following:
- a. passes in two subjects at GCE or VCE Advanced level and passes at grade C or above in three other subjects at GCSE level
  - b. a pass in a VCE Vocational Double Award and passes at grade C or above in three other subjects at GCSE level
  - c. the following pass grades in a BTEC National qualification:
    - Award (6 units): P or above in two awards
    - Certificate (12 units): PP or above
    - Diploma (18 units): PPP or above

and in all cases passes at grade C or above in three other subjects at GCSE level
  - d. passes at grade C or above in four subjects at Scottish Highers
  - e. passes at grade C or above in two subjects at Scottish Advanced Highers
  - f. passes at grade C3 or above in four subjects at Higher Level in the Irish Leaving Certificate
  - g. at least 80 UCAS tariff points in the CACHE level 3 Diploma in Child Care and Education
  - h. pass in an Access Course approved by an Authorised Validating Agency or evidence of an equivalent learning achievement approved by the Senate (or a committee of Senate acting on its behalf)
  - i. successful completion of the European or International Baccalaureate
  - j. pass in Anglia Ruskin University's Science and Technology Foundation Course
  - k. any other academic qualification or combination of qualifications (including combinations involving GCE or VCE Advanced Subsidiary level and/or Key Skills qualifications) deemed by the Senate (or a committee of Senate acting on its behalf) to be equivalent in breadth and depth

to one of the above. In considering other qualifications the Senate takes account of the UCAS Tariff.

- 4.15 All UK applicants normally hold one of the above qualifications to qualify for admission. Exceptionally, evidence of an equivalent learning achievement may be considered to qualify for admission, provided the applicant demonstrates that he/she has achieved the required level of knowledge and skills e.g. through documentary evidence, personal interview, written work, relevant work experience, or a combination of these factors **and/or** he/she meets the entry requirements of a pathway accredited by a professional body. These exceptional cases are formally considered by a committee of the Senate acting on its behalf and require approval before the student registers for a pathway leading to an Anglia Ruskin award. Appropriate processes have been established by the committee to ensure that such decisions are made in a timely fashion. An analysis of admissions decisions made under this delegated responsibility is considered annually by the committee on behalf of the Senate.

#### Higher National Certificate/Diploma

- 4.16 The minimum academic qualifications required for admission to Level 1 of Anglia Ruskin University's awards are one of the following:

- a. pass in one subject at GCE or VCE Advanced Level and passes at grade C or above in three other subjects at GCSE level
- b. a P grade or above in a BTEC National Award (6 units) and passes at grade C or above in three other subjects at GCSE level
- c. passes at grade C or above in two subjects at Scottish Highers
- d. passes at grade C or above in one subject at Scottish Advanced Highers
- e. passes at grade C3 or above in two subjects at Higher Level in the Irish Leaving Certificate
- f. successful completion of the European or International Baccalaureate
- g. pass in an Access Course approved by an Authorised Validating Agency or evidence of an equivalent learning achievement approved by the Senate (or a committee of Senate acting on its behalf)
- h. any other academic qualification or combination of qualifications (including combinations involving GCE or VCE Advanced Subsidiary level and/or Key Skills qualifications) deemed by the Senate (or a committee of Senate acting on its behalf) to be equivalent in breadth and depth to one of the above. In considering other qualifications the Senate takes account of the UCAS Tariff.

- 4.17 All UK applicants normally hold one of the above qualifications to qualify for admission. Exceptionally, evidence of an equivalent learning achievement may be considered to qualify for admission, provided the applicant demonstrates that he/she has achieved the required level of knowledge and skills e.g. through documentary evidence, personal interview, written work, relevant work experience, or a combination of these factors **and/or** he/she meets the entry requirements of a pathway accredited by a professional body. These exceptional cases are formally considered by a committee of the Senate acting on its behalf and require approval before the student registers for a pathway leading to an Anglia Ruskin award. Appropriate processes have been established by the committee to ensure that such decisions are made in a timely fashion. An analysis of admissions decisions made under this delegated responsibility is considered annually by the committee on behalf of the Senate.

#### Foundation Degree

- 4.18 In accordance with QAA's Foundation Degree Qualification Benchmark the educational requirements for admission to a Foundation Degree are not expressed in terms of standard educational qualifications but are benchmarked against recognised national awards.
- 4.19 The minimum benchmark level of attainment required for admission to Level 1 of a Foundation Degree is equivalent to FE Level 3 achievement, comprising two years of full-time education post 16 years of age.

4.20 Applicants who do not satisfy Regulation 4.19 may be admitted, provided they demonstrate, through documentary evidence, personal interview, written work, **relevant work experience or a combination of these factors** that they have achieved the required level of knowledge and skills in other ways e.g. experiential learning.

### Postgraduate pathways

4.21 The minimum qualification required for admission to a postgraduate pathway is one of the following:

- a UK Honours Degree
- an academic or professional qualification approved by the Senate (or a committee acting on its behalf) as equivalent in breadth and depth to a UK Honours Degree
- extensive relevant practical experience, either on its own or taken in combination with other qualifications, deemed by the Senate (or a committee acting on its behalf) as evidence that an applicant possesses the appropriate knowledge and skills equivalent to an Honours Degree.

*[NB Pathway proposal teams are required at the academic approval stage to indicate if they wish to admit applicants under bullet 3 so that an appropriate reference can be made in the outcome report considered by Senate]*

### **International applicants**

4.22 International applicants must possess educational qualifications which are deemed by Anglia Ruskin University to be equivalent to those specified in Regulations 4.14-4.21 for admission to the appropriate pathway and level of study.

4.23 Applicants whose first language is not English are required to demonstrate proficiency in the English language before they are admitted to Anglia Ruskin University

**either** through possession of one of the following English language qualifications

**or** through successful completion of Anglia Ruskin University's International Foundation Programme (for admission to an undergraduate pathway) or the Masters Foundation Programme (for admission to a taught postgraduate pathway)

unless they can provide satisfactory evidence that they have been taught and examined through the medium of English:

<b>Undergraduate</b>	<b>Postgraduate</b>
GCSE English language C	GCSE English language C
IELTS 6 (overall band score) or 5.5 (where an English Language module is specified on the PSF which students are required to pass and for which compensation is not permitted under Regulations 6.72 - 6.80 in the event of failure)	IELTS 6.5 (overall band score)
TOEFL 550 (standard score) or 213 (computer score)	TOEFL 600 (standard score) or 250 (computer score)

4.24 For the purpose of these Academic Regulations the above qualifications represent benchmark standards of English language proficiency for admission to Anglia Ruskin University. Applicants may satisfy Anglia Ruskin University's English language requirements through possession of a qualification deemed by the Senate (or a committee of Senate acting on its behalf) to be equivalent to one of the above.

4.25 The specific English language entry requirements for certain pathways may require a higher level of achievement than that stated in Regulation 4.23.

- 4.26 Applicants admitted with credit under a formal agreement between Anglia Ruskin and an international partner institution are not required to satisfy the English language requirements set out in Regulation 4.23. Their admission is based on a recommendation from the partner institution which includes an assessment of their English language proficiency.
- 4.27 International applicants who satisfy Anglia Ruskin University's English language entry requirements may be required, when they first register at Anglia Ruskin University, to take a diagnostic English language test set by Anglia Ruskin University. The test is designed to assist Anglia Ruskin University in its provision of on-going learning support to such students, including provision of an English language module during the first semester of their period of study.

### Accreditation of prior learning

*[NB The following Regulations relate solely to admission with prior learning and do **not** apply to cases where a student subsequently wishes to submit an additional claim for accredited prior certificated learning (APCL) or accredited prior experiential learning (APEL) for exemption from a particular module(s) within the pathway for which he/she is registered. Prior learning/experiential learning may **not** be double counted. A particular APCL or APEL claim, if approved for admission with prior learning, may not subsequently be used for a different credit-related purpose.]*

### General

- 4.28 Students may be admitted with credit to a particular undergraduate or postgraduate pathway through the accreditation by Anglia Ruskin University of prior certificated learning (APCL) or prior experiential learning (APEL). Students seeking admission with prior learning based on APCL or APEL are **not** permitted to register for a pathway leading to an Anglia Ruskin award until such admission has been approved in writing.
- 4.29 Students seeking admission with prior learning may combine APCL and APEL up to a total of two thirds of the total credit requirement for the pathway on which they wish to register, of which no more than half of the total credit requirement may be based on APEL.
- 4.30 An Anglia Ruskin award certificate indicates if an award, which has been conferred, includes APCL or APEL credit.
- 4.31 The award certificate refers to the existence of the associated academic transcript.

### Accredited prior certificated learning (APCL)

- 4.32 Students seeking admission with prior learning based on APCL may be granted no more than two thirds of the total credit requirement for the pathway on which they wish to register.
- 4.33 Learning for which APCL is sought must have been completed within five years (60 months) of submission of an admission with prior learning application. For certain pathways the five year period of currency may be reduced in view of advancements in the subject area.
- 4.34 Students admitted with APCL credit who subsequently transfer for whatever reason to a pathway leading to an award comprising a lower volume of credit are required to complete at least one third of the total credit requirement for the new award by taking Anglia Ruskin modules contained within the PSF for that award.
- 4.35 A qualified **health or social care professional** may seek admission, based on APCL, to a Level 3 award at Anglia Ruskin University but to defer his/her registration until additional Anglia Ruskin credit has been awarded for successful completion of a free standing module(s) or short course(s), taken as part of the applicant's continued professional development (CPD). Such admission is considered only:
- if the APCL comprises a relevant Level 2 award, totalling no more than 240 credits, which is accredited for professional registration

## AND

- if the additional CPD learning has been undertaken **either** within five years (60 months) of the applicant's initial professional registration **or** after a period of post-registration updating of professional knowledge and practice which can be evidenced and documented
- if the additional CPD learning is no more than 60 credits at Level 3.

In such cases the free standing module(s) or short course(s) which comprises the additional credit undertaken must be identical to the Level 3 credits (as defined in the PSF) of the pathway for which registration is being deferred.

4.36 Admission with prior learning based on APCL is formally considered by Faculty AP(E)L Advisers under the responsibility delegated by the Senate to those postholders under Regulations 4.15 and 4.17. Any decision by a Faculty AP(E)L Adviser to admit a student with credit based on APCL must be made before the student formally commences his/her studies. An audit of a sample of admissions decisions made by Faculty AP(E)L Advisers under this delegated responsibility is considered annually by the Senate (or a committee of Senate acting on its behalf).

4.37 Faculty Admissions Tutors consider individual applications for admission with APCL credit with reference to pathway tariffs approved by the Senate (or a committee of Senate acting on its behalf). An application for admission with APCL credit which is **not** covered by a pathway tariff is considered by the Faculty AP(E)L Adviser.

4.38 The marks or grades obtained for accredited prior learning, including such learning which has resulted in the conferment of an award, do **not** contribute to the algorithm used to determine the classification of an Anglia Ruskin award.

### Accredited prior experiential learning (APEL)

4.39 Students seeking admission with prior learning based on APEL may be granted no more than half of the total credit requirement for the pathway on which they wish to register.

4.40 Learning for which APEL is sought must have been completed within five years (60 months) of submission of an admission with prior learning application. For certain pathways the five year period of currency may be reduced in view of advancements in the subject area. If the learning is beyond the five year currency limit applicants are required to provide evidence of updating of their professional knowledge and practice. This evidence comprises **all** the following:

- an employer reference and CV
- evidence of successful completion of relevant CPD training
- a reflective statement detailing how knowledge and practice has remained up to date.

4.41 Students admitted with APEL credit who subsequently transfer for whatever reason to a pathway leading to an award comprising a lower volume of credit are required to complete at least one half of the total credit requirement for the new award by taking Anglia Ruskin modules contained within the PSF for that award.

4.42 Admission with prior learning based on APEL is formally considered by the Senate (or a committee of Senate acting on its behalf). The same arrangements apply to encapsulation<sup>1</sup>, the credential evaluation of international programmes of study or programmes which are not delivered by a higher education institution.

**Credit *not* awarded by Anglia Ruskin University**

*[NB The following Regulations are subject to Anglia Ruskin University's progressive implementation of the Bologna Process]*

4.43 The Senate has approved a range of recognised awards and qualifications conferred by higher education institutions and other educational bodies, both within the UK and overseas, as the basis for admission with prior learning to specific pathways at Anglia Ruskin University. Full details of this pathway tariff database are held by the Admissions Office.

4.44 Marks or grades from accredited prior learning, including such learning which has resulted in the conferment of an award, are not transferable to an Anglia Ruskin award and are therefore not used to classify the award.

4.45 Students admitted with credit may not be awarded an Honours Degree unless they have been awarded 120 credits of new learning of which at least 105 credits must be at Level 3 and at least 15 credits must be at Level 2 or higher (following successful completion of Anglia Ruskin fine graded modules) which form the basis for degree classification

4.46 Students seeking admission with prior learning based on APEL are required to prepare and submit a portfolio (or equivalent) of evidence for consideration by the Senate (or a committee of Senate, acting on its behalf).

**Credit awarded by Anglia Ruskin University (including learning undertaken at collaborative partner institutions)**

4.47 Students who have successfully completed modules when registered for an Anglia Ruskin pathway leading to a named award which has **not** been conferred and who then apply for admission with prior learning to a pathway leading to a subsequent Anglia Ruskin award, may transfer to the second pathway such Anglia Ruskin credits and their associated marks or grades as are permitted by the PSF, subject to the provisions of Regulations 4.33. If the first named award **has** been conferred, the credits, but not the associated marks or grades, may be transferred to the second award. The relevant Programme Leader is responsible for ensuring that the appropriate Student Handbook sets out the implications for credit and grade transfer in such cases, particularly the implications for students if the first award has been conferred.

4.48 Students within Anglia Ruskin University who have failed to achieve a sufficient volume of credit to be awarded an Honours Degree and who are permitted to transfer to a pathway leading to a different Honours Degree, are required to complete as new learning at least 60 fine graded Anglia Ruskin credits at Level 3. Such students must comply with the PSF for the new pathway and satisfy all the credit requirements at the appropriate level and volume for the second award.

4.49 Students who have successfully completed an Anglia Ruskin Ordinary degree which has been conferred and who subsequently apply for admission with prior learning to a pathway leading to an Anglia Ruskin Honours Degree are required to complete as new learning 120 credits of which at least 105 credits must be at Level 3 and at least 15 credits must be at Level 2 or higher.

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<sup>1</sup> Encapsulation is the process used by applicants/students who have competence-based or professional awards which they wish to be considered towards APCL. If there is a deficit in their previous learning (i.e. it is at a lower level than that required for higher education) applicants/students are able to use an encapsulation to demonstrate that the work they have previously completed can be developed further to make it equivalent to higher education level

## Applicants with a criminal conviction

- 4.50 A criminal conviction does not normally preclude an applicant from admission to a pathway offered by Anglia Ruskin University unless:
- the pathway leads to employment in an occupation covered by the Rehabilitation of Offenders (Exceptions) Order 1975
  - the applicant may in the view of Anglia Ruskin University pose a threat to staff, students or clients of Anglia Ruskin University.
- 4.51 All applicants must declare any “relevant”<sup>2</sup> criminal conviction on their application form.
- 4.52 Applicants for pathways in teaching, health, social work, and pathways involving work with children or vulnerable adults are required to declare any criminal conviction, including spent sentences and cautions (including verbal cautions) and bindover orders. Such applicants may require an “enhanced disclosure document” from the Criminal Records Bureau before their application is formally considered. Separate procedures are applied when considering and making a final decision on such cases.<sup>3</sup>
- 4.53 In dealing with all disclosures of a criminal conviction, Anglia Ruskin University observes the principles of the Rehabilitation of Offenders Act and all data protection legislation.
- 4.54 The appropriate Admissions Officer writes to an applicant on declaration of an offence, requesting that s/he writes to the **Director of Marketing (or nominee)** with details of the date of the conviction, nature of the offence and the sentence received. The Admissions Officer also invites the applicant to provide any comments and/or other background information e.g. reports from probation officers or social workers to support their application.
- 4.55 The Admissions Officer forwards the applicant’s file, including a copy of the letter requesting further information, to the **Director of Marketing (or nominee)**. On receipt of the file and any further information provided by the applicant, the **Director of Marketing (or nominee)** determines whether:
- it is safe to proceed with the application, namely to an offer of an interview or an offer of a place in accordance with the admissions procedures used for all applicants
  - it is unsafe to proceed any further with the application in view of the additional information received.
- 4.56 The **Director of Marketing (or nominee)** may on occasion request an interview with the applicant in person in order to reach a decision on this matter.
- 4.57 In serious cases or where there is significant doubt, the **Director of Marketing (or nominee)** refers the case to a Panel comprising the **Director of Marketing (or nominee)**, a Deputy Vice Chancellor and the Director of Student Services. A member of the Vice Chancellor’s Group may act in the absence of one or more of these Panel members.

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<sup>2</sup> “Relevant criminal convictions are only those convictions for offences against the person, whether of a violent or sexual nature, and convictions for offences involving supplying controlled drugs or substances where the conviction concerns commercial drug dealing or trafficking. Convictions that are spent (as defined by the Rehabilitation of Offenders Act 1974) are not considered to be relevant and applicants should not reveal them” (UCAS Guide to Applicants)

<sup>3</sup> Anglia Ruskin University is a registered user of the Criminal Records Bureau and uses its Disclosure Service as an additional admissions process when considering such applicants. Guidance for Managers on use of the Disclosure Service are published by the Office of the Secretary and Clerk. Detailed procedures for considering and deciding on such cases are published by the relevant Faculty.

- 4.58 The **Director of Marketing (or nominee)** or, where appropriate, the Panel uses the following criteria in determining whether the application may proceed:
- a duty of care towards Anglia Ruskin University
  - the nature of the pathway to which the candidate has applied
  - the date, nature and seriousness of the offence committed
  - the circumstances of the offence
  - any history of repeat offending
  - whether the applicant has provided evidence of sustained non-offending following the conviction and/or subsequent good behaviour
  - supporting documentation from probation officers, social workers or any other professional staff.
- 4.59 The **Director of Marketing (or nominee)** formally records the final decision and conveys it in writing to the applicant.
- 4.60 The application is formally rejected if the final decision is that it is unsafe to proceed with the application.
- 4.61 An applicant may appeal to the Vice Chancellor against the decision of the **Director of Marketing (or nominee)**, if the applicant can provide further evidence which was not, for good reason, provided to the **Director of Marketing (or nominee)** at the time of the original request.

#### **Disabled applicants and applicants with specific learning difficulties**

- 4.62 Applicants with a disability or specific learning difficulties are considered using the same entry requirements as for all other applicants.
- 4.63 Such applicants are strongly encouraged to disclose the nature of their disability or specific learning needs on their application form or to contact Anglia Ruskin University's Student Support Services directly to enable Anglia Ruskin University to consider the provision of appropriate support for their studies.
- 4.64 Applicants who disclose a disability or specific learning difficulties on their application form are referred to Anglia Ruskin University's Student Support Services for an assessment of their individual needs.
- 4.65 In making such an assessment, Anglia Ruskin University abides by all current legislation governing this area and makes any reasonable adjustments to enable the applicant, if successful, to attend Anglia Ruskin University.
- 4.66 Any needs identified as a result of the assessment are conveyed, on a confidential basis, to other appropriate departments within Anglia Ruskin University.
- 4.67 **An analysis of students admitted under these arrangements is conducted annually by the Admissions Office for consideration by the Senate (or a committee of Senate acting on its behalf).**



## SECTION 5

### STUDENT CONDUCT, RIGHTS AND RESPONSIBILITIES

#### Student conduct

- 5.1 All students have a responsibility to comply with Anglia Ruskin University's Rules and Regulations and Procedures for Students, approved and published by the Board of Governors<sup>1</sup>
- 5.2 A copy of the Rules, Regulations and Procedures for Students is given to all students at initial registration at Anglia Ruskin University. They include:
- Residence Regulations
  - Library Rules
  - Use of Computer Facilities
  - Code of Conduct for Students
  - Fitness to Practise: Policy and Procedures
  - Payment of tuition fees
  - Registration and Re-Registration
  - Notification of student address
- 5.3 Students who are in breach of the Rules, Regulations and Procedures for Students may be liable to disciplinary action under Anglia Ruskin University's Student Disciplinary Procedures, full details of which are set out in the Rules, Regulations and Procedures for Students.

#### Student rights

- 5.4 Students have the right to:
- be informed about the basis for determining their degree classification and/or their overall level of achievement in the award for which they are registered, as set out in these Academic Regulations (see Section 8)
  - be informed about the assessment methods and assessment criteria for the individual modules they are taking (see Section 6)
  - be provided with teaching and/or tutorial guidance in preparation for the assessment of the award for which they are registered and of the individual modules they are taking
  - be assessed and, where appropriate, be re-assessed in accordance with the Academic Regulations (see Section 6)
  - request a review of an examiner's decision if there is evidence of any irregularity in the conduct of the assessment process or if a student's performance has been affected by personal circumstances which, for valid reasons, could not be notified to the examiners before the examiner's decision was taken, and to have that request formally considered by the body authorised to consider such requests (see Section 9)
  - to submit any claim for mitigation in accordance with these Academic Regulations (see Sections 6 and 7)
  - be consulted (but not necessarily individually) on any proposed changes to the Academic Regulations governing student continuation and assessment which relate to students currently registered on pathways to which those changes apply and which may directly affect individual students

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<sup>1</sup> Copies of the Rules, Regulations and Procedures for Students (also known as "the Grey Book") are available from the Office of the Secretary and Clerk. The Student Charter is included in this publication.

- seek redress through the appropriate channels if Anglia Ruskin University, without valid cause, has failed to provide the teaching and/or tutorial guidance specified in these Academic Regulations or has failed to provide reasonable alternative arrangements or has failed to provide information on assessment processes, procedures and methods as required by the Senate Code of Practice on the Assessment of Students.

## **Student responsibilities**

5.5 Students have the following responsibilities:

- to attend regularly those taught elements as may be prescribed in Student Handbooks and/or Module Guides published by the Faculty, unless sickness or other valid circumstances pertain
- to participate in learning activities in those taught elements in an appropriate way
- to attend the prescribed examinations and to submit work for assessment in accordance with the Academic Regulations, without committing an assessment offence or otherwise seeking to gain unfair academic advantage.

## SECTION 6

### ASSESSMENT: GENERAL

#### Introduction

6.1 These Academic Regulations provide the regulatory framework for Anglia Ruskin University's assessment processes. Policies and procedures for the detailed implementation and quality assurance of those processes are set out in the Senate Code of Practice on the Assessment of Students (July 2005) which has been designed to complement the Academic Regulations and to be read in conjunction with them.

#### Purpose

6.2 The purpose of assessment is

- to enable students to demonstrate whether they have achieved the intended learning outcomes of the pathway for which they are registered and/or of its constituent modules
- to measure and grade the outcome of students' learning in terms of knowledge acquired, understanding developed and skills gained
- to provide students with formal and informal feedback on their learning, thereby helping them to improve their performance
- to provide the necessary evidence to determine whether students are eligible to proceed to the next stage of their award, to qualify for an award, and/or have demonstrated competence to practice.

#### Principles

6.3 Students are registered for a pathway leading to an award and are required to present themselves for assessment (including re-assessment) at the appropriate time.

6.4 The assessment of students in terms of their eligibility for an Anglia Ruskin award is based on their achievement in the assessment of prescribed modules within the pathway for which they are registered.

6.5 All forms of module assessment are determined by and conducted by Anglia Ruskin University at approved times published in advance by Anglia Ruskin University<sup>1</sup>.

6.6 Level 1 modules delivered in Semester 1 of a pathway are assessed using methods other than a written examination, unless a written examination is required by a professional or statutory body<sup>2</sup>

6.7 Students are responsible for ensuring that they submit all items of assessment by the prescribed deadlines and present themselves for examination on the published dates.

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<sup>1</sup> For the purpose of these Academic Regulations an individual item/element of assessment is awarded a "mark" and a module as a whole is awarded a "module result"

<sup>2</sup> For these purposes an "examination" is a method of assessment which is administered by the Academic Office (or by the equivalent central unit in a partner institution acting on behalf of, and in consultation with, the Academic Office) under time constrained conditions, is normally timetabled during the published examination weeks at the end of the teaching period and is subject to the Regulations governing the conduct of Anglia Ruskin University examinations. An "in-class test" may be used as an alternative to a written examination for a Level 1 module in Semester 1 and may be held at the end of the teaching period **provided that** the test is assessing specific learning outcomes for that module which cannot be assessed in other ways (e.g. practical skills) and/or the test is part of a staged, time constrained assessment instrument (e.g. a series of computer based in-class tests).

- 6.8 On successful completion of a module students are awarded a module result and an approved volume of credit at a defined level. The accumulation of credit at appropriate level(s) is used to determine whether students are eligible to proceed to the next stage of their award, to qualify for an award, and/or have demonstrated competence to practise.
- 6.9 Decisions on the outcome of all assessment processes, whether for an individual or a group of students, are made only by:
- a formally constituted Departmental Assessment Panel established by the appropriate Faculty Board (for the approval of module results), attended by one or more External Examiners and reporting to a Faculty Awards Board
  - a formally constituted Faculty Awards Board established by the appropriate Faculty Board (for the determination of award outcomes), also attended by one or more External Examiners and reporting to the Senate
- (see Section 7 of these Academic Regulations for the terms of reference and membership of Departmental Assessment Panels and Faculty Awards Boards).
- 6.10 The determination of award classifications and other levels of overall student achievement is based on a University-wide system of arithmetic calculation (see Section 8 of these Academic Regulations for details). There is no discretion:
- to alter a student's marks or results after they have been formally approved by a Departmental Assessment Panel
  - to adjust the arithmetic calculation used to determine an award classification (see Section 8 for details of the algorithm used for each award).

### **Equity and clarity in assessment**

- 6.11 Equity and clarity are key principles governing Anglia Ruskin University's assessment procedures (see Senate Code of Practice on the Assessment of Students, para 2.1)
- 6.12 Mechanisms to ensure their fulfilment, as well as the accuracy of individual marks, include (for details see Glossary to the Senate Code of Practice on the Assessment of Students):
- the systematic use of published assessment criteria and marking standards (CoP, para 6.1)
  - marking schemes (CoP, para 6.4)
- 6.13 Faculties (and Departments within each Faculty) are responsible for ensuring that no individual student or group of students is disadvantaged by the nature of an assessment task or the marking system used.

### **Objectivity and independence in assessment**

- 6.14 Anglia Ruskin University's assessment procedures are also governed by the principles of objectivity and independence.
- 6.15 Mechanisms to ensure their achievement include (for details see Glossary to the Senate Code of Practice on the Assessment of Students):
- anonymous marking, wherever practicable (CoP, para 6.2.1)
  - double marking in certain circumstances (CoP, paras 6.2.2 and 6.2.3)
  - a uniform system of internal and external moderation (CoP, paras 6.2.4 and 6.2.5)
- 6.16 Faculties (and Departments within each Faculty) are responsible for ensuring that Anglia Ruskin University's policies on objectivity and independence in assessment are effectively implemented and consistently applied.

## Language of assessment

6.17 The language of assessment for all pathways leading to an Anglia Ruskin award is English unless otherwise approved by the Senate. Examples of such exemptions include:

- appropriate assessment methods in modern foreign languages
- appropriate stages of dual awards
- students transferring certificated prior learning in certain circumstances.

This list is not exhaustive.

## Module assessment

*[NB These Regulations apply equally to modules at all levels]*

6.18 A module must be assessed by at least one item of assessment unless it is a non-assessed placement module for which “P credit” is awarded (see Regulation 2.3). The number of items of assessment and the weighting to be assigned to each item is specified on the Module Definition Form (MDF) at the academic approval stage and is published to students in the Module Guide.

6.19 There is a maximum of two items of assessment for a 15 credit module and a maximum of three items of assessment for modules of a higher credit volume. The Major Project is normally assessed by a single item of assessment.

6.20 Exceptionally, the method of assessment for a module may vary depending on its delivery method (e.g. standard delivery or flexible and distributed learning) or delivery location. Such variants are considered at the approval stage and are known as Mode A assessment, Mode B assessment etc. The basis on which the variants are used is set out in the Notes of Guidance for the MDF.

6.21 A module’s volume of assessment directly relates to its credit volume. The assessment workload normally approximates to one third of the notional learning hours for the module as reflected in its approved credit rating.

6.22 The following tariffs, defining the maximum volume of module assessment in relation to credit volume, apply to **modules contributing to** all taught pathways:

### Undergraduate modules (Levels 1-3)

Module Credit Volume	Assessment items	Word Limits <sup>3</sup>	Exam equivalence	Other equivalence
15 credits	1 (strongly recommended) or 2 maximum	Up to 3,000 words <sup>4</sup>	Up to 1 hour equivalence per 1000 words	Word based e.g. <ul style="list-style-type: none"> <li>• Patchwork text</li> <li>• Portfolio</li> </ul> assessed part: 1000 words per 5 credits. All other assessment types e.g. <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Seminars</li> <li>• Artefacts</li> <li>• Work based</li> <li>• Lab based</li> </ul> must be achievable within the notional learning hours set aside for assessment within the total for the module
30 credits	3 maximum	Up to 6,000 words <sup>4</sup>	As above	
45 credits	3 maximum	Up to 9,000 words <sup>4</sup>	As above	
30 credits: Major Project	1	Up to 10,000 words <sup>5</sup>	Not applicable	
45 credits: Major Project	1	Up to 15,000 words <sup>5</sup>	Not applicable	
60 credits: Major Project	1	Up to 20,000 words <sup>5</sup>	Not applicable	

<sup>3</sup> These word limits are maxima and a lower limit (no less than 80% of the maxima) may be proposed at the academic approval stage. Word limits which are less than 80% of the maxima require a rationale at the academic approval stage.

<sup>4</sup> based on the ratio of 1000 words per 5 credits for taught modules (assuming 50 hours within every 150 notional learning hours are spent on assessment)

<sup>5</sup> based on a higher ratio of words per credits (recognising that more time is spent on the assessment item for a Major Project i.e. 75 hours within every 150 notional learning hours are spent on assessment).

### Postgraduate modules (Level 4)

Module Credit Volume	Assessment items	Word Limits <sup>6</sup>	Exam equivalence	Other equivalence
15 credits	1 (strongly recommended) or 2 maximum	Up to 4,000 words <sup>7</sup>	Up to 1 hour equivalence per 1000 words	Word based e.g. <ul style="list-style-type: none"> <li>• Patchwork text</li> <li>• Portfolio</li> </ul> assessed part: 1000 words per 5 credits. All other assessment types e.g. <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Seminars</li> <li>• Artefacts</li> <li>• Work based</li> <li>• Lab based</li> </ul> must be achievable within the notional learning hours set aside for assessment within the total for the module
30 credits	3 maximum	Up to 8,000 words <sup>7</sup>	As above	
45 credits	3 maximum	Up to 12,000 words <sup>7</sup>	As above	
60 credits	3 maximum	Up to 16,000 words <sup>7</sup>	As above	
30 credits: Major Project	1	Up to 15,000 words <sup>8</sup>	Not applicable	
45 credits: Major Project	1	Up to 20,000 words <sup>8</sup>	Not applicable	
60 credits: Major Project	1	Up to 25,000 words <sup>8</sup>	Not applicable	

<sup>6</sup> These word limits are maxima and a lower limit (no less than 80% of the maxima) may be proposed at the academic approval stage. Word limits which are less than 80% of the maxima require a rationale at the academic approval stage.

<sup>7</sup> based on the ratio of 4000 words per 15 credits for taught modules (assuming 50 hours within every 150 notional learning hours are spent on assessment)

<sup>8</sup> based on a higher ratio of words per credits (recognising that more time is spent on the assessment item for a Major Project i.e. 75 hours within every 150 notional learning hours are spent on assessment)

- 6.23 All items of assessment are marked on a fine graded or pass/fail basis, as defined on the MDF. The pass level for modules which are fine graded is 40%.
- 6.24 Bands of marks, based on a percentage scale, are used for all items of assessment which are fine graded.
- 6.25 A module result is determined by calculating a weighted arithmetic mean of the mark of each item of assessment. A module result is rounded to the nearest integer i.e. less than 0.5 is rounded down and greater than or equal to 0.5 is rounded up.

6.26 In addition, the results for modules contributing to a Higher National Certificate/Diploma are classified, as required by the License Agreement with Edexcel. The following classifications, consistent with the classifications used for HNC/D awards, are used for these module results:

Distinction	70%+
Merit	60% - 69%
Pass	40% - 59%
Fail	0% - 39%

- 6.27 Assessment criteria and marking standards (see Senate Code of Practice on the Assessment of Students for a definition of these terms) are used to define and evaluate student achievement in the completion of assessed work for an individual module.
- 6.28 Generic assessment criteria and marking standards, approved by the Senate (29 November 2006), are published to staff and students in Anglia Ruskin University publications, including the Senate Code of Practice on the Assessment of Students and the Undergraduate and Postgraduate Student Handbooks.
- 6.29 The generic assessment criteria and marking standards may be customised, as appropriate, by Module Leaders and/or Heads of Department, for use within the Faculty and are published to staff and students in Module Guides and/or Student Handbooks.
- 6.30 Students taking a module which is graded on a pass/fail basis must satisfy the criteria for a pass, as defined in the assessment criteria for that module.
- 6.31 Students must achieve a qualifying mark of at least 30% in each item of assessment within a module which is fine graded in order to gain an overall pass for the module and to be awarded the associated volume and level of credit. A higher qualifying mark may be set only in exceptional circumstances e.g. to take account of the requirements of a professional or statutory body or where a particular pathway learning outcome is assessed by a single item of assessment within an identified module which must be passed for that reason.
- 6.32 Students who have not achieved the qualifying mark in each assessment element are deemed to have failed the module and are referred for re-assessment in the failed element(s), even if the aggregate mark for the module is 40% or higher.
- 6.33 Students who fail a module at the first attempt are permitted **one** further opportunity to pass the module unless, in the case of undergraduate students, they satisfy the criteria for compensation. *[NB Compensation is applied at the earliest point when students become eligible: see the Regulations governing compensation for details].*
- 6.34 All students must pass (or be awarded credit for) any module categorised as a compulsory module within the pathway for which they are registered (see Regulations 6.71 and 7.18 for the consequences of failing a compulsory module).
- 6.35 Students who have already passed a module may not be re-assessed in or retake that module in order to improve their module result.

- 6.36 A Faculty Awards Board is not permitted to amend a module result which has been agreed by a Departmental Assessment Panel
- 6.37 In exceptional circumstances and when the mitigation process and/or the identification of alternative means of assessment have been exhausted, the Chair of the Senate, acting on behalf of the Senate, and on the recommendation of the appropriate Faculty Awards Board, may award an aegrotat pass in a module, provided there is sufficient evidence that the student would have achieved the appropriate level of knowledge, understanding and skills if it had not been for illness or other valid cause. A module result is not awarded and the credits are recorded as aegrotat ("A") credits on the student record system. An annual report on the use of such credits within each Faculty is submitted to the Senate in Semester 1.
- 6.38 In exceptional circumstances the Chair of the Senate, acting on behalf of the Senate and on the recommendation of the appropriate Faculty Awards Board, may exempt a student from a specified volume of credit at a particular level. A mark is not awarded and the credits are recorded as exempted ("E") credits on the student record system. An annual report on the use of such credits within each Faculty is submitted to the Senate in Semester 1.

### **Submission of work for assessment**

- 6.39 The submission of work for assessment is the responsibility of the student alone.
- 6.40 Students are required to ensure:
- that all written assignments (including reports associated with practice or workplace assessments) are received in the appropriate administrative office by the published deadline (on or before the due date) and that all pages including the Assignment Cover Sheet are securely fastened (e.g. stapled or bound) and are accompanied by the Assignment Receipt
  - that they receive an Assignment Receipt duly notarised and dated as proof of submission. Without proof of submission, Anglia Ruskin University takes no responsibility for any assignment that goes missing. The assignment is deemed a failure in such circumstances
  - that they retain a copy of all written work submitted for assessment or re-assessment
  - that they retain all marked written assignments, together with cover sheets and tutor comments, until the module has been considered by the appropriate Faculty Awards Board and the period of appeal (four weeks after notification of results) has expired
  - that they resubmit marked work if required by Anglia Ruskin University for moderation by an External Examiner or for any other reason considered valid by the Senate.
- 6.41 Students are also required to ensure that all non-written work for assessment (e.g. an artefact, a musical performance, preparation of electronic data) is presented in the required format, by the published deadline and at the prescribed location.
- 6.42 Students should ensure that, where practicable, they retain a copy of the non-written work submitted.
- 6.43 Students should also ensure that such work is retained with tutor comments for moderation by an External Examiner or for any other reason considered valid by the Senate.
- 6.44 Late assignments are not accepted and a mark of zero is awarded unless an extension to the deadline has been approved for an individual student in advance of the deadline (see the Regulations governing short and long term extensions for details).

### **Short term extensions**

- 6.45 A student may request an extension to a submission deadline when circumstances outside the student's control have arisen which prevents submission or are likely to result in significant underperformance if the original deadline is enforced.

- 6.46 Students must submit their request to a Student Adviser (or to an appropriate member of staff in a partner institution) **before** the submission deadline. Student Advisers (or a designated staff member in a partner institution approved by the relevant Director of Studies) consider such requests under the supervision and delegated authority of the Director(s) of Studies for the Faculty.
- 6.47 Student Advisers (or the designated staff member in a partner institution) have delegated authority to approve extensions of up to five, and exceptionally up to ten, working days.
- 6.48 The following are acceptable reasons for such a request:
- short-term illness
  - a short-term illness of any person for whom the student has a responsibility for care
  - authorised absence from Anglia Ruskin University (or partner institution) during teaching weeks
  - an enforced change in employment circumstances for which only short term notice was given
  - other reasons considered acceptable by the Student Adviser (or the designated staff member in a partner institution).
- 6.49 The following are **not** acceptable reasons for such a request:
- academic workload
  - misreading the instructions on submission deadlines in the Module Guide/Module Definition Form/timetable
  - computer, disc, printer or any other technical failure for which the student is responsible (students should ensure that they keep a back-up copy of their work)
  - unauthorised absence from Anglia Ruskin University (e.g. holiday taken during teaching weeks).
- 6.50 If approved, a copy of the form approving any extension must be attached by the student to the submitted assignment.
- 6.51 An annual report on the use of short term extensions within each Faculty is considered in Semester 1 by the Faculty Student Review Subcommittee and the Senate's Student Experience Committee.

### **Long term extensions**

- 6.52 Long term extensions of up to one year are considered and approved if, in the view of the Student Adviser and the Director of Studies for the Faculty (or nominee), the student is experiencing personal or professional difficulties and use of other measures would:
- result in significant disadvantage to the student's academic performance and/or ability to complete his/her studies
  - exacerbate an existing health problem or result in additional stress related problems
  - fail to address the underlying problem or issue which is unpredictable in nature.
- All requests for long term extensions submitted by students registered in a partner institution for a pathway leading to an Anglia Ruskin award must be submitted to the designated staff member in that institution for joint consideration by a Student Adviser **and** the Director of Studies for the Faculty (or nominee).
- 6.53 A long term extension may also be considered and approved where there are practice-related issues which can be resolved only through additional time for completion.
- 6.54 Long term extensions are viewed as exceptional solutions and are used only in circumstances where officers are confident that the individual case merits such action.
- 6.55 All long term extensions are considered on a confidential basis.

6.56 An annual report on the use of long term extensions within each Faculty is considered in Semester 1 by the Faculty Student Review Subcommittee and the Senate's Student Experience Committee.

### Exceeding word limits

6.57 A written assignment must not exceed the maximum word limit set for that assignment. Students are required to enter an accurate word count on the Assignment Cover Sheet. Any Assignment Cover Sheet which does not contain an accurate word count is not accepted.

6.58 Any assignment exceeding the word limit is penalised by the deduction of 10 percentage points of the maximum marks available for the assignment. If an assignment submitted for re-assessment exceeds the word limit, the deduction is applied to the actual fine graded mark (i.e. prior to capping the module result at 40%), the consequence of which may be an overall fail in the re-assessed assignment. The MDF for a module which is graded on a pass/fail basis must specify whether submission of a written assignment exceeding the word limit results in failure in the module.

6.59 In determining the text to be included within the maximum word limit, the following items are excluded:

- abstracts
- indented quotations (of more than 50 words)
- tables
- figures
- diagrams
- footnotes/endnotes used for reference purposes and kept within reasonable limits
- list of references and/ or bibliography
- appendices.

### Module re-assessment: number of attempts, form, timing and module result

6.60 Students who fail a module at the first attempt are permitted **one** further opportunity to pass the module, subject to:

- the Academic Regulations governing compensation which apply only to undergraduates
- the outcome of any claim for mitigating circumstances
- the provisions of Regulations 6.66-6.71 below.

6.61 The appropriate Departmental Assessment Panel determines the form and timing of re-assessment for each module on the following basis:

**either** (a) the form of re-assessment is normally a resit of the failed elements. Exceptionally, an alternative method of re-assessment is provided e.g. where the original method of assessment can no longer be repeated for an individual student

**or** (b) the re-assessment is undertaken after further attendance (where deemed necessary in view of the subject area e.g. laboratory work for a science-based subject).

6.62 There are two formal stages within the academic year when re-assessment by written examination is held:

- the last four working days of the Easter vacation (but subject to the timing of the Easter weekend in any particular year)
- the four working days following the August Bank Holiday.

The Faculty Awards Board determines the earliest appropriate re-assessment point for each student.

- 6.63 Students who are required to resit an examination but who fail to present themselves for that examination at the appropriate time are deemed to have revoked their one opportunity for re-assessment.
- 6.64 In determining whether a student has passed a module on re-assessment the arithmetic calculation is based on the highest mark(s) achieved in each item of assessment, whether at the first attempt or re-assessment.
- 6.65 The module result for a student who passes a module at re-assessment is capped at 40%.
- 6.66 Any student who fails a 15 or 30 credit module after re-assessment is permitted within the limits prescribed in Regulation 6.70:
- either** (a) to re-take the same module (whether compulsory or designated) with attendance  
**or** (b) if the failed module is classified as a designated module, to replace it with an alternative module (with attendance) at the same level from the list of designated modules set out in the relevant PSF.
- Students are entitled to the normal two attempts to pass the module as defined in Regulation 6.60.
- 6.67 An appropriate alternative to the attendance requirement is applied where a module is delivered by flexible and distributed learning, including e-learning.
- 6.68 The module result for the first attempt at a re-taken module under Regulation 6.66 (a) is capped at 40%. Marks achieved for individual assessment elements undertaken on the original take are **not** carried forward to the re-take of the module.
- 6.69 The module result for the first attempt at a replacement module under Regulation 6.66 (b) is **not** capped.
- 6.70 The maximum combined value of re-taken with attendance and replacement modules taken by a student under Regulations 6.66-6.69 is 30 credits at any one level and, for those pathways where the intended award comprises more than 120 credits, 60 credits in total for the pathway.
- 6.71 Any student who fails re-taken and/or replacement modules after re-assessment **and** who has exhausted the maximum combined value of re-taken and replacement modules permitted under Regulation 6.70, is automatically considered by the Faculty Awards Board under the Regulations governing student review and continuation (see Section 8 of these Academic Regulations), subject to the outcome of any claim for mitigation under the Regulations governing mitigation.

### **Compensation (to be applied for the first time by Faculty Awards Boards in January 2007)**

- 6.72 Compensation for a failed module is considered, in certain circumstances and in accordance with the following principles and criteria, by the Faculty Awards Board responsible for the pathway on which a student is registered. Compensation is applied at the earliest point in the assessment process when the student becomes eligible for consideration.
- 6.73 The principle of compensation applies to all undergraduate pathways (and to Levels 0-3 of the MDes) except those pathways containing fewer than 120 credits. Compensation may be excluded from other pathways (or element(s) within them) only if exclusion is required by a professional or statutory body (for which written evidence is required at the academic approval stage).
- 6.74 If the principle of compensation is excluded from a particular pathway and/or module an appropriate reference must be made on the Pathway Specification Form and/or Module Definition Form.
- 6.75 Compensation is based on a student's overall performance in the pathway for which he/she is registered and is considered at undergraduate levels 0, 1, 2, and 3.

- 6.76 The Major Project module within an undergraduate pathway cannot be compensated.
- 6.77 Compensation requires evidence of academic strength at a clearly defined level elsewhere within a student's period of study and is exercised within the following limits:

Award	Limits to volume and level of compensation <sup>9</sup>
Honours Degree (and Levels 0-3 of the MDes)	Maximum of 45 credits for entire pathway (only for Levels 0-3 of the MDes) and maximum of 30 credits at any one level
Ordinary Degree Foundation Degree Diploma of Higher Education Higher National Diploma	Maximum of 30 credits for entire pathway and maximum of 30 credits at any one level
Higher National Certificate Certificate of Higher Education Professional Graduate Certificate in Education (PGCE: Level 3)	Maximum of 15 credits for entire pathway
Graduate Diploma (if at least 120 credits) University Diploma (if at least 120 credits) Access Certificate (if at least 120 credits)	Maximum of 15 credits for entire pathway

- 6.78 Compensation for a failed module is considered by a Faculty Awards Board only if **all** the following criteria have been satisfied when applied to an individual student:

- Anglia Ruskin modules totalling at least 75 credits (including any credit awarded for prior learning) have been passed at the level for which compensation is being considered
- the weighted mean result of the passed, fine graded modules, contained within the required 75 or more credits (but excluding any non-graded credit awarded for prior learning) is 45% or higher
- the qualifying mark has been achieved in all items of assessment for the module(s) for which compensation is being considered

- 6.79 If **all** the above criteria have been satisfied, the Faculty Awards Board:

- compensates the failed module
- retains the module result at the failed level
- classifies the module result as a "Pass (by compensation)"
- awards the appropriate volume of credit for the module.

- 6.80 Compensation is not discretionary. If **all** the above criteria have been satisfied, the Faculty Awards Board must compensate a student for a failed module at the earliest point when the student becomes eligible for consideration. If a student is eligible for compensation in more than one failed module, the following principles are applied by the Faculty Awards Board (subject to the limits to the volume and level of compensation defined in Regulation 6.77):

- the module with the larger credit volume is compensated first
- if two or more modules with the same credit value are eligible for compensation, the module(s) with the highest result(s) is/are compensated first.

<sup>9</sup> Students who are transferred to a pathway leading to a lower award are permitted to transfer the volume and level of any compensation they have already been granted, even though the volume and level may exceed the maximum permitted for the lower award.

## **Mitigation: Procedure in the event of illness or other valid cause**

6.81 Mitigation is the process by which Anglia Ruskin University makes allowance for any matter or circumstance which may have seriously affected a student's performance in an assessment element(s) **(including an element submitted for re-assessment)**.

### Eligibility

6.82 Mitigating circumstances must have had a seriously adverse effect on the student's performance **and** have been unanticipated and beyond the student's control.

6.83 The following reasons are considered as acceptable grounds for mitigation:

- a serious personal illness which is not a permanent condition
- the death, or serious illness, of a close family member, a friend or person for whom the student has a responsibility of care
- sudden or unforeseen circumstances beyond the reasonable control of the student.

6.84 The following reasons are **not** considered acceptable as grounds for mitigation:

- family, work, financial or other general problems which lie outside of the circumstances identified in Regulation 6.83
- poor awareness of Anglia Ruskin University's Academic Regulations
- being unaware of, or misunderstanding, a submission deadline or the date of an examination
- computer, disc, printer or any other technical failure for which the student is responsible (students should ensure that they keep a back-up copy of their work).

6.85 A disability which emerges during a student's studies may be considered under the mitigation process at the first assessment point after it emerges. Following diagnosis and assessment of the effects of the condition Anglia Ruskin University makes allowance and in doing so enables the student to be assessed on the same basis as other students.

6.86 Mitigation is considered only in sudden or unexpected circumstances. Students are strongly encouraged to disclose recurrent problems affecting their performance in assessment so that Anglia Ruskin University can provide appropriate help and/or make allowance with regard to the assessment process. Such recurrent problems, if disclosed by a student, are considered on a strictly confidential basis.

6.87 Claims for mitigation must be submitted by the student or in exceptional circumstances (e.g. when a student has been hospitalised) by a Director of Studies, Programme Leader or Student Adviser on behalf of the student **no later than five working days** after the submission date of assessed work or the date on which an examination has been sat.

6.88 **A claim for mitigation, once formally submitted, can not be withdrawn.**

### Consideration

6.89 Claims for mitigation are considered against two criteria:

- the basis of the claim is an acceptable ground for mitigation **and**
- the claim is supported by documentary evidence (a contact telephone number in the case of close family bereavement) which must accompany the claim wherever practicable.

6.90 Claims for mitigation are considered only if both the above criteria are satisfied.

- 6.91 Claims for mitigation are submitted to a Student Adviser for an initial check whether both criteria have been satisfied before the claim is formally considered.
- 6.92 Claims for mitigation are considered by Faculty Mitigation Panels without knowledge (whether by staff or students) of any mark attained by students and, within the context of the Faculty Mitigation Panel, in confidence.
- 6.93 The constitution and terms of reference of Faculty Mitigation Panels are set out in Section 7 of these Academic Regulations.

Consequences:

6.94 The outcome of a successful mitigation claim is that:

- any mark achieved for the relevant element(s) is annulled
- the student is required to take either the assessment or the re-assessment in the mitigated element(s) at a time determined by Anglia Ruskin University. In certain circumstances the student may be required to retake the module as a first attempt in order to be assessed in the mitigated element

*[NB To ensure that the formal decision on a student's performance for the first and final attempts at a module is made using the appropriate marks for each assessment element and at the appropriate point, the various assessment elements for an individual module must remain synchronised. For this reason assessment in a mitigated assessment element must be completed by the student, and considered by the Departmental Assessment Panel, before any re-assessment in another non-mitigated element(s) of the module can be undertaken]*

- the module result will not be capped unless it is a further attempt at re-assessment following a previous failure.

## **Conduct of Anglia Ruskin examinations (including examinations held at locations outside Anglia Ruskin University or overseas)**

### Introduction

- 6.95 These Academic Regulations apply only to formal invigilated examinations held at Anglia Ruskin University or to examinations administered by a partner institution, whether in the UK or overseas, under an approved validation, franchise or outcentre arrangement.
- 6.96 In certain circumstances not covered by a formal agreement with a partner institution Anglia Ruskin University is willing to permit a student or group of students to sit or resit an examination at a location outside Anglia Ruskin University (including an overseas location). Such examination(s) are conducted in accordance with these Academic Regulations and the Guidelines published in the Procedural Document associated with the Senate Code on Practice on the Assessment of Students. The relevant Head of Department is responsible for making the detailed arrangements.

### Student attendance at Examinations

- 6.97 Students are responsible for presenting themselves at the examination room in good time before the examination is due to begin. If an examination is held outside Anglia Ruskin University, students are required to comply with any local instructions in addition to these Academic Regulations.
- 6.98 Students who fail to attend an examination for whatever reason must contact a Student Adviser (or the appropriate member of staff at a partner institution) for advice as soon as possible (see also Regulations 6.81-6.92 concerning mitigating circumstances).
- 6.99 Students are normally admitted to the examination room 10 minutes before the stated time of the examination but only when instructed to do so by an invigilator.
- 6.100 Students are permitted to enter the examination room up to 30 minutes after the official start of the examination, but not normally thereafter. If there are abnormal or extenuating circumstances leading to the late arrival of a student, the invigilator has discretion to admit the student after the first 30 minutes has expired, provided no student has already left the examination room. Additional time for any student arriving after the start of an examination is not permitted in any circumstances.
- 6.101 Students are admitted to the examination room only on production of their student ID card (or other means of identification containing a recent photograph, deemed acceptable to Anglia Ruskin University) which they must place in a prominent position on their desk. The invigilator uses the ID card as evidence of identity when completing the attendance register.
- 6.102 Students must not leave their place without the prior permission of an invigilator. This will not be given in the first 30 minutes or the last 15 minutes of an examination.
- 6.103 Students wishing to leave the examination room temporarily must seek the prior permission of an invigilator, and are liable to be accompanied throughout their absence by the invigilator or another person designated by the invigilator. A student must observe any condition set by an invigilator when permitting that student temporarily to leave the examination room. Any student who leaves the examination room without the prior permission of an invigilator is deemed to have withdrawn from the examination and cannot be re-admitted.
- 6.104 Students wishing to leave the examination room permanently before an examination has ended must first attract the attention of an invigilator to ensure that their scripts are collected and secured by the invigilator. They should take care not to disturb other students when leaving and must observe the Academic Regulations governing the conduct of examinations until they are outside the room. A student whose script has been collected and secured by an invigilator in this way cannot be re-admitted to the examination room.

## General

- 6.105 On entering the examination room, students are subject to the authority of the invigilators and must act according to their instructions.
- 6.106 Once they are in the examination room students must neither have in their possession nor make use of any book, manuscript, calculator, palm-top computer, mobile phone (or other communication device) or any other aid which has not been approved prior to the start of the examination. Students whose first language is not English are normally permitted to take into the examination room a single-volume, bilingual dictionary (without annotation) except where the examination is in an applied English language or modern foreign language subject.
- 6.107 The approved use of calculators, specified reference books or other equipment for certain examinations is published by the relevant academic department and in the rubric for the examination question paper. The academic department and examination rubric define precisely the type of calculator, title of book(s) and/or type of equipment permitted in each case. The use of electronic dictionaries or translators is not permitted.
- 6.108 Students who bring unauthorised items to their places by mistake must inform an invigilator as soon as they discover the presence of such items.
- 6.109 Coats, briefcases, mobile phones/pagers and other devices (which must be switched off) and similar items must be deposited in the examination room as directed by an invigilator. All such items are deposited at the sole risk of the student.
- 6.110 Students must use only the official examination stationery provided. Students are not permitted to remove any script, rough work, official stationery (excluding the examination question paper) or equipment from the room.
- 6.111 Unless otherwise authorised in the examination rubric, students must use only blue or black ink in completing the examination answer book(s). A pencil may be used only for the drawing of diagrams.
- 6.112 During the examination students must not communicate in any way with any person other than an invigilator.
- 6.113 A student is permitted to attract an invigilator's attention by raising his/her hand. A student must not leave his/her place without the prior permission of an invigilator.
- 6.114 Smoking is not permitted in the examination room.
- 6.115 A student who, in the opinion of the invigilators, causes any disturbance, which may include eating or drinking and continues to do so after warning, is required to leave the examination room and cannot be re-admitted.
- 6.116 Students are given a warning when 30 minutes and five minutes of the examination are still remaining.
- 6.117 Students must not start writing, other than to complete the identification details on the answer book, until given permission to do so by an invigilator.
- 6.118 Students must stop writing as soon as they are instructed to do so at the end of the examination. An invigilator determines the end of the examination.
- 6.119 At the end of the examination students must remain seated and silent until all scripts have been collected and until dismissed from the examination room by an invigilator.

### Breaches of Academic Regulations governing examinations

- 6.120 A student whom an invigilator believes to be using unfair means (including unauthorised aids, copying or communicating with others) is so informed by the invigilator and his/her answer book marked at the appropriate place. Unless the student is required to leave the examination room under any other Regulation, s/he is permitted to continue the examination.
- 6.121 A student breaching any of these Academic Regulations is reported to the appropriate Faculty Awards Board and the matter is considered in accordance with the appropriate University Regulations.

### Variations to the Academic Regulations governing examinations

- 6.122 If the nature of an examination makes necessary any variation to these Academic Regulations, students are informed of such variation by the invigilators before the start of the examination.

### **Individual assessment requirements**

- 6.123 Special arrangements may be needed for those students assessed to have a permanent or long-term disability or who suffer a temporary disability or disposition during the examination period. Any variation in the approved assessment methods for a module takes full account of:
- the individual assessment requirements of the student
  - the intended learning outcomes of the pathway and/or module for which the student is registered/enrolled
  - the need to ensure that the student is assessed on equal terms with other students.
- 6.124 Guidelines are contained in the Procedural Document associated with the Senate Code on Practice on the Assessment of Students.
- 6.125 An analysis of the number of students and the nature of the individual assessment requirements covered by these arrangements is conducted annually by Student Services for consideration by the Senate (or a committee of Senate acting on its behalf).



## SECTION 7

### ASSESSMENT PANELS AND AWARDS BOARDS<sup>1</sup>

#### Introduction

- 7.1 Anglia Ruskin University operates a two-tiered assessment process for its undergraduate and postgraduate pathways.
- 7.2 Decisions on the outcome of all assessment processes, whether for an individual or group of students, are made by:
- a formally constituted Departmental Assessment Panel established by the appropriate Faculty Board (for the approval of module results), attended by one or more External Examiners, and reporting to the appropriate Awards Boards
  - a formally constituted Faculty Awards Board established by the appropriate Faculty Board (for the determination of award outcomes), also attended by one or more External Examiners, and reporting to the Senate.
- 7.3 The constitution of Faculty Awards Boards and Departmental Assessment Panels is set out in the following Regulations. Their named membership in accordance with the constitution is formally approved annually in Semester 1 by the relevant Faculty Board.
- 7.4 Each Faculty Awards Board delegates to a single Faculty Mitigation Panel responsibility for considering all claims for mitigation submitted under the appropriate Regulations by students registered in the Faculty and for determining the outcome in all cases.
- 7.5 Each Faculty Awards Board delegates to a single Faculty Student Review Subcommittee responsibility for reviewing the academic progress of all students registered in the Faculty and for making recommendations to Faculty Awards Boards on student continuation.

#### Departmental Assessment Panels

- 7.6 The terms of reference for Departmental Assessment Panels are:
- to ensure that appropriate academic standards are set for all assessed work for modules within their remit (including consideration of mean marks, standard deviation, and comparisons with student achievement in previous years and/or assessment periods)
  - to consider and approve assessment marks
  - to consider the appropriateness of mark ranges in the context of anticipated or normative mark standards and to moderate where appropriate
  - to consider and approve module results and the award of the associated credit

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<sup>1</sup> All references to Awards Boards should be taken to include Professional Awards Boards

- to determine for a student who has failed a module at the first attempt the form and timing of re-assessment on the following basis:
  - either** (a) the form of re-assessment is normally a resit of the failed elements. Exceptionally, an alternative method of re-assessment is provided e.g. where the original method of assessment can no longer be repeated for an individual student
  - or** (b) the re-assessment is undertaken after further attendance (where deemed necessary in view of the subject area e.g. laboratory work for a science-based subject).
- to identify those modules for which incomplete marks have been submitted for referral to the Dean of Faculty for action, where appropriate
- to consider any matters referred to the Departmental Assessment Panel by the Vice-Chancellor (or nominee) or the Senate
- to ensure that decisions on module results are accurately recorded and are available to the appropriate Faculty Student Review Subcommittee and Faculty Awards Board.

7.7 The constitution for Departmental Assessment Panels is:

- **Either** an Associate Dean<sup>2</sup> **or** the Faculty Director of Studies **or** a Head of Department (who must **not** be the Head of Department responsible for the modules under consideration). **In all cases the postholder is from within the Faculty.** Chair
- The Head of Department responsible for the modules under consideration
- The Module Leader for each module under consideration or a named substitute with authority to speak on behalf of the Module Leader
- All Programme Leaders within the department
- The External Examiner(s) appointed by the Senate
- Representatives from regional partner institutions, where appropriate
- Specified, practice-based internal assessors, where appropriate.

7.8 The quorum for meetings of Departmental Assessment Panels is 50% of the Module Leaders (or their named substitute) whose modules are under consideration. The following members must attend for the decisions of a meeting to be valid unless unforeseen circumstances exceptionally prevent attendance, in which case appropriate alternative arrangements should be made provided the circumstances arise a sufficient time in advance of the meeting:

- The Head of Department responsible for the modules under consideration
- At least one of the External Examiner(s) appointed by the Senate.

7.9 The Academic Office provides an Executive Secretary to all Departmental Assessment Panels.

7.10 Departmental Assessment Panels meet before Faculty Awards Boards.

### Faculty Mitigation Panels

7.11 The Faculty Mitigation Panel is a subcommittee of the Faculty Awards Board with delegated responsibility to consider all claims for mitigation submitted by students registered in the Faculty.

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<sup>2</sup> any reference within these Academic Regulations to the post of Associate Dean should be taken to include the post of Deputy Dean

7.12 The terms of reference for Faculty Mitigation Panels are:

- to consider claims for mitigation from students registered in the Faculty and to determine the outcome in all cases in accordance with the Regulations governing mitigation.

7.13 The constitution for Faculty Mitigation Panels is:

- Associate Dean (or nominee) Chair
- Director of Student Services (or nominee)
- Director of the Academic Office (or nominee)
- Faculty Director(s) of Studies
- One Director of Studies from another Faculty.

7.14 The quorum for meetings of Faculty Mitigation Panels is three members. The following members must attend for the decisions of a meeting to be valid unless unforeseen circumstances exceptionally prevent attendance, in which case appropriate alternative arrangements should be made provided the circumstances arise a sufficient time in advance of the meeting:

- Associate Dean (or nominee)
- A Director of Studies from the Faculty
- One Director of Studies from another Faculty

7.15 The Academic Office provides an Executive Secretary to all Faculty Mitigation Panels.

7.16 Faculty Mitigation Panels meet before Faculty Student Review Subcommittees.

### **Faculty Student Review Subcommittees**

7.17 The Faculty Student Review Subcommittee is a subcommittee of the Faculty Awards Board with delegated responsibility to review student academic progress and to make recommendations on an individual basis on student continuation/discontinuation or eligibility for the conferment of an award.

7.18 The terms of reference for Faculty Student Review Subcommittees are:

- to review the academic achievement of all students registered within the Faculty
- to recommend to the Faculty Awards Board whether any student who has failed a module at the first attempt should be required to undertake the re-assessment, as agreed by the Departmental Assessment Panel, following further attendance (where deemed necessary in view of the subject area e.g. laboratory work for a science-based subject), subject to the limits prescribed in Regulation 2.16
- to identify those students who, having failed a module after re-assessment, are permitted under Regulations 6.66-6.71 to re-take the same module or take a replacement module within the limits prescribed in Regulation 6.70
- to recommend to the Faculty Awards Board whether continuation or discontinuation is approved for each student or whether a student is eligible for an award. In making recommendations the Subcommittee takes account of the following:
  - all module results
  - cases where a student is eligible for compensation [*NB Approval of compensation is the responsibility of the Faculty Awards Board*]
  - cases where marks have been annulled as a result of successful mitigation
  - cases where, after mitigation and compensation have been taken into account, a student has too many re-assessments outstanding to proceed immediately to new learning
  - student intermissions
  - the outcome of any disciplinary process on an academic, professional or personal matter
  - student withdrawals

- cases where a student is likely to withdraw through persistent non-attendance or is required to do so for this reason.

In cases where a student has failed re-assessment in a compulsory module and/or failed re-assessment in a replacement alternative module(s) under Regulations 6.66-6.71 and specifically within the limits prescribed in Regulation 6.70, the Subcommittee recommends one of the following for the student:

- (a) to transfer to a pathway leading to another Anglia Ruskin award in which the failed module(s) is not a compulsory module(s) (this option may lead to an extension in the student's overall period of study)
- (b) to transfer to a pathway leading to a Faculty "framework award", where available

A student may be transferred to an alternative pathway under (a) and (b) above provided s/he has passed at least 50% of the credit requirement for the level of learning which the student has reached for the pathway on which s/he is currently registered. A student who does not satisfy this requirement falls into category (c) or (d) below.

- (c) to accept the conferment of the highest intermediate award for which the student is eligible
- (d) to withdraw from Anglia Ruskin University.

Students in category (d) above who have been discontinued due to academic failure are not permitted to apply for re-admission to the same pathway unless all the following criteria have been met:

- at least 12 months has lapsed between the date of discontinuation and the date of the application for re-admission
  - the student is able:
    - to provide clear evidence of a change in personal circumstances since the date of discontinuation
    - to demonstrate a positive commitment to resume study at higher education level
    - to demonstrate an enhanced knowledge-base and/or relevant experience e.g. based on employment in the period since the date of discontinuation
  - the student has been formally interviewed by at least two members of academic staff whose decision to re-admit the student is unanimous.
- to recommend to the Faculty Awards Board that compensation for a failed module is applied on an individual student basis in accordance with the Regulations governing compensation
  - to recommend to the Faculty Awards Board that, in cases where the total volume of module re-assessment for an individual student, as proposed by each Departmental Assessment Panel, is excessive, the proposals are reviewed, particularly in terms of their timing and form
  - to recommend to the Faculty Awards Board cases where a Programme Leader has provisionally approved the transfer of a student's registration from one pathway to another pathway (not necessarily within the Faculty) and for which any conditions of transfer have been met; to recommend the transfer of credit and associated marks or grades and; **not** to recommend the conferment of any award in such cases, even if the credit requirements of the original intended award (or any associated intermediate award) have been satisfied.
  - to consider annually in Semester 1 a report on the use of short and long term extensions within the Faculty [NB An annual overview report across all Faculties is considered by the Senate's Student Experience Committee].

7.19 The constitution for Faculty Student Review Subcommittees is:

- Associate Dean (or nominee) Chair

- All Programme Leaders within the Faculty
- Faculty Director(s) of Studies
- An External Examiner(s), if required by a professional or statutory body

7.20 The quorum for meetings of Faculty Student Review Subcommittees is either one third of the total membership or four members, whichever is the greater. The following members must attend for the decisions of a meeting to be valid unless unforeseen circumstances exceptionally prevent attendance, in which case appropriate alternative arrangements should be made provided the circumstances arise a sufficient time in advance of the meeting:

- Associate Dean (or nominee)
- A Director of Studies from the Faculty
- An External Examiner(s), if required by a professional, statutory or regulatory body

7.21 The **Academic Office** provides an Executive Secretary to all Faculty Student Review Subcommittees.

7.22 Faculty Student Review Subcommittees meet before Faculty Awards Boards and after Departmental Assessment Panels and Faculty Mitigation Panels.

### **Faculty Awards Boards**

7.23 The terms of reference for all Faculty Awards Boards are:

- to receive the approved module results and the award of the associated credit for all students registered in the Faculty
- to consider recommendations from the Faculty Student Review Subcommittee on the application of compensation for a failed module on an individual student basis
- to consider, approve and, exceptionally, modify recommendations from the Faculty Student Review Subcommittee on the continuation or discontinuation of each student registered in the Faculty
- exceptionally, on the recommendation of the Chair of the Faculty Mitigation Panel, to consider any new and relevant evidence brought forward by a student or member of staff which the Chair of the Faculty Mitigation Panel considers likely to have affected the outcome of an original claim for mitigation already considered by the Faculty Mitigation Panel
- exceptionally, to consider a late claim for mitigation if, in the opinion of the Chair of the Faculty Mitigation Panel, there is a justified reason for the lateness e.g. the student has been hospitalised
- to assess whether students are eligible for an award and to recommend to the Senate the conferment of such awards, with the appropriate classifications if applicable
- to assess, where appropriate, whether students have demonstrated competence to practise and to advise the Faculty Director(s) of Studies whether such students should be recommended by Anglia Ruskin University to a professional or statutory body for inclusion on the appropriate professional register
- to consider, on the recommendation of the Faculty Student Review Subcommittee, cases where a Programme Leader has provisionally approved the transfer of a student's registration from one pathway to another pathway (not necessarily within the Faculty) and for which any conditions of transfer have been met, including the approval of the transfer of credit and associated marks or grades. In such cases, the Faculty Awards Board does **not** confer any award, even if the credit requirements of the original intended award (or any associated intermediate award) have been satisfied

- to consider any matters referred to the Faculty Awards Board by the Vice-Chancellor (or nominee) or the Senate

7.24 The constitution for Faculty Awards Boards is:

- Dean of the Faculty (or an Associate Dean from within the Faculty) Chair
- The Heads of Department within the Faculty
- The Chair of the Faculty Mitigation Panel (normally the Associate Dean with responsibility for quality assurance matters)
- Faculty Director(s) of Studies (one of whom acts as the Executive Officer to the Board except for Professional Awards Boards where the Programme Leader acts as Executive Officer)
- All Programme Leaders within the Faculty
- The External Examiner(s) appointed by the Senate.

7.25 The following have the right to attend meetings of Awards Boards but **not** to vote:

- Director of Student Services (or nominee)
- Director of the Academic Office (or nominee)
- The Chairs of Departmental Assessment Panels within the Faculty (if not represented under Regulation 7.24 above)
- Clinical/Agency Personnel Practice teachers, where appropriate.

7.26 The quorum for meetings of Faculty Awards Boards is either 50% of the total membership or six members, whichever is the greater. The following members must attend for the decisions of a meeting to be valid unless unforeseen circumstances exceptionally prevent attendance, in which case appropriate alternative arrangements should be made provided the circumstances arise a sufficient time in advance of the meeting:

- Dean of the Faculty (or nominee)
- Chair of the Faculty Mitigation Panel
- A Director of Studies from the Faculty
- At least one of the External Examiners appointed by the Senate.

7.27 The Academic Office provides an Executive Secretary to all Faculty Awards Boards.

7.28 Faculty Awards Boards meet after Departmental Assessment Panels, Faculty Mitigation Panels and Faculty Student Review Subcommittees.

### External Examiners

7.29 External Examiners are appointed by and are responsible to the Senate as the body which authorises conferment of Anglia Ruskin awards and to the Vice-Chancellor as Chair of the Senate.

7.30 No award of Anglia Ruskin University is conferred without the participation in the assessment process of at least one External Examiner who is a full member of the Faculty Awards Board recommending the conferment of the award. This requirement includes the conferment of any award recommended under Chair's Action (see the Regulations governing delegation of authority).

7.31 At least one External Examiner is appointed to full membership of each Departmental Assessment Panel and each Faculty Awards Board. Additional External Examiners may be appointed to ensure that the subject areas for which a Departmental Assessment Panel or Faculty Awards Board is responsible are adequately covered by the subject expertise of the External Examiners and/or to satisfy the requirements of a professional or statutory body.

7.32 The External Examiner(s) for a Faculty Awards Board is required to endorse the results of the assessment process leading to the conferment of an award by appending his/her signature to the

results documentation. An External Examiner who exceptionally does not wish to endorse the results, either in general or for a particular student, is required to give his/her reasons in a separate written report to the Director of the Academic and Quality Systems Office in accordance with the Senate Code of Practice on External Examining.

- 7.33 Polices and procedures for the detailed implementation of Anglia Ruskin University's external examining system and its fulfilment of national requirements and expectations are set out in the Senate Code of Practice on External Examiners for Taught Pathways (January 2003) which has been designed to complement these Academic Regulations and to be read in conjunction with them.

#### **Delegation of responsibility (Chair's Action)**

- 7.34 A Departmental Assessment Panel or Faculty Awards Board may delegate its responsibilities to the Chair in relation to recommendations concerning an individual student(s), subject to the prior approval of the External Examiner.

- 7.35 Delegated responsibility is exercised only in exceptional cases, for example:

- to correct errors in the assessment marks and/or module results presented to a Departmental Assessment Panel
- to approve changes to a student's assessment marks and/or module results following an academic appeal
- to recommend conferment of an award in the light of the above
- to consider module results and/or the conferment of an award for a very small number of students where it is not practical to reconvene a Departmental Assessment Panel or Faculty Awards Board.

- 7.36 In all cases where a recommendation for the conferment of an award is made under delegated responsibility, the signature of the appropriate External Examiner must be appended to the results documentation.



## SECTION 8

### STUDENT CONTINUATION AND CONFERMENT OF AWARDS

#### Student review and continuation

- 8.1 A student continues from one level of learning to the next of the pathway for which they are registered, provided they continue to satisfy Anglia Ruskin University's general requirements for students (see the Regulations in Section 3 governing the general requirements for students), enrol for modules selected from within the prescribed set of compulsory and designated modules for their pathway, and satisfy any pre-requisites or other academic requirements for module enrolment. The process for considering student continuation is set out in Section 7 of these Academic Regulations.
- 8.2 If a Faculty Awards Board considers a student's academic progress is unsatisfactory, it takes appropriate action after due consideration of all known factors, including requiring a student to:
- vary his/her pace or volume of study (subject to the student's immigration status)
  - transfer his/her registration to a different pathway
  - discontinue his/her registration at Anglia Ruskin University
  - be referred under the Fitness to Practise procedures within the "Rules, Regulations and Procedures for Students".

[<http://sec-clerk.anglia.ac.uk/document.asp?docid=215&sectionid=7>]

For these purposes a student's academic progress includes, where appropriate, progress in professional practice for an award accredited by a professional or statutory body.

#### *Academic failure*

- 8.3 A Level 3 Honours student who has failed after re-assessment the Major Project but has otherwise achieved at least 300 credits (including at least 60 credits at Level 3) as prescribed in the PSF for the named award on which they are registered is awarded an Ordinary degree, bearing the title of the award on which they are registered, and is **not** offered the opportunity to transfer to a framework award.
- 8.4 A Level 3 Honours student who after re-assessment has achieved at least 300 credits for the named award on which they are registered, including at least 60 credits at Level 3 which must include the credits for the Major Project, but has otherwise exhausted his/her permitted number of reassessment attempts is transferred to a framework award and counts the credits awarded for the Major Project towards that award.
- 8.5 An undergraduate or postgraduate student who has exhausted the maximum combined value of re-taken and replacement modules permitted under Regulation 6.70 and is transferred to an alternative pathway (including one leading to a framework award) is **not** permitted to retake any modules already failed which may be available within the PSF for the alternative pathway.
- 8.6 An undergraduate or postgraduate student who has failed on re-assessment the Major Project is **not** permitted to take as an alternative module a Major Project with a higher or lower credit value and in the latter case to take additional designated modules to make up any credit shortfall.

#### *Accredited prior learning*

- 8.7 Marks or grades from accredited prior learning external to Anglia Ruskin University and its collaborative partner institutions (i.e. credit **not** awarded by Anglia Ruskin University), including such learning which has resulted in the conferment of an award, do **not** contribute to the algorithm used to determine the classification of an Anglia Ruskin award.

8.8 Marks or grades from accredited prior learning within Anglia Ruskin University and its collaborative partner institutions (i.e. credit awarded by Anglia Ruskin University) are transferred to the Anglia Ruskin award on which the student is registered and contribute, where appropriate, to the algorithm used to determine the classification of the Anglia Ruskin award **provided that:**

- the accredited prior learning is identical to the level and volume of the modules contained in the PSF against which it is mapped
- the accredited prior learning has **not** previously contributed to the conferment of an Anglia Ruskin award.

The relevant Programme Leader is responsible for ensuring that the appropriate Student Handbook sets out the implications for credit and grade transfer in such cases, particularly the implications for students if the accredited prior learning has contributed to the conferment of an Anglia Ruskin award.

#### *Student-initiated pathway transfer*

8.9 A student whose academic progress is satisfactory but who wishes to transfer registration from one pathway to another (which may be a pathway at a higher or lower level of learning than the current pathway) must submit a request, in writing, to the Programme Leader responsible for the pathway to which transfer is sought **before** completion of the original pathway and conferment of the associated award. The reasons for such a request may be academic, professional, personal or a combination of factors.

8.10 The Programme Leader evaluates, in each case, whether the modules successfully completed by the student, and those modules which the student has taken but in which the student is scheduled to be (re) assessed, provide sufficient preparation and overlap of material to enable the student, with further study, to achieve the learning outcomes for the pathway to which transfer is being proposed.

8.11 If the transfer is provisionally approved, the Programme Leader submits a recommendation to the Faculty Student Review Subcommittee(s) responsible for the pathway on which the student is currently registered and for the pathway to which transfer has been provisionally approved. The Programme Leader confirms the credit and associated marks which can be transferred with the student and any conditions that must be set (e.g. to pass some or all remaining assessments for modules which the student has taken and in which the student is scheduled to be (re) assessed).

8.12 On receipt of the Programme Leader's recommendation, the Faculty Student Review Subcommittee(s) responsible for the pathway on which the student is currently registered undertakes its normal duties and, if any conditions of transfer have been satisfied, formally recommends to the Faculty Awards Board the transfer of the student's registration, credit and associated marks or grades (see Regulation 4.47). The Faculty Student Review Subcommittee does **not** recommend to the Faculty Awards Board the conferment of any award even if the credit requirements of the original intended award (or any associated intermediate award) have been satisfied.

8.13 A student cannot be transferred to a pathway which leads to an award at a higher level if the registration on the original pathway has been discontinued by the Faculty Awards Board as a consequence of academic failure.

#### **Eligibility for an award**

8.14 Students are considered for an Anglia Ruskin award by the appropriate Faculty Awards Board if they have satisfied the general requirements for students set out in Section 3 and in particular have satisfied the credit requirements of the pathway for which they are registered in terms of the volume and level of credit, as defined in Regulation 2.24.

## Classification of awards

- 8.15 The following algorithms for determining an award classification apply to all pathways leading to the award.
- 8.16 When determining a degree or award classification the arithmetic mean is rounded to the nearest integer, i.e. less than 0.5 is rounded down and greater than or equal to 0.5 is rounded up.
- 8.17 The following awards whose credit value is less than 120 credits are not classified:
- Access Certificate
  - University Certificate
  - University Diploma
  - Graduate Certificate
  - Graduate Diploma
  - Postgraduate Certificate
- 8.18 The principle of non-classification applies equally to those of the above awards whose upper credit limit may with Senate's approval exceed 120 credits on an individual pathway basis (see Regulation 2.23)
- 8.19 An award is classified only if at least two thirds of the modules used in the calculation of the arithmetic mean are fine graded.

### *Certificate of Higher Education (Cert HE)*

- 8.20 If a student is eligible for a Certificate of Higher Education, the award classification is determined by calculating the credit weighted arithmetic mean of all module results at Levels 0 or 1 (or higher).
- 8.21 The following classifications are determined by the above calculation:

Distinction	70%+
Merit	60% - 69%
Pass	40% - 59%
Fail	0% - 39%

### *Higher National Certificate (HNC)*

- 8.22 If a student is eligible for a Higher National Certificate, the award classification is determined by calculating the credit weighted arithmetic mean of module results totalling 120 credits. The calculation must include the results for all Level 2 modules (or higher) and the highest results from the appropriate number of Level 1 modules to achieve the required total of 120 credits.
- 8.23 The following classifications are determined by the above calculation:

Distinction	70%+
Merit	60% - 69%
Pass	40% - 59%
Fail	0% - 39%

### *Higher National Diploma (HND)*

- 8.24 If a student is eligible for a Higher National Diploma, the award classification is determined by calculating the credit weighted arithmetic mean of module results totalling 120 credits. The calculation must include the results for all Level 2 modules (or higher) and the highest results from the appropriate number of Level 1 modules to achieve the required total of 120 credits.

8.25 The following classifications are determined by the above calculation:

Distinction	70%+
Merit	60% - 69%
Pass	40% - 59%
Fail	0% - 39%

*Foundation Degree (FdA, FdSc, FdEng) and Diploma of Higher Education (Dip HE)*

8.26 If a student is eligible for a Foundation Degree or Diploma of Higher Education, the award classification is determined by calculating the credit weighted arithmetic mean of the module results for all-modules at Level 2 (or higher).

8.27 The following classifications are determined by the above calculation:

Distinction	70%+
Merit	60% - 69%
Pass	40% - 59%
Fail	0% - 39%

*Certificate of Education (Cert Ed)*

8.28 If a student is eligible for a Certificate of Education the award classification is determined by calculating the credit weighted arithmetic mean of all module results.

8.29 The following classifications are determined by the above calculation:

Distinction	70%+
Merit	60% - 69%
Pass	40% - 59%
Fail	0% - 39%

*Professional Graduate Certificate in Education (PGCE: Level 3)*

8.30 If a student is eligible for a Professional Graduate Certificate in Education the award classification is determined by calculating the credit weighted arithmetic mean of the module results for all modules at Level 3 or higher.

8.31 The following classifications are determined by the above calculation:

Distinction	70%+
Merit	60% - 69%
Pass	40% - 59%
Fail	0% - 39%

*Ordinary Degree (BA, BSc, BEng, BOptom, LLB)*

8.32 If a student is eligible for an Ordinary Degree, the award classification is determined by calculating the credit weighted arithmetic mean of module results totalling 165 credits. The calculation must include the results for all Level 3 modules and the highest results from the appropriate number of Level 2 modules to achieve the required total of 165 credits.

8.33 The following classifications are determined by the above calculation:

Distinction	70%+
Merit	60% - 69%
Pass	40% - 59%
Fail	0% - 39%

*Honours Degree (BA (Hons), BSc (Hons), BEng (Hons), BOptom (Hons), LLB (Hons))*

8.34 If a student is eligible for an Honours Degree, the award classification is determined by calculating the credit weighted arithmetic mean of module results totalling 180 credits. The calculation must include the results for all Level 3 modules and the highest results from the appropriate number of Level 2 modules to achieve the required total of 180 credits.

8.35 The following classifications are determined by the above calculation:

First class honours	70%+
Upper Second class honours	60% - 69%
Lower Second class honours	50% - 59%
Third class honours	40% - 49%
Fail	0% - 39%

*Postgraduate Certificate in Education (PGCE: Level 4)*

8.36 If a student is eligible for a Postgraduate Certificate in Education the award classification is determined by calculating the credit weighted arithmetic mean of the module results for all Level 4 modules.

8.37 The following classifications are determined by the above calculation:

Distinction	70%+
Merit	60% - 69%
Pass	40% - 59%
Fail	0% - 39%

*Postgraduate Diploma (PG Dip)*

8.38 If a student is eligible for a Postgraduate Diploma, the award classification is determined by calculating the credit weighted arithmetic mean of the module results for all Level 4 modules.

8.39 The following classifications are determined by the above calculation:

Distinction	70%+
Merit	60% - 69%
Pass	40% - 59%
Fail	0% - 39%

*Taught Masters Degree (LLM, MA, MBA, MFA, MSc)*

8.40 If a student is eligible for one of the above taught Masters Degrees, the award classification is determined by calculating the credit weighted arithmetic mean of the module results for all Level 4 modules.

8.41 The following classifications are determined by the above calculation:

Distinction	70%+
Merit	60% - 69%
Pass	40% - 59%
Fail	0% - 39%

*Taught Masters Degree (MDes)*

8.42 If a student is eligible for the above taught Masters Degree, the award classification is determined by calculating the credit weighted arithmetic mean of module results totalling 240 credits. The calculation must include the results for all Level 4 modules and the highest results from the appropriate number of Level 3 (and, if necessary, Level 2) modules to achieve the required total of 240 credits.

8.43 The following classifications are determined by the above calculation:

Distinction	70%+
Merit	60% - 69%
Pass	40% - 59%
Fail	0% - 39%

*Taught Masters Degree (MFA)*

8.44 If a student is eligible for the above taught Masters Degree, the award classification is determined by calculating the credit weighted arithmetic mean of the module results for all Level 4 modules.

8.45 The following classifications are determined by the above calculation:

Distinction	70%+
Merit	60% - 69%
Pass	40% - 59%
Fail	0% - 39%

### **Aegrotat awards**

8.46 At the discretion of the Faculty Awards Board an unclassified but named aegrotat award may be conferred on a student provided that:

- there is sufficient evidence that the student would have achieved the appropriate level of knowledge, understanding and skills if it had not been for illness or other valid cause **and**
- the student has already been awarded two thirds of the credit total required for the award under consideration.

8.47 Where the pathway title is linked to PSRB requirements, the name of the aegrotat award conferred is as prescribed on the Pathway Specification Form.

8.48 An aegrotat award is not available for the following qualifications:

- Access Certificate
- University Certificate
- University Diploma
- Graduate Certificate
- Graduate Diploma
- HNC
- HND

8.49 A student has the right to refuse an aegrotat award and to seek to be assessed for the original award.

**Posthumous awards**

8.50 In the event of a student's death, the Senate, on the recommendation of the relevant Faculty Awards Board, may confer an unclassified but named posthumous award provided that:

- there is sufficient evidence that the student would have achieved the appropriate level of achievement and competence **and**
- the student has already been awarded two thirds of the total credit required for the award under consideration.



## SECTION 9

### ACADEMIC APPEALS

#### Introduction

- 9.1 These Academic Regulations describe Anglia Ruskin University's academic appeals policy for all students registered on an award conferred by Anglia Ruskin University, including all students registered at a regional or international partner institution and students registered on distance learning pathways. All appeals, including those from students registered at regional and international partner institutions are administered by Anglia Ruskin University. Appeals from students registered at international partners may require special arrangements to be made in order to administer the appeal. Students registered on dual awards will submit their appeal to the institution responsible for administering the assessment against which the student is appealing. A flowchart summary of the appeals process is attached as an Appendix to this Section.
- 9.2 The Academic Regulations are applied fairly and consistently and in accordance with Anglia Ruskin University's equal opportunities policy. Research degree students registered for a professional doctorate are subject to these Academic Regulations for the Stage 1 programmes within their award. The Research Degrees Regulations provide for a review of an examination decision in certain circumstances and these procedures are published separately.
- 9.3 In dealing with an academic appeal, privacy and confidentiality are assured unless disclosure is necessary to progress the appeal.

#### Grounds for appeal

- 9.4 A student aggrieved by a decision of a Faculty Awards Board has the right to appeal against that decision on the following grounds:
- that his/her performance in the assessment was adversely affected by illness or other factors which s/he was unable, or for valid reasons unwilling, to divulge before the Faculty Awards Board reached its decision. The student's request must be supported by medical certificates or other documentary evidence acceptable to the Appeals Panel indicating clearly why such evidence was not previously presented to the Faculty Awards Board
  - that there has been a material administrative error, or that the assessment(s) was not conducted in accordance with the Academic Regulations governing the pathway, or that some other material irregularity has occurred.
- 9.5 The student may **not** appeal on any ground:
- which has already been considered by that Faculty Awards Board or its subcommittee **or**
  - which could have been considered by that Faculty Awards Board if notice of the student's wish to have it so considered had been given prior to the Faculty Awards Board meeting and the student has no valid reason for having failed to give such notice **or**
  - which claims that academic performance was adversely affected by ill-health, where there is no medical evidence certified by a recognised medical practitioner, GP or hospital consultant or other evidence deemed appropriate by the Faculty Awards Board to support the application **or**
  - which disputes only the academic judgement of that Faculty Awards Board concerning the student's performance in any academic work and/or work-based component of the pathway.

## Submitting an appeal

- 9.6 A student wishing to exercise a right of appeal must give notice in writing, using the appropriate proforma which is obtainable from Faculty Offices or from the website at [www.anglia.ac.uk](http://www.anglia.ac.uk), to the Director of the Academic Office (or nominee) within 25 working days of the date of the meeting of the Faculty Awards Board. This proforma must state the grounds and evidence on which the student wishes to appeal.
- 9.7 In very exceptional circumstances and with the explicit agreement of the Chair of Senate, acting on the advice of the Director of the Academic Office (or nominee), an appeal outside the normal time limits may be considered in accordance with the Academic Regulations governing academic appeals.
- 9.8 A student wishing to appeal on grounds of illness is required to send to the Director of the Academic Office (or nominee) supporting documented medical evidence, explaining the reasons why the evidence was not originally presented. If documentary evidence has already been sent to the Chair of the Faculty Awards Board, the Director of the Academic Office (or nominee) is notified of this fact by the student via the proforma.
- 9.9 A student wishing to appeal on the grounds that there has been a material administrative error or that the assessments were not conducted in accordance with the Academic Regulations is required to send to the Director of the Academic Office (or nominee) such documentary evidence as is appropriate to support the appeal. Such evidence must be sent to the Director of the Academic Office (or nominee) at the same time as the proforma is completed. The Director of the Academic Office (or nominee) also notifies the student's Dean of Faculty that an appeal has been submitted.
- 9.10 The Director of the Academic Office (or nominee) has the right to call for additional written evidence from the student and/or Anglia Ruskin University staff and to include any such additional evidence as s/he thinks is conducive to a better informed judgement.

## Investigating an appeal

- 9.11 The Director of the Academic Office (or nominee) acknowledges receipt of the formal notice of appeal and sends a copy of the written evidence to the student's Dean of Faculty (or nominee) for his/her comments. If the Dean of Faculty (or nominee) agrees that there is a *prima facie* ground for an appeal, the appeal is upheld and the Director of the Academic Office (or nominee) notifies the student accordingly.
- 9.12 Once an appeal has been lodged with the Director of the Academic Office (or nominee) the student may continue and fully engage with his/her studies, undertaking placements and/or elements of assessment or re-assessment without prejudice to the outcome of the appeal, provided that in doing so s/he does not put him/herself or others at risk. The final decision regarding attendance at Anglia Ruskin University or in a placement remains with the Dean of Faculty (or nominee) who may take action in accordance with the Fitness to Practise Regulations within the "Rules, Regulations and Procedures for Students".
- 9.13 The Director of the Academic Office (or nominee) subsequently refers the matter to a Preliminary Review Panel to determine whether or not there is a *prima facie* ground for an appeal. The panel meets, normally within 30 working days of the date of receipt of the notice of appeal, to determine whether there are grounds for an appeal and notifies the student of the outcome as set out in Regulations 9.18-9.23. The Preliminary Review Panel is an advisory body to all parties in an appeal process. A student submitting an appeal has the right to have the appeal heard by an Appeals Panel.
- 9.14 In exceptional circumstances the Director of the Academic Office (or nominee) may appoint an Investigating Officer from Anglia Ruskin University's Committee for Inquiry and Review who has not taught the student or in any other way been closely associated with the student.

9.15 The Investigating Officer has the right to call for additional written evidence from the student or Anglia Ruskin University staff and to include any such additional evidence as s/he thinks is in the interests of a just outcome. The Investigating Officer reviews the written evidence and reports to a Preliminary Review Panel within 15 working days of the date of receipt of the notice of appeal.

#### **Preliminary Review Panel: membership**

9.16 The Preliminary Review Panel comprises three members of the Committee for Inquiry and Review or members drawn from the pool of staff approved by that Committee to consider academic appeals (and may include the Director of the **Academic Office (or nominee)** and the Investigating Officer, if appointed) and a student nominated by the President of the Students' Union. The members may not be members of the Board of Governors, or the Students' Union President, nor be a member of the Faculty in which the student is registered nor have taught the student nor in any other way have been closely associated with the student. If a member is excluded from the Preliminary Review Panel for this reason the Director of the **Academic Office (or nominee)** may appoint an alternative member on an ad hoc basis.

9.17 The Preliminary Review Panel reviews the following written evidence:

- the student's written appeal and supporting evidence
- the evidence provided by the Head of Department and other staff in the Faculty
- the Investigating Officer's report, if appropriate.

#### **Preliminary Review Panel: decisions**

9.18 If the Preliminary Review Panel is satisfied that the notice of appeal and accompanying evidence discloses a *prima facie* ground of appeal, the Director of the **Academic Office (or nominee)** advises the Dean of Faculty accordingly, following which there are two possible outcomes (as set out in Regulations 9.19 - 9.20).

9.19 If the appeal is **not** contested by the Dean of Faculty (or nominee), the Preliminary Review Panel requests the Director of the **Academic Office (or nominee)** to uphold the appeal and to notify the student of the Preliminary Review Panel's decision normally within 10 working days. In such cases the Chair of the Faculty Awards Board (or nominee) arranges for the Faculty Awards Board (or a small subcommittee)<sup>1</sup> to review its decision in the light of the additional information provided through the appeals process normally within 21 days of the date of the Secretary's letter upholding the appeal.

9.20 If the appeal is contested by the Dean of Faculty (or nominee), the Preliminary Review Panel requests the Director of the **Academic Office (or nominee)** to convene a meeting of an Appeals Panel of the Committee for Inquiry and Review.

9.21 If the Preliminary Review Panel is satisfied that the notice of appeal and accompanying evidence does **not** disclose a *prima facie* ground of appeal, the student is informed in writing.

9.22 The Secretary keeps a record of the decisions of Preliminary Review Panels.

9.23 The student has the right to have the appeal heard by an Appeals Panel irrespective of the decision of the Preliminary Review Panel. **A student wishing to exercise this right is required to notify the Director of the Academic Office (or nominee) of this wish in writing within 15 days of the date of the letter confirming the decision of the Preliminary Review Panel.**

<sup>1</sup> The Subcommittee comprises three members (including the Chair or nominee) plus two other members of the department in which the student is based, who have not had previous involvement in the appeal.

## Appeals Panel: role and membership

### Role

9.24 If the decision of the Preliminary Review Panel is contested by the Dean of Faculty or the student exercises his/her right to have the appeal formally heard (see Regulation 9.23), an Appeals Panel is convened to consider the student's appeal. This process is known as a hearing. If either the Dean of Faculty or the student wishes to exercise this right, they should write to the Director of the Academic Office (or nominee) within 15 days of the date of the letter confirming the decision of the Preliminary Review Panel requesting the setting up of a hearing.

### Membership

9.25 The membership of the Appeals Panel comprises:

- a member of the Committee for Inquiry and Review (other than the Investigating Officer for the case) who acts as Chair of the Panel
- two other academic members of staff of Anglia Ruskin University who are not members of the Faculty in which the student is registered nor have taught the student or in any other way been closely associated with the student
- a student nominated by the President of the Students' Union in consultation with the Secretary of the panel.

The Director of the Academic Office (or nominee) acts as Secretary to the Appeals Panel but is not a panel member.

9.26 The following, *inter alia*, have the right to be present and to be heard at sittings of the Appeals Panel:

- the Dean of the Faculty (or his/her nominee) in which the student who has initiated the academic appeal is registered
- the President of the Students' Union (or an elected representative of the Students' Union), unless the student who has initiated the academic appeal objects
- the student whose appeal is being heard and his/her friend or a representative of the Students' Union.

## Appeal Panel: procedures

9.27 The Preliminary Review Panel refers the notice of appeal and accompanying evidence to the Secretary of the Committee who, on receiving the request to convene an Appeal Panel, normally, and in not less than 10 or no more than 30 working days:

- calls a meeting of the Appeals Panel as far as possible to the convenience of all parties
- ascertains from the student who has initiated the appeal whether s/he objects to the attendance of the President of the Students' Union at the meeting of the Appeals Panel
- gives notice to the appropriate Dean of Faculty (or nominee) and the President of the Students' Union (or an elected representative of the Students' Union) of the date, time and place of the meeting
- gives notice in writing to the student who has initiated the appeal by way of personal delivery or, if this is not possible, by recorded postal delivery to the student's last known local and home address, such notice stating:
  - i) the nature of the appeal
  - ii) the date, time and place of the hearing of the Appeals Panel and its membership

- iii) that s/he has a right to be heard at the hearing accompanied, if s/he so wishes, by a friend
  - iv) that in his/her unavoidable absence s/he may in writing appoint a proxy (who may be a member of the Students' Union) to represent him/her at the hearing
  - v) that s/he has a right to submit a written statement or written evidence for consideration by the Appeals Panel and that evidence may be presented by the Secretary of the Appeals Panel and the Dean of Faculty (or nominee)
  - vi) that s/he is responsible for informing witnesses in support of his/her case of the details of the hearing of the Appeals Panel and for securing their attendance at the hearing
  - vii) that s/he is responsible for informing the Secretary of the Appeals Panel as soon as possible of the names of witnesses s/he proposes to call and whether s/he wishes to be accompanied by a friend, and if so the name of the friend.
- provides members of the Appeals Panel, the Dean of Faculty (or nominee), the President of the Students' Union (or an elected representative) with copies of all relevant documentation.

9.28 If two or more students are the subject of an appeal, the Appeals Panel decides whether the interests of each student individually would be prejudiced by hearing the appeal against them jointly. If the panel is of the opinion that the appeal might be prejudiced or that the proceedings could not easily or fairly be conducted in regard to two or more students together, it continues to conduct the hearing against them individually.

### **Conduct of a formal hearing**

9.29 The hearing is formal and takes place as soon as is practicable after despatch of written notification of the decision of the Preliminary Review Panel.

9.30 Anglia Ruskin University reserves the right to involve such other individuals as it thinks appropriate to the presentation of the case, including, where appropriate, representation from any professional or statutory body which has formally accredited the pathway for which the student is registered.

9.31 All hearings held by the Appeals Panel are minuted and a record of the minutes is kept by the Director of the **Academic Office (or nominee)**.

9.32 The time between completion of the hearing with the Appeals Panel and formal communication to the student of the panel's recommendation to the Faculty Awards Board is normally no more than 10 working days. If the student is present, s/he is normally informed of the Panel's recommendation at the conclusion of the hearing.

9.33 The Director of the **Academic Office (or nominee)** is responsible for informing the student and the Chair of the Faculty Awards Board of the panel's recommendation. If an appeal is upheld, the Chair of the Faculty Awards Board (or his/her nominee) normally arranges for the Faculty Awards Board (or a small subcommittee<sup>2</sup>) to review its decision in the light of the additional information provided through the appeals process within 21 days of the date of the Secretary's letter to the student upholding the appeal.

9.34 The hearing is conducted in the following sequence:

- the student or his/her friend in support of the case. The evidence may be in writing and/or witnesses may be called
- witnesses in support of the student
- the Dean of Faculty (or nominee) with a view to demonstrating that the appeal should not be upheld. The evidence may be in writing and/or witnesses may be called
- witnesses in support of the Dean of Faculty (or nominee)

<sup>2</sup> The Subcommittee comprises three members (including the Chair or nominee) plus two other members of the department in which the student is based, who have not had any previous involvement in the appeal.

- final statement by the student or his/her friend or representative of the Students' Union.
- final statement by the Dean of Faculty (or nominee).

9.35 The members of the panel have the right to put questions to any person attending the hearing.

9.36 The Dean of the Faculty (or nominee) and witnesses, the student who has initiated the appeal and his/her friend have the right to be present during the taking of evidence. All have the right to put questions to the witnesses and to each other, except that none has the right to put questions on the others' final statements.

9.37 If the student who is the initiator of the appeal does not appear at the hearing, the Appeal Panel may proceed to deal with the appeal in his/her absence provided the panel is satisfied that the Secretary has properly notified the student of the hearing. The Secretary will inform the student of the decision normally within 10 working days, stating that s/he has the right of appeal against the panel's recommendations.

### **Hearing: outcomes**

9.38 The Appeals Panel sits in private and having heard the appeal decides:

- a) whether the appeal can be upheld
- b) if so, the recommendation to make to the Faculty Awards Board
- c) if not, to dismiss the appeal.

### Powers of the Appeals Panel

9.39 The Appeals Panel having heard the appeal may, if satisfied:

#### Material administrative error or irregularity

- refer the matter to the Faculty Awards Board with an instruction to reconsider its decision in the light of the findings of the Appeals Panel, if it is satisfied that in relation to the individual student there has been a material administrative error, or that the assessments were not conducted in accordance with the Academic Regulations or that some other material irregularity occurred.

(The normal expectation is that the Faculty Awards Board upholds the Appeal Panel's decision and acts accordingly. If the Faculty Awards Board is not prepared to reconsider its original decision, a formal written statement of its reasons for not doing so, must be submitted to the Director of the Academic Office (or nominee) and the Clerk to the Board of Governors).

**or**

- annul the whole assessment or any part of it and require appropriate action to be taken by the Faculty Awards Board, if it is satisfied that an administrative error or material irregularity has occurred which has affected more than one candidate.

#### Illness or other factors

- refer the matter to the Faculty Awards Board with an instruction to it to reconsider its decision in the light of the findings of the Appeals Panel, if it is satisfied that the student's performance in the assessment was adversely affected by illness or other factors which s/he was unable, or unwilling for valid reason, to divulge before the Faculty Awards Board reached its decision.

(The normal expectation is that the Faculty Awards Board upholds the Appeal Panel's decision and acts accordingly. If the Faculty Awards Board is not prepared to reconsider its original decision, a formal written statement of its reasons for not doing so must be submitted to the Director of the Academic Office (or nominee) and the Clerk to the Board of Governors).

### No grounds or grounds of insufficient weight

- dismiss the appeal, if it is satisfied that the student has failed to establish the ground of the appeal
- dismiss the appeal, if it is satisfied that the student has established the ground of the appeal but it nevertheless is of the opinion that the ground, as established, either is not of sufficient weight to have influenced the Faculty Awards Board or is not of such a kind as ought to have influenced the Faculty Awards Board.

9.40 The Secretary notifies the student of the panel's decision normally within 10 working days, stating that under Regulation 9.43 s/he has the right of a further appeal to the Board of Governors against the panel's recommendation. The Secretary forwards the panel's recommendation to the Faculty Awards Board for consideration. The student is, at the earliest possible opportunity, notified of the Faculty Awards Board's decision.

9.41 The student may respond in writing to the Director of the **Academic Office (or nominee)**'s formal notification of the outcome of the hearing, indicating if s/he wishes under Regulation 9.46 to submit to the Board of Governors a further appeal against the panel's recommendation and, if so, the grounds for that appeal. This must be done within 10 working days of the date of the decision of the panel. If the student indicates his/her wish to submit a further appeal, the Director of the **Academic Office (or nominee)** informs the Clerk to the Board of Governors.

9.42 A report of the hearing is submitted to the Committee for Inquiry and Review for information.

### **Appeals arising from a hearing**

#### Grounds for Appeal

9.43 The only ground for appeal against a decision of an Appeals Panel not to uphold an appeal is that the appeals procedures set out in these Academic Regulations were not followed.

9.44 There are no grounds for appeal on the basis of the following:

- new evidence (unless pertaining to procedures) not disclosed at the hearing for whatever reason
- disputing the academic judgement of the panel
- disputing the competence of panel members.

9.45 However, if an Appeals Panel has referred an appeal to a Faculty Awards Board for its reconsideration and the Faculty Awards Board does not modify its decision, the student may submit a further appeal to the Board of Governors, as set out in Regulations 9.46 - 9.49.

#### Procedures for Further Appeal to the Board of Governors

9.46 A student may submit a further appeal to the Board of Governors:

- a. **either** if an appeal has not been upheld by an Appeals Panel and there is evidence that the procedures for considering the appeal were not followed (Regulation 9.43)
- b. **or** if an appeal has been upheld by an Appeals Panel, has been referred to a Faculty Awards Board for reconsideration and the Faculty Awards Board has not modified its original decision (Regulation 9.45).

9.47 Any further appeal under Regulation 9.46a must be submitted by the student to the Clerk to the Board of Governors for receipt within 10 working days of notification of the panel's decision. The further appeal must specify in writing precisely what aspect(s) of the procedure was not followed.

- 9.48 Any further appeal under Regulation 9.46b must also be submitted by the student to the Clerk to the Board of Governors for receipt within 10 working days of notification of the Faculty Awards Board's decision. The Clerk to the Board of Governors requests the Chair of the Awards Board to specify in writing precisely why the Awards Board is not prepared to reconsider its original decision.
- 9.49 The Clerk to the Board of Governors convenes an Appeals Committee of the Board of Governors to consider the further appeal in accordance with the procedures described in 'Rules, Regulations and Procedures for Students'.

*[<http://sec-clerk.anglia.ac.uk/document.asp?docid=215&sectionid=7>]*

#### **Office of the Independent Adjudicator**

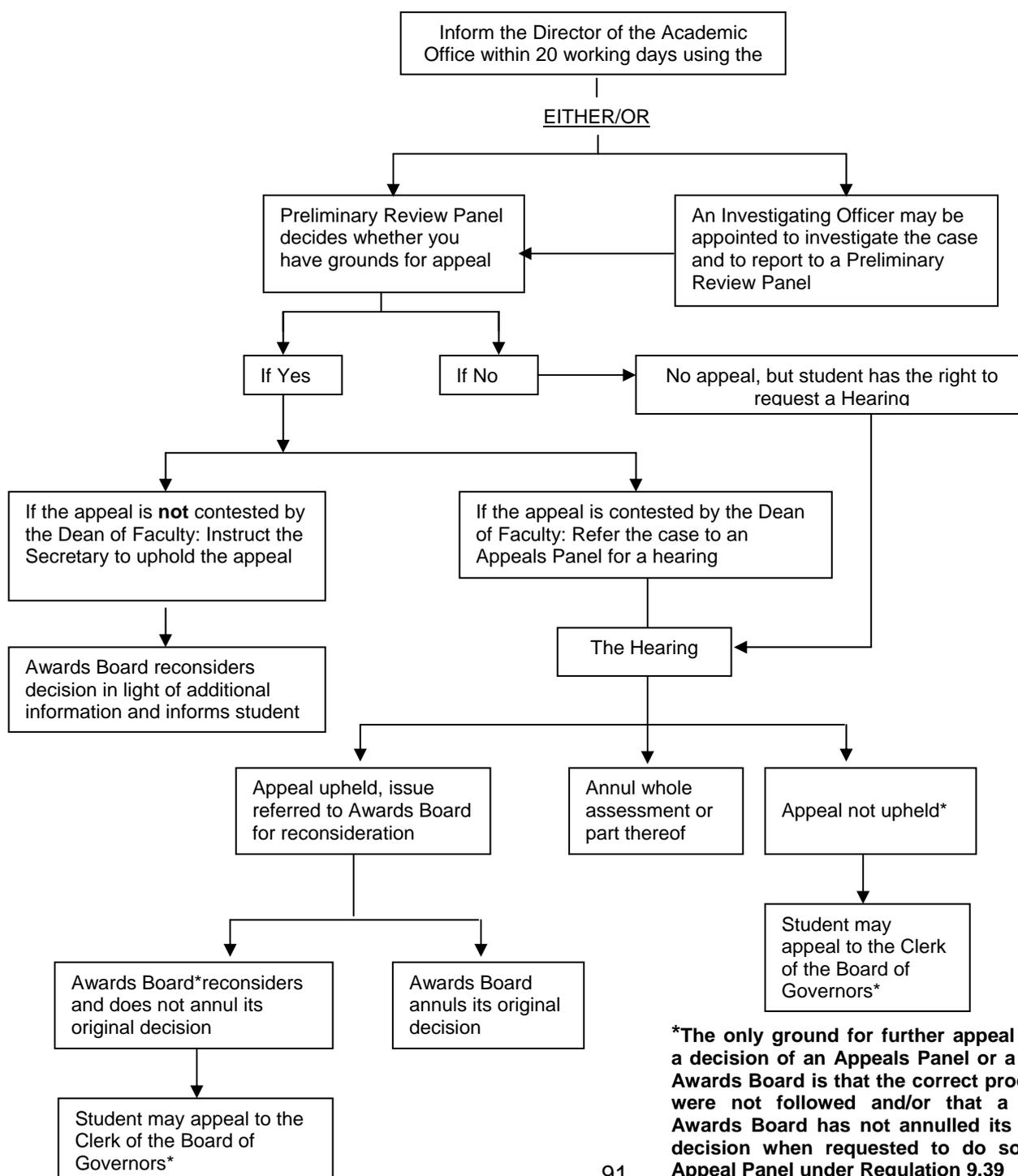
- 9.50 If a student is not satisfied with the decision of the Appeals Committee of the Board of Governors, s/he may make representation to the Office of the Independent Adjudicator for Higher Education.

### Academic Appeals: A Summary of the Appeals Procedures

If you are a student aggrieved by the decision of a Faculty Awards Board, e.g. the result of an examination or coursework assignment or Major Project, you should initially consult the Office of Student Services and/or the Students' Union. If after those consultations you still wish to submit a formal appeal, you should obtain the appropriate proforma from your Faculty Office or from the website at [www.anglia.ac.uk](http://www.anglia.ac.uk).

There are two grounds on which you may appeal against a decision. These are:

1. If you believe your performance was adversely affected by 'factors' which you were unable or unwilling, on valid grounds, to divulge to the Faculty Awards Board before it met.
2. If there was a material administrative error, or the assessment was not conducted according to the Regulations.



**\*The only ground for further appeal against a decision of an Appeals Panel or a Faculty Awards Board is that the correct procedures were not followed and/or that a Faculty Awards Board has not annulled its original decision when requested to do so by an Appeal Panel under Regulation 9.39**



## SECTION 10

### PROCEDURES FOR HANDLING AN ALLEGED ASSESSMENT OFFENCE

#### Introduction

10.1 These Academic Regulations describe Anglia Ruskin University's policy for handling an alleged assessment offence by students registered for an undergraduate or postgraduate award conferred by Anglia Ruskin University, including all students registered at a regional or international partner institution, students registered on distance learning pathways, and all research degree students. All partner institutions are required to forward to the Director of the **Academic Office (or nominee)** any case of an alleged assessment offence for investigation by Anglia Ruskin University, as set out in these Regulations.

#### Senate policy

10.2 Senate has approved procedures for dealing with an alleged assessment offence. It has established a Committee for Inquiry and Review to investigate such cases. The committee establishes a panel to hear each case, chaired by a member of the committee. The Director of the **Academic Office (or nominee)** appoints a member of the **Academic Office** to act as Executive Secretary to the panel which considers each allegation.

10.3 The determination of whether an alleged assessment offence has occurred is not a matter for a meeting of the Faculty Awards Board. The facts must be established before the Faculty Awards Board can consider the effect of the alleged incident on a student's performance.

#### Definitions

##### An assessment offence

10.4 For the purpose of these Academic Regulations an assessment offence is the generic term used to define cases where a student(s) has sought to gain unfair academic advantage in the assessment process for him/herself or another student(s).

10.5 An assessment offence may be committed in relation to work undertaken for any assessment method used by Anglia Ruskin University and its partner institutions.

10.6 There are many forms of assessment offence including:

- any relevant breaches of the Academic Regulations governing the Conduct of Anglia Ruskin Examinations
- taking unauthorised material into the examination room
- impersonating another candidate
- submitting someone else's work as one's own (known as "plagiarism": see below for a definition)
- falsifying data
- obtaining an examination paper in advance of its authorised release
- the unauthorised and unattributed submission of an assessment item which has been produced by another student or person
- the behaviour of one or more students which may result in the poor academic performance of another student or students.
- any attempt to bribe or provide inducements to members of Anglia Ruskin University staff, or to internal or external examiners in relation to the assessment process in its entirety
- any attempt which, if enacted, is designed to undermine or break the Academic Regulations

*[NB The above list of examples is not exhaustive]*

10.7 Plagiarism and collusion are common forms of assessment offence. They are defined as follows:

### Plagiarism

10.7.1 Plagiarism is the submission of an item of assessment containing elements of work produced by another person(s) in such a way that it could be assumed to be the student's own work. Examples of plagiarism are:

- the verbatim copying of another person's work without acknowledgement
- the close paraphrasing of another person's work by simply changing a few words or altering the order of presentation without acknowledgement
- the unacknowledged quotation of phrases from another person's work and/or the presentation of another person's idea(s) as one's own.

Copying or close paraphrasing with occasional acknowledgement of the source may also be deemed to be plagiarism if the absence of quotation marks implies that the phraseology is the student's own.

Plagiarised work may belong to another student or be from a published source such as a book, report, journal or material available on the internet.

### Collusion

10.7.2 Collusion occurs when two or more individuals collaborate to produce a piece of work to be submitted (in whole or in part) for assessment and the work is presented as the work of one student alone.

10.7.3 If students in a class are instructed or encouraged to work together in the pursuit of an assignment, such group activity is regarded as approved collaboration. However, if there is a requirement for the submitted work to be solely that of the individual, joint authorship is not permitted. Students who, improperly, work collectively in these circumstances are guilty of collusion.

## **Initial reporting of an assessment offence**

### Coursework

10.8 Any suspicion of an assessment offence during the marking process must be reported to the Module Leader, who in turn reports it to the Director of Studies within the Faculty for consideration under Regulations 10.10 and 10.11.

### Examinations

10.9 A student whom an invigilator believes to be using unfair means (including unauthorised aids, copying or communicating with others) is so informed and his/her answer book marked at the appropriate place. Unless the candidate is required to leave the examination room under any other Regulations, s/he is permitted to continue the examination and a report is made by the invigilator to the Director of Studies.

## Procedures for investigation

### Stage 1: Cases investigated by a Faculty

- 10.10 If the Director of Studies considers an alleged assessment offence is a question of poor academic practice<sup>3</sup> the student receives appropriate academic counselling at this point from the Module Leader or Module Tutor rather than the case being referred on. The piece of work is marked with an appropriate penalty (including the likelihood of a fail mark) to take account of the poor academic practice.
- 10.11 If the Director of Studies considers that there is a case to answer, the Director of Studies informs the Chair of the Faculty Awards Board in writing (copied to the Head of Department and Programme Leader) of the exact nature of the allegation and provides the Chair with copies of all relevant documentary evidence including:
- evidence of the original source materials
  - the student's work cross-referenced against the source materials
  - brief written statements from staff bringing the allegation.
- 10.12 If it is unclear whether there is a case to answer, the Chair of the Faculty Awards Board may request the Chair of the Committee of Inquiry and Review to appoint a member of the committee (who is not a member of the Faculty concerned) as an Investigating Officer to consider the issue. The Investigating Officer reviews the relevant documentary evidence and advises the Chair of the Faculty Awards Board whether the evidence is sufficient to support the allegation.
- 10.13 If the Chair of the Faculty Awards Board (on the advice of an Investigating Officer, where appropriate) considers there is a case to answer, s/he informs the student of the suspicion and sends the student copies of all relevant documentary evidence (to both their term-time and home addresses) by recorded delivery, asking for a response to the allegation within 15 working days. If no response is received, the Chair of the Faculty Awards Board assumes that the allegation is not being contested.
- 10.14 If the student denies the alleged assessment offence the matter is referred to a hearing, which is conducted in accordance with Regulations 10.29 – 10.52.
- 10.15 A **first** allegation of plagiarism or collusion at Levels 0 or 1 is normally considered to be a question of poor academic practice. In such cases the piece of work is marked with an appropriate penalty (including the likelihood of a fail mark) to take account of the poor academic practice and the student receives appropriate academic counselling from the Module Leader, Module Tutor **or the Director of Studies**.
- 10.16 Cheating in an examination is regarded as a serious assessment offence and is not considered to be poor academic practice, at any level of study.
- 10.17 If the student admits to an allegation **of an assessment offence** (or if no response has been received), the Chair of the Faculty Awards Board implements **the following penalties** (see also the presentation of the penalty tariffs in tabular format at the end of Section 10).

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<sup>3</sup>Examples of poor academic practice include:

- **Occasional** verbatim copying of short phrases from one or more sources, with in-text and bibliographical acknowledgement
- **Occasional** close paraphrasing of sentences from one or more sources, with in-text and bibliographical acknowledgement.

10.18 A first offence (which in the case of plagiarism or collusion may be multiple concurrent offences) at Level 0, 1, 2 or 3 admitted by the student

or

A second offence at Level 0 or 1 admitted by the student

If a student **admits** to the allegation all the following penalties are applied equally in each case:

- the mark for the piece of work in question is recorded as 0% as a first attempt
- the student is required to resubmit the work as a re-assessment
- if the student passes the re-assessment a resit module result is recorded on the transcript, but is capped at 40%
- if the student fails the re-assessment the module result obtained for any replacement module (if permitted under the Academic Regulations) subsequently passed by the student is capped at 40%
- for work at Level 2 or 3 the capped module result is compulsorily included in the calculation of the award classification

10.19 A reference to the admitted assessment offence is made on Anglia Ruskin University's student record system (but not on the student's academic transcript)

10.20 In all cases where a student admits to the allegation as a first offence the student is interviewed by the Dean of Faculty (or a nominee), is told of the seriousness of the offence and receives advice on good academic practice and the accepted conventions in the preparation of their work in whatever form it takes.

10.21 A second offence at Level 2 or 3 admitted by the student

or

An offence in the Major Project at Level 3 admitted by the student

If a student **admits** to the allegation all the following penalties are applied equally in each case:

- the mark for the piece of work in question is recorded as 0% as a first attempt
- the student is required to resubmit the work as a re-assessment
- if the student passes the re-assessment a resit module result is recorded on the transcript, but is capped at 40%, and is compulsorily included in the calculation of the award classification.
- if the student fails the re-assessment the mark obtained for any replacement module (if permitted under the Academic Regulations) subsequently passed by the student is capped at 40%, and is compulsorily included in any calculation of the award classification
- the arithmetic mean resulting from the calculation of the award classification is reduced by 5 percentage points (this may result in a lower award classification but **not** a failed award)
- if the award is not classified, thereby precluding use of the penalty of a lower award classification, conferment of the award is deferred for six months as a penalty
- if the award may be conferred with a merit or a distinction, the student is precluded from consideration for such an award.

10.22 A reference to the admitted assessment offence is made on Anglia Ruskin University's student record system (but not on the student's academic transcript)

10.23 In all cases where a student admits to the allegation as a second offence or the offence is in the Major Project, the student is interviewed by the Dean of Faculty (or a nominee), is told of the extreme seriousness of the offence, receives further advice on good academic practice and the accepted conventions in the preparation of their work in whatever form it takes, and is warned that a third or subsequent offence will result in expulsion from Anglia Ruskin University.

10.24 A third or subsequent offence at Levels 0, 1, 2 and 3 admitted by the student

This offence is regarded as exceptionally serious, even if admitted by the student. In such cases the Chair of the Faculty Awards Board, after consultation with the Dean of the Faculty, is required to recommend to the Vice Chancellor that the student be expelled from Anglia Ruskin University.

10.25 A first offence at Level 4 admitted by the student

If a student **admits** to the allegations all the following penalties are applied equally in each case:

- the mark for the piece of work in question is recorded as 0% as a first attempt
- the student is required to resubmit the work as a re-assessment
- if the student passes the re-assessment a resit module result is recorded on the transcript, but is capped at 40%, and is compulsorily included in the calculation of the award classification
- if the student fails the re-assessment the mark obtained for any replacement module subsequently passed by the student is capped at 40%, and is compulsorily included in the calculation of the award classification
- the arithmetic mean resulting from the calculation of the award or award classification is reduced by 5 percentage points. This may result in a lower award classification but **not** a failed award
- If the award is not classified, thereby precluding use of the penalty of a lower award classification, conferment of the award is deferred for six months as a penalty
- if the award may be conferred with a merit or a distinction, the student is precluded from consideration for such an award.

10.26 A reference to the admitted assessment offence is made on Anglia Ruskin University's student record system (but not on the student's academic transcript).

10.27 In all cases where a student admits to the allegation the student is interviewed by the Dean of Faculty (or a nominee), is told of the extreme seriousness of the offence, receives further advice on good academic practice and the accepted conventions in the preparation of their work in whatever form it takes, and is warned that a subsequent offence will result in expulsion from Anglia Ruskin University.

10.28 A second offence at Level 4 admitted by the student

**or**

An offence in the Major Project at Level 4 admitted by the student

This offence is regarded as exceptionally serious, even if admitted by the student. In such cases the Chair of the Faculty Awards Board, after consultation with the Dean of the Faculty, is required to recommend to the Vice Chancellor that the student be expelled from Anglia Ruskin University.

## Stage 2: Cases investigated by, or referred to, a hearing

### Purpose

10.29 If a student has denied an alleged assessment offence presented by the Chair of the Faculty Awards Board, the Chair refers the case to the **Director of the Academic Office (or nominee)** who convenes a panel to hear the allegation and to give the student an opportunity to demonstrate that the offence has not occurred.

### Membership of the Panel

10.30 The Executive Secretary establishes the panel to undertake a hearing. The panel comprises:

- a member of the Committee for Inquiry & Review (who acts as **Chair**)
- two members of staff of Anglia Ruskin University who are not members of the Faculty in which the student is registered nor have taught the student or in any other way have been closely associated with the student
- a student nominated by the President of the Students' Union in consultation with the Executive Secretary
- the Director of the **Academic Office (or nominee)** who is a full member and acts as Executive Secretary.

10.31 In addition, the following have the right to be in attendance:

- the President of the Students' Union (or an elected representative of the Students' Union)
- the presenter of the case (Dean of Faculty or nominee)
- the student whose case is being heard and his/her friend or a representative of the Student Union.

10.32 Neither Anglia Ruskin University nor the student whose case is being heard is legally represented during the conduct of a hearing.

### **Conduct of a formal hearing**

10.33 The hearing is formal and takes place as soon as possible and normally no later than three months after the formal allegation is made.

10.34 Anglia Ruskin University reserves the right to involve such other individuals at the hearing as it thinks appropriate to the presentation of the case.

10.35 All hearings held by the panel are minuted and a record of the minutes is kept by the Executive Secretary.

10.36 The hearing is conducted in the following sequence:

- Dean of Faculty (or nominee) in support of the allegation with a view to demonstrating that the offence has occurred. The evidence may be in writing and/or witnesses may be called
- witnesses in support of the allegation
- the student (or his/her friend) with a view to rejecting the allegation and demonstrating that the offence has not occurred. The evidence may be in writing and/or witnesses may be called
- witnesses in support of the student
- final statement by Dean of Faculty (or nominee) and his/her witnesses
- final statement by student (or his/her friend) who is the subject of the allegation.

10.37 The members of the panel have the right to put questions to any person attending the hearing.

10.38 The Dean of Faculty (or nominee) and witnesses, the student who is the subject of the allegation and his/her friend, have the right to be present during the taking of evidence. All have the right to put questions to the witnesses and to each other, except that neither has the right to put questions on the others' final statements.

10.39 If the student who is the subject of the allegation does not appear at the hearing, the panel may proceed to deal with the allegation in his/her absence provided the committee is satisfied that the Secretary has properly notified the student of the hearing.

10.40 In reaching its **decision**, the panel sits in private and considers whether the case has been proved. If the panel considers that the case has not been proved, the allegation is dismissed. If the panel considers that an assessment offence has been proved **the following decisions are submitted to the Faculty Awards Board for implementation:**

(a) A first offence (which in the case of plagiarism or collusion may be multiple concurrent offences) at Level 0, 1, 2 or 3

**or**

A second offence at Level 0 or 1

(all penalties to be applied equally in each case)

- the mark for the piece of work in question is recorded as 0% as a first attempt
- the student is required to resubmit the work as a re-assessment
- if the student passes the re-assessment a resit module result is recorded on the transcript, but is capped at 40%
- if the student fails the re-assessment the mark obtained for any replacement module subsequently passed by the student is capped at 40%
- for work at Levels 2 or 3 the capped module mark is compulsorily included in the calculation of the award classification
- the arithmetic mean resulting from the calculation of the award classification is reduced by 5 percentage points (this may result in a lower award classification but **not** a failed award)
- if the award is not classified, thereby precluding use of the penalty of a lower award classification, conferment of the award is deferred for six months as a penalty
- if the award may be conferred with a merit or a distinction, the student is precluded from consideration for such an award.

(b) A second offence at Level 2 or 3

**or**

(c) An offence in the Major Project at Level 3

(all penalties to be applied equally in each case)

- the mark for the piece of work in question is recorded as 0% as a first attempt
- the student is required to resubmit the work as a re-assessment
- if the student passes the re-assessment a resit module result is recorded on the transcript, but is capped at 40%, and is compulsorily included in the calculation of the award classification.
- if the student fails the re-assessment the mark obtained for any replacement subsequently passed by the student is capped at 40%, and is compulsorily included in any calculation of the award classification

- the arithmetic mean resulting from the calculation of the award classification is reduced by 10 percentage points (this may result in a lower award classification but **not** a failed award)
- if the award is not classified, thereby precluding use of the penalty of a lower award classification, conferment of the award is deferred for six months as a penalty
- if the award may be conferred with a merit or a distinction, the student is precluded from consideration for such an award.

(d) A third or subsequent offence at Level 0, 1, 2 or 3

This offence is regarded as exceptionally serious. If a panel finds a student guilty of a third or subsequent offence it is required to recommend to the Vice Chancellor that the student be expelled from Anglia Ruskin University.

10.41 A first offence at Level 4

(all penalties to be applied equally in each case)

- the mark for the piece of work in question is recorded as 0% as a first attempt
- the student is required to resubmit the work as a re-assessment
- if the student passes the re-assessment a resit module result is recorded on the transcript, but is capped at 40%, and is compulsorily included in the calculation of the award classification
- if the student fails the re-assessment the mark obtained for any module subsequently passed by the student is capped at 40%, and is compulsorily included in the calculation of the award classification
- the arithmetic mean resulting from the calculation of the award or award classification is reduced by 10 percentage points. This may result in a lower award classification but **not** a failed award
- If the award is not classified, thereby precluding use of the penalty of a lower award classification, conferment of the award is deferred for six months as a penalty
- if the award may be conferred with a merit or a distinction, the student is precluded from consideration for such an award.

10.42 A reference to the admitted assessment offence is made on Anglia Ruskin University's student record system (but not on the student's academic transcript).

10.43 In all cases where a student admits to the allegation the student is interviewed by the Dean of Faculty (or a nominee), is told of the extreme seriousness of the offence, receives further advice on good academic practice and the accepted conventions in the preparation of their work in whatever form it takes, and is warned that a subsequent offence will result in expulsion from Anglia Ruskin University.

10.44 A second offence at Level 4 admitted by the student

**or**

An offence in the Major Project at Level 4

This offence is regarded as exceptionally serious, even if admitted by the student. In such cases the Chair of the Awards Board, after consultation with the Dean of the Faculty, is required to recommend to the Vice Chancellor that the student be expelled from Anglia Ruskin University.

10.45 If the student is present at the hearing, s/he is normally informed of the panel's **decision** at the conclusion of the hearing.

10.46 In addition the Executive Secretary notifies the student of the decision in writing normally within 10 working days of the date of the hearing, stating that under Regulation 10.53 s/he has the right of an appeal to the Board of Governors against the Panel's **decision**. The student may respond, in writing, to

the Executive Secretary's formal notification of the outcome of the hearing, indicating if s/he wishes under Regulation 10.53 to appeal against the **decision** and, if so, the grounds for that appeal. The response must be received by the Executive Secretary within 10 working days of the date of the Executive Secretary's letter.

- 10.47 If the student does not appeal against the panel's **decision**, it is forwarded to the Faculty Awards Board for implementation. The student is notified at the earliest possible opportunity of the outcome. If the student indicates his/her wish to submit an appeal the Executive Secretary informs the Clerk to the Board of Governors within three working days.
- 10.48 The Executive Secretary also informs the Director of Studies, the Head of Department, the Dean of Faculty (or equivalent) and the Chair of the Faculty Awards Board of the panel's decision. The Chair of the Faculty Awards Board (or his nominee) arranges for the panel's decision to be considered by the Faculty Awards Board after 12 days have elapsed, but within 21 days of the date of the Executive Secretary's letter to the student informing him/her of the decision.
- 10.49 Senate expects a Faculty Awards Board to uphold the panel's decision and to act accordingly. If it does not, the Chair of the Faculty Awards Board is required to provide a formal written statement of its reasons for not upholding the decision of the panel. This statement is submitted to the Chair of the Senate who assesses, in consultation with the Panel Chair, whether the reasons for not upholding the panel's decision, as given by the Chair of the Faculty Awards Board, are acceptable and determines the action to be taken in response.
- 10.50 A reference to the proved assessment offence is made on Anglia Ruskin University's student record system (but not on the student's academic transcript).
- 10.51 In all cases where an assessment offence has been proved at a hearing the student is interviewed by the Dean of Faculty (or a nominee), is told of the seriousness of the offence and receives advice on good academic practice and the accepted conventions in the preparation of their work in whatever form it takes.
- 10.52 A report of the hearing is submitted to the Committee for Inquiry and Review for information.

### **Appeals arising from a hearing**

#### Procedures for an Appeal to the Board of Governors

- 10.53 A student may submit an appeal to the Board of Governors if an alleged assessment offence has been upheld by a panel **and** there is evidence that the procedures for considering the allegation were not followed. There are no grounds for appeal on the basis of the following:
- new evidence (unless pertaining to procedures) not disclosed at the hearing for whatever reason
  - disputing the academic judgement of the panel
  - disputing the competence of panel members.
- 10.54 Any appeal under Regulation 10.53 must be submitted by the student to the Clerk to the Board of Governors for receipt within 10 working days of notification of the panel's decision. The appeal must specify in writing precisely what aspect(s) of the procedures was not followed.
- 10.55 The Clerk to the Board of Governors convenes an Appeals Committee of the Board of Governors to consider the appeal in accordance with the procedures described in "Rules, Regulations and Procedures for Students".  
[<http://sec-clerk.anglia.ac.uk/document.asp?docid=215&sectionid=7>]

## **Office of the Independent Adjudicator**

10.56 If a student is not satisfied with the decision of the Panel of the Appeals Committee of the Board of Governors, s/he may make representation to the Office of the Independent Adjudicator for Higher Education.

**Summary of penalties to be applied for an assessment offence admitted by a student**

Level of study	First offence <sup>4</sup> (admitted by student <sup>5</sup> ) (in the case of plagiarism or collusion this may include multiple concurrent offences)		Second offence OR offence in Major Project (admitted by student <sup>5</sup> )		Third or subsequent offence (admitted by student)
	COMMITTED IN INITIAL ASSESSMENT	COMMITTED IN REASSESSMENT	COMMITTED IN INITIAL ASSESSMENT	COMMITTED IN REASSESSMENT	COMMITTED IN INITIAL ASSESSMENT OR REASSESSMENT
LEVEL 0 or 1 <sup>4</sup>	<p>Mark of 0% awarded</p> <p>Resubmission permitted; module result capped at 40%</p> <p>If a student fails the module on resubmission, the module result (if passed) for any replacement module is capped at 40%</p> <p>Warning letter is placed on record in student file</p> <p>Academic counselling</p>	<p>Mark of 0% awarded</p> <p>No resubmission is permitted (student therefore fails module)</p> <p>Module result (if passed) for any replacement module is capped at 40%</p> <p>Warning letter is placed on record in student file</p> <p>Academic counselling</p>	<p>Mark of 0% awarded</p> <p>Resubmission permitted; module result capped at 40%</p> <p>If a student fails the module on resubmission, the module result (if passed) for any replacement module is capped at 40%</p> <p>Warning letter is placed on record in student file</p> <p>Academic counselling</p>	<p>Mark of 0% awarded</p> <p>No resubmission is permitted (student therefore fails module)</p> <p>If a student fails a module in which they have committed an assessment offence, the module result (if passed) for any retake of the module with attendance (if permitted under the Academic Regulations) or for any replacement module is capped at 40%</p> <p>Warning letter is placed on record in student file</p> <p>Academic counselling</p>	Expulsion
LEVEL 2 or 3	<p>Mark of 0% awarded</p> <p>Resubmission permitted; module result capped at 40%</p> <p>Capped module result compulsorily included in classification calculation</p> <p>If student fails the module on resubmission, the module result (if passed) for any replacement module is capped at 40%</p> <p>Warning letter is placed on record in student file</p> <p>Academic counselling</p>	<p>Mark of 0% awarded</p> <p>No resubmission is permitted (student therefore fails module)</p> <p>Module result (if passed) for any replacement module is capped at 40%</p> <p>Warning letter is placed on record in student file</p> <p>Academic counselling</p>	<p>Mark of 0% awarded</p> <p>Resubmission permitted; module result capped at 40%</p> <p>Module result compulsorily included in classification calculation <b>AND</b> classification reduced by 5 percentage points</p> <p>Student is precluded from distinction or merit (if available and student is eligible)</p> <p>For unclassified awards only, conferment of award is deferred for six months</p> <p>Warning letter is placed on record in student file</p> <p>Academic counselling</p>	<p>Mark of 0% awarded</p> <p>No further attempts permitted (student therefore fails module)</p> <p>If a student fails a module in which they have committed an assessment offence, the module result (if passed) for any retake of the module with attendance (if permitted under the Academic Regulations) or for any replacement module is capped at 40%</p> <p>Module result compulsorily included in classification calculation <b>AND</b> classification reduced by 5 percentage points</p> <p>Student is precluded from distinction or merit (if available and student is eligible)</p> <p>For unclassified awards only, conferment of award is deferred for six months</p> <p>Warning letter is placed on record in student file</p> <p>Academic counselling</p>	Expulsion

<sup>4</sup>Regulation 10.15 states that 'A first allegation of plagiarism or collusion at Levels 0 or 1 is normally considered to be a question of poor academic practice. In such cases the piece of work is marked with an appropriate penalty (including the likelihood of a fail mark) to take account of the poor academic practice and the student receives appropriate academic counselling from the Module Leader or Module Tutor, or the Director of Studies'.

<sup>5</sup>The penalties are heavier if an alleged offence is proved at a hearing (see Regulations 10.40-10.44).

<p>LEVEL 4</p>	<p>Mark of 0% awarded</p> <p>Resubmission permitted; module result capped at 40%</p> <p>Module result compulsorily included in classification calculation <b>AND</b> classification reduced by 5 percentage points</p> <p>Student is precluded from distinction or merit (if available and student is eligible)</p> <p>For unclassified awards only, conferment of award is deferred for six months</p> <p>If student fails the module on resubmission, the module result (if passed) for any replacement module is capped at 40% and is compulsorily included in classification calculation</p> <p>Warning letter is placed on record in student file</p> <p>Academic counselling</p>	<p>Mark of 0% awarded</p> <p>No resubmission is permitted (student therefore fails module)</p> <p>Module result for any replacement module is capped at 40% <b>AND</b> classification reduced by 5 percentage points</p> <p>Student is precluded from distinction or merit (if available and student is eligible)</p> <p>For unclassified awards only, conferment of award is deferred for six months</p> <p>Warning letter is placed on record in student file</p> <p>Academic counselling</p>	<p>Expulsion</p>	<p>Expulsion</p>	
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## SECTION 11

### RESULTS, CONFERMENT, AWARD CERTIFICATES AND TRANSCRIPTS<sup>1</sup>

#### Publication of results

- 11.1 The Director of the **Academic Office (or nominee)** is responsible for the publication to students (including students registered at a UK or international partner institution) of all module results and all decisions on student continuation and the conferment of an Anglia Ruskin award. No other member of staff is authorised to release such results or decisions, unless the Senate has agreed otherwise.
- 11.2 The publication of module results and decisions on student continuation and the conferment of an Anglia Ruskin award is normally made electronically to students individually on E-Vision.
- 11.3 In certain circumstances it may be necessary to communicate results and/or decisions either by letter to individual students and/or on an official Anglia Ruskin University noticeboard. In the latter case the provisions of the 1998 Data Protection Act are observed and students who have opted not to have their results notified in this way will be omitted from any listings placed on official Anglia Ruskin University noticeboards. Under no circumstances may results and/or decisions be released to students by telephone.
- 11.4 No results or decisions are published until the full cycle of Anglia Ruskin University's two-tiered assessment process has been completed, as set out in Section 7 of these Academic Regulations. Results and/or decisions are published only after they have been approved by a properly constituted Faculty Awards Board whose decisions have been endorsed by the signature of the appropriate external examiner(s) on the results documentation in accordance with the Senate Code of Practice on External Examiners for Taught Pathways (January 2003).
- 11.5 The Director of the **Academic Office (or nominee)** publishes to students during each teaching/learning period a final date by which the results and decisions related to that period will be communicated to students.
- 11.6 Students are entitled to receive feedback from module tutors on assessed work when it is returned to them. Such feedback clearly states that the mark awarded for the assignment is provisional and is subject to internal and external moderation and that the final mark for an item of assessment and the overall module result is published by the Director of the **Academic Office (or nominee)** only after they have been approved by the appropriate Faculty Awards Board.

#### Conferment of Anglia Ruskin awards

- 11.7 The authority to confer an award on behalf of Anglia Ruskin University rests solely with the Senate. The Senate may delegate its responsibility for such matters to Faculty Awards Boards. No certificates, records, transcripts or similar documentation may be issued in the name of Anglia Ruskin University unless prior authorisation has been given by, or on behalf of, the Senate.

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<sup>1</sup> These Academic Regulations do **not** cover the provision of Certificates of Credit or Certificates of Attendance which are requested by certain professional or statutory bodies for students for students completing certain modules which do not lead to an Anglia Ruskin award

- 11.8 An Anglia Ruskin award may be conferred only on students who have satisfied the general requirements for students, as set out in Regulation 3.25 of these Academic Regulations, and who have subsequently been recommended for the conferment of an award by a properly constituted Faculty Awards Board.
- 11.9 Conferment of an award is withheld from any student who has not fulfilled a legitimate requirement of Anglia Ruskin University, including the settlement of any outstanding debt to Anglia Ruskin University or to a partner institution at which the student has studied in partial or complete fulfilment of the academic requirements of the pathway for which the student is registered.

### **Award certificates**

- 11.10 Anglia Ruskin University provides an award certificate to each student on whom it confers an award.
- 11.11 Such certificates record:
- the name of Anglia Ruskin University
  - the full name of the student as entered on Anglia Ruskin University's Student Record System. It is the responsibility of the student to ensure that his/her name is correctly entered
  - the award title as defined in Regulation 2.1 of these Academic Regulations
  - the approved pathway title
  - any award classification, as appropriate (e.g. upper second class honours, merit or distinction)
  - the month and year of the Faculty Awards Board meeting at which the recommendation to confer the award was made
  - subject to the prior approval of the Senate, the name of any partner institution with whom Anglia Ruskin University has collaborated in relation to the named award [*NB This currently does not apply to any partner institution*]
  - a reference to the existence of a transcript, if the principal language of instruction for the award is not English and/or the language of assessment is not English<sup>2</sup>
  - an appropriate reference if the award includes credit based on accredited prior certificated learning (APCL) or accredited prior experiential learning (APEL).
- 11.12 The certificate bears the signature of the Vice-Chancellor.
- 11.13 The Director of the **Academic Office (or nominee)** is responsible for the provision of all award certificates, prepared in secure conditions and in a format designed to minimise the risk of forgery.
- 11.14 The Director of the **Academic Office (or nominee)** is also responsible for maintaining a record of the names of all recipients of an academic award conferred by Anglia Ruskin University.

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<sup>2</sup> This reference is to fulfil a requirement of QAA Code of Practice, Section 2: Collaborative provision and flexible and distributed learning (including e-learning), Sept 2004. The requirement does not apply to pathways (or their constituent modules) relating to the study of a foreign language where the principal language of assessment is also the language of study

## Transcripts

*[NB The provision, structure and content of transcripts are subject to Anglia Ruskin University's progressive implementation of the Bologna Process, including provision of the "Diploma Supplement"]*

- 11.15 The purpose of a transcript is to provide a formal, verifiable and comprehensive record of a student's learning. It is designed to meet the needs of those who require such information, including employers, professional or statutory bodies and admissions tutors at higher education institutions.
- 11.16 Anglia Ruskin University routinely provides all students with an individual, updated transcript on completion of the assessment cycle at the end of each teaching/learning period.
- 11.17 The transcript contains:
- the full name of the student as entered on Anglia Ruskin University's Student Record System. It is the responsibility of the student to ensure that his/her name is correctly entered
  - the award and pathway title for which the student is currently registered
  - a record of the outcome of every module in which the student has been assessed (whether or not the student has passed the module) with details of the module title, level, credit volume, module result and date of completion
  - where appropriate, the award conferred on the student. This may be an intermediate award rather than the award for which the student was originally registered
  - the date of publication of the transcript, namely the month and year of the Faculty Awards Board meeting at which the most recent module results were confirmed
  - the name of any partner institution with whom Anglia Ruskin University has collaborated in relation to the named award
  - a reference to the principal language of instruction for the award if this is not English<sup>3</sup>
  - a reference to the language of assessment for the award if this is not English<sup>4</sup>
  - an appropriate reference to the award of any credit based on APCL or APEL
- 11.18 The reverse of the transcript contains a glossary of terms and abbreviations used in the transcript.
- 11.19 All transcripts are published by the Academic Office in accordance with these Academic Regulations and are subject to any detailed guidelines agreed by the Senate or published by external bodies or agencies.

<sup>3</sup> This reference is to fulfil a requirement of QAA Code of Practice, Section 2: Collaborative provision and flexible and distributed learning (including e-learning), Sept 2004. The requirement does not apply to pathways (or their constituent modules) relating to the study of a foreign language where the principal language of assessment is also the language of study

<sup>4</sup> As above.



## TRANSITIONAL ACADEMIC REGULATIONS

### 1. Foreword

- 1.1 Under arrangements approved by the Senate these Transitional Academic Regulations apply for a limited period to all students registered for a taught pathway leading to an Anglia Ruskin award.
- 1.2 With effect from September 2006 all taught pathways leading to an Anglia Ruskin award, including pathways offered in collaboration with an approved partner institution and BTEC awards conferred under Anglia Ruskin University's License Agreement with Edexcel, fall into one of the following three categories:

#### Category A ("long life" 15/30 pathways)

These are existing pathways whose title continues in 2006-07 and thereafter under the 15/30 credit curriculum structure. Existing 10/20 credit modules contributing to these pathways have been restructured and/or rationalised into 15/30 credit modules.

Existing students retain their current registration on these pathways.

The SITS course code for these pathways was revised in September 2005 to accommodate the new curriculum management structure which took effect from 2005-06 (e.g. abolition of Sets and Fields) and continues when the pathways (and students) migrate to 15/30 credit curriculum structures.

#### Category B ("non-continuing" 15/30 pathways)

These are existing pathways whose title does **not** continue in 2006-07 under the 15/30 credit curriculum structure. In most cases the subject area(s) contributing to these pathways continue(s) to be taught through delivery of 15/30 credit modules to new or migratory pathways.

Existing students retain their current registration on these pathways (bearing the same pathway title) taking appropriate 15/30 credit modules to satisfy the credit requirements of the pathway.

The last student intake to these pathways registered during the 2005-06 academic year (in most cases in September 2005).

The SITS course code for these pathways was revised in September 2005 to accommodate the new curriculum management structure which took effect from 2005-06 (e.g. abolition of Sets and Fields) and continues until students currently registered on the pathways successfully complete their studies or withdraw from Anglia Ruskin University.

#### Category C ("short life" 10/20 pathways)

These are existing pathways and the associated modules which continue with a 10/20 credit curriculum structure for a finite period

(normally no later than August 2007), as approved on an individual basis by the 15/30 Project Board. The complete list of such pathways is attached to these Transitional Academic Regulations.

Existing students retain their current registration on these pathways (bearing the same pathway title) taking approved 10/20 credit modules to satisfy the credit requirements of the pathway.

The last student intake to these pathways registered in May 2006 or earlier.

The SITS course code for these pathways was revised in September 2005 to accommodate the new curriculum management structure which took effect from 2005-06 (e.g. abolition of Sets and Fields) and continues until students currently registered on the pathways successfully complete their studies or withdraw from Anglia Ruskin University.

1.3 These Transitional Academic Regulations apply to pathways in all three categories. They identify for each category the variations from the approved policies and procedures contained in Sections 1-11 of the Academic Regulations.

**2. Category A (“long life” 15/30 pathways) and Category B (“non-continuing” 15/30 pathways)**

*[references to Sections relate to Sections within the Academic Regulations]*

2.1 Section 1

This Section applies in full to these pathways.

2.2 Section 2

This Section applies to these pathways with the following exceptions:

- a summary of the structure and content of a number of pathways in Category B is set out on an FV3C Form, approved at the academic approval stage and in a number of cases subsequently revised through appropriate internal approval processes, not on a Pathway Specification Form (PSF)
- the credit requirements for these pathways comprise a combination of Regulation 2.24 and the equivalent Regulation in the former Curriculum Regulations, depending on the level of learning completed by a student at the time of his/her transfer to the 15/30 credit curriculum structure in September 2006
- for certain pathways the combination of modules under 10/20 and 15/30 credit curriculum structures may require individual students to take a 5 credit Independent Learning “completion” module to satisfy the credit requirements for the pathway.

### 2.3 Section 3

This Section applies in full to these pathways.

### 2.4 Section 4

This Section applies in full to these pathways.

### 2.5 Section 5

This Section applies in full to these pathways.

### 2.6 Section 6

This Section, including the application of the Regulations governing mitigation to those modules whose delivery commenced **before** September 2006, applies to these pathways with the following exceptions:

#### 2.6.1 Module assessment: use of qualifying mark (Regulation 6.31)

Students taking a module whose delivery commenced before September 2006 (i.e. “old learning”) are governed by the former Curriculum Regulations. They are **not** required to achieve a qualifying mark of at least 30% (or a higher mark if prescribed on the Module Definition Form) in each item of assessment (within a module which is fine graded) to gain an overall pass for the module.

Students taking a module whose delivery commenced in or after September 2006 (i.e. “new learning”) are governed by Regulation 6.31 of the Academic Regulations and are required to achieve the specified qualifying mark in each item of assessment to gain an overall pass for the module.

#### 2.6.2 Module assessment: number of attempts (Regulation 6.33)

Students taking a module whose delivery commenced before September 2006 (i.e. “old learning”) are governed by the former Curriculum Regulations. They are permitted up to two re-assessment attempts to pass the module after failure at the first attempt.

Students taking a module whose delivery commenced in or after September 2006 (i.e. “new learning”) are governed by Regulation 6.33 of the Academic Regulations and are given **one** further opportunity to pass the module after failure at the first attempt.

#### 2.6.3 Capping of failed modules (Regulation 6.65)

Students taking a module whose delivery commenced before September 2006 (i.e. “old learning”) are governed by the former Curriculum Regulations whereby only the failed element(s) of assessment within a failed module is capped at 40% if a student subsequently passes the failed element(s) at re-assessment.

Students taking a module whose delivery commenced in or after September 2006 (i.e. “new learning”) are governed by Regulation 6.65

of the Academic Regulations under which the result for the entire module is capped at 40% if, at re-assessment, a student passes a failed module.

2.6.4 Module assessment: failure in a designated or compulsory module (Regulations 6.66-6.71)

Students taking a module whose delivery commenced before September 2006 (i.e. “old learning”) are governed by the former Curriculum Regulations. A student who has failed a designated or compulsory module after all re-assessment attempts is **not** permitted to replace a failed designated module with an alternative module at the same level (Regulation 6.66) or to retake a compulsory module with attendance (Regulation 6.66).

Students taking and failing after re-assessment a module whose delivery commenced in or after September 2006 (i.e. “new learning”) are governed by Regulations 6.66-6.71 of the Academic Regulations and are permitted to take a replacement module or, for certain pathways, to retake a compulsory module with attendance, as set out in those Regulations.

2.6.5 Compensation (Regulations 6.72-6.80)

Students taking a module whose delivery commenced before September 2006 (i.e. “old learning”) are governed by the former Curriculum Regulations. Compensation for failure in such a module is **not** considered in any circumstances.

Students taking a module whose delivery commenced in or after September 2006 (i.e. “new learning”) are governed by Regulations 6.72-6.80 of the Academic Regulations under which they may be compensated for a failure in such a module, provided all the criteria set out in Regulation 6.78 have been satisfied. When identifying the modules totalling at least 75 credits to be used in determining whether the criteria under Regulation 6.78 have been met, modules passed under the former Curriculum Regulations may be combined with modules at the same level passed under the Academic Regulations.

2.7 Sections 7, 8, 9, 10 and 11

These Sections apply in full to these pathways.

3. **Category C (“short life” 10/20 pathways)**

3.1 The former Curriculum Regulations apply to these pathways with the following exceptions:

3.1.1 Mitigation

With effect from 1 September 2006 the procedures for considering claims for mitigation, as set out in the Academic Regulations, are applied to all students registered for these pathways and supersede the arrangements described in the former Curriculum Regulations.

All claims for mitigation submitted after 1 September 2006 in relation to modules whose delivery commenced before September 2006 (“old learning”) or in September 2006 or thereafter (“new learning”) are governed by the Academic Regulations. These Regulations define the grounds for mitigation (Regulations 6.82-6.88), the process for considering such claims (Regulations 6.89-6.93) and the consequences of a successful claim for mitigation (Regulation 6.94).

### 3.1.2 Late submission of assessed work

With effect from 1 September 2006 the penalty for submitting an assignment after the published deadline, as set out in Regulation 6.44 of the Academic Regulations, is applied to all students registered for these pathways. All such work is awarded a mark of zero, unless a short term or long term extension to the deadline has been approved for an individual student in advance of the deadline.

### 3.1.3 Academic appeals and assessment offences

With effect from 1 September 2006 all academic appeals and assessment offences related to students registered for these pathways are governed by the Academic Regulations.

### 3.1.4 Other assessment issues

With effect from 1 September 2006 all students registered for these pathways are governed by the Academic Regulations for the following assessment issues:

- short and long term extensions
- assignments: exceeding word limits
- conduct of Anglia Ruskin examinations
- special needs in assessment
- Assessment Panels and Awards Boards

- 3.2 Under arrangements approved by the Senate, Category C pathways continue with a 10/20 credit curriculum structure for a finite period (normally no later than August 2007). For this reason students registered for a Category C pathway who obtain approval for a period of intermission commencing after 1 September 2006 are required to register for a Category A or B pathway when they resume their studies. The title and curriculum structure for such pathways will be different to the pathway on which they initially registered. On their return intermitting students may be required to take a 5 credit Independent Learning “completion” module to satisfy the credit requirements for the new pathway (see also the Regulations governing student registration (including intermission) under Section 3 of these Academic Regulations).

#### 4. Summary

4.1 The following is a summary of the application of the former Curriculum Regulations and the Academic Regulations to each pathway category:

	<u>Category A</u>	<u>Category B</u>	<u>Category C</u>
“old learning” (before Sept 2006)	Curriculum <sup>1.</sup> Regulations	Curriculum <sup>1.</sup> Regulations	Curriculum <sup>1.</sup> Regulations
“new learning” (wef Sept 2006)	Academic Regulations	Academic Regulations	Curriculum <sup>2.</sup> Regulations

1. including the number of re-assessment attempts defined in the Curriculum Regulations

2. but Academic Regulations for new procedures (e.g. mitigation, student review, short/long term extensions, consequences of late submission of assessed work, exceeding word limits for assignments, appeals, assessment offences)

**PROPOSALS TO RETAIN 10/20 CREDIT COMBINATIONS**

Faculty	Pathway	Cohort	Date to Discontinue/complete	Project Board's Decision
Ashcroft International Business School	Peterborough Regional College – BA (Hons) Business, Management and Organisation	Students due to complete their studies during 2006/7	July 2007	<p>AGREED:</p> <p>To allow Peterborough Regional College to continue to deliver a 40 credit dissertation module during 2006/7, to enable final year students on the BA (Hons) Business, Management and Organisation pathway to complete their studies.</p> <p>AGREED:</p> <p>Conditionally to allow Peterborough Regional College to continue to deliver the following 10/20 credit modules, during 2006/7, subject to written confirmation that the College understands that the modules cannot be delivered in 10/20 credit structure after the summer in 2007:</p> <ul style="list-style-type: none"> <li>Level 1 - E-Business Technology</li> <li style="padding-left: 20px;">- Principles of Marketing</li>   <li>Level 2 - Research Methods</li> <li style="padding-left: 20px;">- Organisational Behaviour</li>   <li>Level 3 - Managing Innovation &amp; Creativity</li> <li style="padding-left: 20px;">- Strategic Marketing Management</li> </ul> <p><i>Secretarial note: written confirmation was received on 22 June 2006.</i></p>

Faculty	Pathway	Cohort	Date to Discontinue/complete	Project Board's Decision
Ashcroft International Business School	Dual Award Programme – MBA with FHW Berlin	17 students who commenced their studies in 2005 in Berlin and came to the UK in June 2006 to undertake the Masters stage	End of summer 2007	<p>AGREED:</p> <p>To allow the continued delivery of the following three 10 credit modules and one 30 credit module under the former 10/20 credit scheme:</p> <p>BPM1090 Research Methods  BPM1026 Entrepreneurship and Innovation  BPM1015 Corporate Social Responsibility  BPM3999 Postgraduate Dissertation</p>
Ashcroft International Business School	Essex County Council – MA Leadership & Public Sector Management 10-20 students.		February 2007	<p>AGREED:</p> <p>To allow the MA Leadership and Public Sector Management pathway to continue to be delivered in 10/20 credit structure until the end of January 2007, to allow the current cohort to complete their studies.</p> <p><i>Secretarial note: the period of approval of the pathway was extended to 18 months (from February 2006) by Senate on 26 April 2006.</i></p>
Arts, Law and Social Sciences	Thurrock and Basildon College – HNC/D Textiles & Fashion	8-11 students	June 2007	<p>AGREED:</p> <p>To allow the HNC/D Textiles &amp; Fashion to be delivered in 10/20 credit structure, during 2006/7 only. FdA Textiles &amp; Fashion to be introduced in Sept 2007.</p>

Faculty	Pathway	Cohort	Date to Discontinue/complete	Project Board's Decision
Arts, Law and Social Sciences	Thurrock and Basildon College – HNC/D Fashion and Textiles	18 students due to complete in 2006/7	July 2007	<p>AGREED:</p> <p>By the PVC (Q&amp;E) to allow the HNC/D Fashion and Textiles to be delivered at Thurrock and Basildon College in 10/20 credit structure during 2006/7 to enable the 18 students to complete their studies.</p>
Arts, Law and Social Sciences	Huntingdonshire Regional College – HNC Photography (Commercial Practice)	Year 3 cohort of 5 students	June 2007	<p>AGREED:</p> <p>To allow the following modules to be delivered in 10/20 credit structure, to enable the year 3 students to complete their studies:</p> <p>Visual Language Contextual Referencing Studio, Still-Life and Advertising Photography Design for the Internet Photographic Specialisation</p>
Arts, Law and Social Sciences	BA (Hons) Behavioural Studies and BA (Hons) Humanities at Basildon (Benfleet)	Year 3 of both pathways in 2006/7	July 2007	<p>AGREED:</p> <p>To allow year 3 of the two pathways, BA (Hons) Behavioural Studies and BA (Hons) Humanities at Basildon (Benfleet) to be delivered in 10/20 credit structure during 2006/7, to enable the final year students to complete their studies. If any student does not complete by the summer of 2006 they will be required to change to 15/30 credit modules.</p>
Arts, Law and Social Sciences	PgDip Music Therapy	2005/6	January 2007	<p>AGREED:</p> <p>To allow the current cohort of students to complete their studies under the existing pathway structure.</p>

Faculty	Pathway	Cohort	Date to Discontinue/complete	Project Board's Decision
Arts, Law and Social Sciences	MA Jewish Christian Relations at Cambridge Theological Federation	17 part-time students	2008/9	<p>AGREED:</p> <p>To retrospectively approve the continuation of the following existing 30 credit modules for 2006/7 only:</p> <p>THM3023 Jewish and Christian Biblical Interpretation</p> <p>THM3024 Jews and Christians, Literature and Film</p> <p>THM3025 Jewish-Christian Responses to the Holocaust</p> <p>THM3027 Land of Promise and Conflict: Challenges for inter-faith understanding</p> <p>UNM6999 MA Dissertation</p> <p>THM3999 Postgraduate Independent Learning Module</p> <p>With effect from September 2007, the modules must be revised in accordance with the requirements of the 15/30 credit curriculum and the new Academic Regulations. It was agreed that the MA Jewish-Christian Relations can continue as a populated non-continuing pathway until the current cohort have completed their studies.</p>
Education	FdA Early Years Child Care	50 part-time students	January 2007	<p>AGREED:</p> <p>To allow 10/20 credit modules to be delivered in Semester 1, 2006/7.</p>

Faculty	Pathway	Cohort	Date to Discontinue/complete	Project Board's Decision
Education	PGCE Primary Education (ITT) & PGCE [subject] (ITT)	Students who have intermitted during 2005/6	July 2007	<p>AGREED:</p> <p>By Chair's action to allow intermitting students returning during 2006/7 to continue their studies on 10/20 credit modules.</p>
Education	Cert Ed/PGCE at Epping Forest College	10 students registered in February 2005 and 23 students registered in February 2006	February 2007	<p>AGREED:</p> <p>To allow the February 2005 and February 2006 cohorts to study the following 10/20 credit modules during 2006/7:</p> <p>PCB 3002/PCH 3002  PCB 3003/PCH 3003  PIPCB 0002  PCD 3004/PCH 3004  PCD 3005/PCH 3005  PIPCH 0002</p>
Education	Cert Ed/PGCE at Thurrock and Basildon College	Students who commenced either the 1 <sup>st</sup> or 2 <sup>nd</sup> year in January 2006	December 2006	<p>AGREED:</p> <p>By Chair's action to allow students who commenced the 1<sup>st</sup> or 2<sup>nd</sup> year of the Pathway to continue to study 10/20 credit modules during 2006/7 as follows:</p> <ul style="list-style-type: none"> <li>• Principles and Practices of Assessment</li> <li>• Extension Studies</li> </ul> <p>The new cohort commencing in January 2007 will register on 15/30 modules.</p>

Faculty	Pathway	Cohort	Date to Discontinue/complete	Project Board's Decision
Health and Social Care	Diploma of Credit Stroke Management and Rehabilitation	Students commencing in January 2006	December 2006	<p>AGREED:</p> <p>To allow the HEH2107 'Rehabilitation of the Individual following a stroke' module to be delivered in Semester 1, 2006/7.</p>
Health & Social Care	Diploma of Credit Orthopaedic Nursing	10-15 students from September-December 2006	December 2006	<p>AGREED:</p> <p>Module HEH2002 Acute Orthopaedic Care &amp; Trauma continue to be delivered as a 20 credit module from September-December 2006.</p>
Health and Social Care	BSc (Hons) Midwifery	18 students following the 'accelerated pathway'	April 2007	<p>AGREED:</p> <p>To allow this cohort of students only to complete their studies following the existing 10/20 credit modules.</p>
Health and Social Care	HNC Health and Social Studies at CoWA	8 students due to complete HNC in 2006/7	July 2007	<p>AGREED:</p> <p>To allow CoWA to continue to deliver the HNC Health and Social Studies in 10/20 credit module structure pending approval of 15/30 credit proposals in 2006/7. Students who do not complete the HNC by July 2007 will be required to take 15/30 credit modules after that date.</p>

Faculty	Pathway	Cohort	Date to Discontinue/complete	Project Board's Decision
Health and Social Care	Cert HE Mammographic Studies, FdSc Radiotherapy and Oncology Practice, MSc Medical Ultrasound, Dip HE Medical Imaging Practice and BSc (Hons) Radiography (Diagnostic Imaging); BSc (Hons) Radiography (D&T) and BSc (Hons) Health Sciences (D&T)	September 2005, January 2006 and May 2006	August 2007	<p>AGREED:</p> <p>To allow existing students on the pathways listed to complete their studies following existing 10/20 credit modules.</p> <p>All new students are required to study 15/30 credit modules with effect from September 2006.</p>
Health and Social Care	Dip HE Registered Nurse	January 2005 extended delivery	January 2007	<p>AGREED:</p> <p>That a more detailed rationale was needed.</p> <p><i>Secretarial Note:</i>  <i>The detailed rationale was provided and Chair's action was taken to approve students studying existing 10/20 credits in Semester 4. However, Semester 5 modules must be in 15/30 format.</i></p>
Health and Social Care	Dip HE Registered Nurse (Adult, Mental Health, Learning Disability and child branches)	May 2004	June 2007	<p>AGREED:</p> <p>To allow students on the May 2004 (Adult, Mental Health, Learning Disability and Child branches) to complete Semester 6 studying existing 10/20 credit modules.</p>

Faculty	Pathway	Cohort	Date to Discontinue/complete	Project Board's Decision
		January 2005 Extended Programme	February 2007	<p>AGREED:</p> <p>To allow students on the January 2005 extended programme to complete Semester 4 studying existing 10/20 credit modules. However, further clarification was needed regarding Semester 5 modules and the point at which students would transfer to the new Academic Regulations.</p>
Health and Social Care	Peterborough Regional College – FdSc Counselling	September 2005	July 2007	<p>AGREED:</p> <p>Conditionally to allow Peterborough Regional College to continue to deliver the following 10/20 credit modules during 2006/7, subject to written confirmation that the College understands that the modules cannot be delivered in 10/20 credit structure after the summer of 2007, and that any remaining students will transfer to the new Dip Cert HE Counselling Pathway which is being developed:</p> <p>Level One</p> <p>CNB1006 Critical Perspectives on Counselling [10] CNB2882 Work Based Learning 1 [20]</p> <p>Level Two</p> <p>CND1004 Counselling: Supervision 1 [10] CND1005 Counselling: Supervision 2 [10]</p>

Faculty	Pathway	Cohort	Date to Discontinue/complete	Project Board's Decision
Health and Social Care [contd]				CND1006 Investigating your Own Practice [10] CND1013 Therapeutic Relationships in Counselling Theory (1) [10] CND1014 Therapeutic Relationships in Counselling Integration Theory (2) [10] CND1887 Graduate and Employment Skills [10] CND1015 Counselling Case Study [10] CND2001 Advanced Counselling Skills [20] CND2004 On Becoming a Client [20] CND2882 Work Based Learning 2 [20]  <i>Secretarial note: written confirmation was received on 19 July 2006.</i>
Health and Social Care	Foundation Degree in Health and Social Care at Havering College	6 students in final year	June 2007	AGREED:  To allow the 6 final year students to take the 10 credit module SOD1023 Computer Tools for Social Scientists, in order to ensure they will have completed the requisite number of credits to be eligible for the award.

Faculty	Pathway	Cohort	Date to Discontinue/complete	Project Board's Decision
Health and Social Care	FdA Working with Young People	January 2004	December 2006	<p>AGREED:</p> <p>To allow the 'Graduate and Employment Skills', 10 credit, level 2 module to be delivered from September-December 2006, to allow students in the January 2005 cohort to complete their studies.</p>
Science & Technology	Mathematics		End of 2006/7	<p>AGREED:</p> <p>To allow existing 10/20 Mathematics modules to be delivered in 2006/7 only;</p> <p>To allow BSc Business and Mathematics and BSc Mathematics and Computing students to take 30 credits of 10/20 modules in each Semester in 2006/7;</p> <p>To allow BSc Mathematical Sciences students to take 60 credits per semester from the existing 10/20 credit modules in 2006/7, in order to graduate.</p> <p>To allow MSH 1037 Stochastic Modelling and Time Series and MSH 1036 Applied Statistical Models and Analysis of Surveys to be delivered as 10/20 credit modules in 2006/7.</p>

Faculty	Pathway	Cohort	Date to Discontinue/complete	Project Board's Decision
Science & Technology	FdSc Ophthalmic Dispensing	35 part-time students completing in February 2007	End of Semester 1 2006/7	AGREED:  To allow 3 10-credit modules to be delivered in Semester 1, 2006/7.
Science & Technology	BSc Chemistry	Full-time and part-time students completing in June 2008		NOT APPROVED:  15/30 credit modules to be written for implementation in 2006/7.
Science & Technology	Construction Management	HND Construction Management Year 2 Part Time - complete pathway June 2008 BSc (Hons) Construction Management Year 2 Part Time - complete pathway June 2011 (5 year pathway) or June 2012 (6 year pathway)	End of 2006/7	AGREED:  To allow the following module to be delivered in 2006/7 only;  Materials and Structural Performance (SVB 2003)
Science & Technology	Civil Engineering	HND Civil Engineering Year 2 Part Time - complete pathway June 2008 BSc (Hons) Civil Engineering Year 2 Part Time - complete pathway June 2012	End of 2006/7	AGREED:  To allow the following module to be delivered in 2006/7 only;  Materials and Structural Performance (SVB 2003)

Faculty	Pathway	Cohort	Date to Discontinue/complete	Project Board's Decision
Science & Technology	Civil Engineering	BSc (Hons) Civil Engineering Year 4 Part Time - complete pathway June 2009	End of 2006/7	<p>AGREED:</p> <p>To allow the following modules to be delivered in 2006/7 only;</p> <p>Substructure Construction (CTD1021) Organising and Controlling Projects (CTD1011)</p>
Science & Technology	CIOB Non-cognate group	Cohort 2	End of 2006/7	<p>AGREED:</p> <p>To allow the following modules to be delivered in 2006/7 only;</p> <p>Practice Based Learning in a Construction Environment (CTH1069) Construction Resource Management (CTD1308) Construction Technology and Services (CTH1068) Construction Project Evaluation &amp; Development (CTH1070) Construction Business Skills Strategy (CTH1067)</p>

Faculty	Pathway	Cohort	Date to Discontinue/complete	Project Board's Decision
Science & Technology	BSc (Hons) Biomedical Science	Part-time students following the accredited Biomedical Science pathway	Summer 2007	<p>AGREED:</p> <p>To allow the following 10/20 credit modules to be delivered in 2006/7 only:</p> <p>BMH1997 Independent Learning Module            BMH2998 Biomedical Work-based Dissertation            BMB4001 Biomedical Clinical Work Experience            BGH2997 Undergraduate Independent Learning Module</p>
Science & Technology	Dip HE/BSc (Hons) Housing	8 students in year 2 of their part-time studies, 4 on the Dip HE and 4 on the BSc (Hons)	Summer 2007	<p>AGREED:</p> <p>That the following 10/20 credit modules be taken as Independent Learning Modules during the 2006/7 academic year:</p> <p>ULB1015 Economics of Land and Development            ULB2005 Contemporary Housing Policy            ULB1011 Media and Communication Skills            EB115005S Civil Law and Legislation</p>

**NON-MODULAR PATHWAYS TO BE GOVERNED BY THE CURRICULUM REGULATIONS IN 2006/7**

<b>Faculty</b>	<b>Pathway</b>	<b>Cohort</b>	<b>Date due to complete</b>	<b>Project Board's Decision</b>
Education	PGCE SCITT (Level 3)	September 2006	July 2007	AGREED:  To allow the cohort of students commencing in September 2006 to receive the award entitled 'Postgraduate Certificate in Education', and to be governed by the Curriculum Regulations during 2006/7.

**TRANSITIONAL ACADEMIC REGULATIONS FOR PATHWAYS DELIVERED BY THE  
FORMER HSHS**

**(following the IHSC/HSHS Convergence Project in 2006/07)**

**1. Foreword**

1.1 Following convergence of the curriculum of the former Institute of Health and Social Care (IHSC) and the former Homerton School of Health Studies (HSHS) and the resulting creation of the new Faculty of Health and Social Care (FHSC), it has been necessary to agree a set of Transitional Academic Regulations for the affected pathways. Under arrangements approved on 2 July 2007 by the Senate's Academic Standards, Quality & Regulations Committee (ASQRC) these Transitional Academic Regulations apply for a limited period to former HSHS students on the pathways identified below.

1.2 The pathways fall into one of three categories:

Category One                      HSHS Pathways which are unitary in nature and have not been converted to a 15/30 credit curriculum structure (they will, over time, be discontinued).

Category Two                      HSHS Pathways, where there was no IHSC equivalent, which have been converted via the academic approval process to accord with the Anglia Ruskin 15/30 credit curriculum structure and Academic Regulations.

Category Three                    HSHS Pathways which have converged with the IHSC equivalent via the academic approval process and therefore accord with the Anglia Ruskin 15/30 credit curriculum structure and Academic Regulations.

**2. Category One: HSHS Pathways which are unitary in nature and have not been converted to a 15/30 credit curriculum structure (they will, over time, be discontinued)**

2.1 A small selection of former HSHS pathways are not converting to a 15/30 credit curriculum structure due to their unitary nature (they will, over time, be discontinued). The characteristics of these unitary pathways include:

- units of learning which vary in size and duration, usually lasting days or weeks
- assessment tasks which are not linked to an individual unit; such tasks often cover different elements of several different units
- the award of credit linked to the individual assessment tasks and not to units of teaching
- elements of theory and practice which are distributed differently across periods of learning/units.

2.2 The following unitary pathways are neither converging with, nor converting to, Anglia Ruskin's 15/30 credit curriculum and Academic Regulations:

a) BA (Hons) / Dip HE in Midwifery (156 week duration)

There is no further intake to this pathway. The pathway continues to be governed by the existing HSHS Curriculum Regulations which apply to this award (except for the areas covered in para. 2.3 below).

The last cohort of students is due to complete by September 2009.

b) BA (Hons) / Dip HE in Midwifery (79 week duration)

There is no further intake to this pathway (the last intake was in July 2007). The pathway continues to be governed by the current HSHS Curriculum Regulations which apply to this award (except for the areas covered in para. 2.3 below).

The last cohort of students is due to complete by January 2009.

c) BA (Hons) / Dip HE in Pre-Registration Nursing

There is no further intake to this pathway. Students who commenced the pathway between March 2005 and March 2006 are unable, due to the unitary structure of their current curriculum, to transfer to the recently converged Pre-Registration pathways. These students therefore remain registered on their current unitary pathway. The pathway continues to be governed by the current HSHS Curriculum Regulations which apply to this award (except for the areas covered in para. 2.3 below).

The last cohort of students is due to complete by March 2009.

2.3 For all the above pathways, Anglia Ruskin's Academic Regulations apply with regard to the following areas: assessment offences, academic appeals, mitigation and short/long term extensions.

2.4 For all the above pathways, students who are either currently intermitting or are permitted to intermit in the future, are required to complete their pathway within one year of the expected completion dates stated in para 2.2 above (i.e. by September 2010 for the Midwifery pathways and by March 2010 for the Pre-Registration Nursing pathways. These dates include any periods of intermission). These pathways will not be available beyond these dates. Any student not completing by these dates will be discontinued (there are no intermediate awards for these pathways).

**3. Category Two: HSHS Pathways, where there was no IHSC equivalent, which have been converted via the academic approval process to accord with the Anglia Ruskin 15/30 credit curriculum structure and Academic Regulations**

3.1 Category Two comprises the following pathways:

- BSc (Hons) in Clinical Physiology
- BSc (Hons) in Clinical Technology
- PG Cert in Medical and Healthcare Education
- MSc in Advanced Clinical Practice: Case Manager
- MSc in Advanced Clinical Practice: Clinical Practitioner
- MSc in Advanced Clinical Practice: Community Matron

- MSc in Research and Evidence-Based Practice.

3.2 Anglia Ruskin's Academic Regulations apply to the above pathways with the following exceptions *[NB References to Sections relate to Sections within the Academic Regulations]*:

#### Section 1

This Section applies in full to these pathways.

#### Section 2

This Section applies in full to these pathways with the following exceptions:

- Regulation 2.24 (curriculum structure): the credit requirements for individual students may comprise a combination of Regulation 2.24 and the equivalent Regulation in the former HSHS Curriculum Regulations, depending on the level of learning completed by a student at the time of his/her transfer to the new Faculty of Health and Social Care curriculum
- for certain pathways the combination of modules under the former HSHS Curriculum Regulations and the Academic Regulations may require individual students to complete one or more 5 credit 'completion modules' to satisfy the credit requirements for the pathway.

#### Section 3

This Section applies in full to these pathways.

#### Section 4

This Section applies in full to these pathways with the following exceptions:

##### Dip HE in Pre-Registration Nursing

HSHS students who have completed the HSHS Dip HE in Pre-Registration Nursing **and** who have accrued more than the 60 Level 3 credits permitted under Regulation 4.35 since commencement of Level 3 study in or after September 2003, are offered an opportunity to register for an Honours degree by 31 December 2007<sup>1</sup>. Thereafter, Regulation 4.35 of the Academic Regulations applies. Students who avail themselves of this opportunity must complete their studies for an Honours degree by 31 December 2008.

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<sup>1</sup> This deadline was extended to 29 February 2008 by the Senate's Academic Standards, Quality and Regulations Committee (31 January 2008).

### Dip HE (with additional Level 3 credit) in Registered Nurse

Students who have completed the HSHS Dip HE (with 60 additional Level 3 credits) in Registered Nurse are offered an opportunity to register for an Honours degree. Students who avail themselves of this opportunity must complete their studies for an Honours degree within two years of the date of initial professional registration/completion of the Dip HE (i.e. by 30 September 2009).

Students who are currently registered for the HSHS Dip HE (with 60 additional Level 3 credits) in Registered Nurse and who successfully complete their studies are offered an opportunity to register for an Honours degree. Students who avail themselves of this opportunity must complete their studies for an Honours degree within two years of the date of initial professional registration/completion of the Dip HE (but no later than 31 March 2011).

### Students studying individual modules following APEL entry (where there has been no enrolment on the former HSHS Dip HE in Health Studies pathway)

There are some HSHS students who have been admitted on the basis of 120 Level 1 APEL credits and have since studied individual modules at Level 2 but have not formally registered for the Dip HE in Health Studies pathway. A selection of these students has accrued more than the maximum amount of credit permitted for admission with credit to a pathway (when combined with the 120 Level 1 APEL credits). These students are offered an opportunity to register for an appropriate pathway by 31 December 2007. Thereafter the Academic Regulations apply with regard to admission with credit.

### Section 5

This Section applies in full to these pathways.

### Section 6

Students taking a module whose delivery commenced before September 2007 (i.e. "old learning") and for which (re)assessment remains outstanding from September 2007 onwards are, for the purposes of such modules, governed by the former HSHS Curriculum Regulations.

The following Regulations within the Academic Regulations do not apply to the (re)assessment of "old learning".

- use of qualifying mark (Regulation 6.31)
- number of attempts at module assessment (Regulation 6.33)
- capping of failed modules (Regulation 6.65)
- replacement of designated modules (Regulation 6.66 - 6.71)
- compensation (Regulation 6.72 - 6.80) [*i.e. "old learning" modules cannot be compensated. However, when identifying the modules totalling at least 75 credits, to be used in determining whether the criteria under Regulation 6.78 have been met, modules passed under the former HSHS Curriculum Regulations may be combined with modules at the same level passed under the Academic Regulations*].

## Section 7

This Section applies in full to these pathways.

## Section 8

This Section applies in full to these pathways with the following exception:

The former HSHS Regulations included only Level 3 credit when determining the Honours degree award calculation; the Anglia Ruskin classification formula also includes Level 2 credit.

Therefore, the award classification for HSHS students who have completed Level 2 study prior to September 2007 on the awards listed in Regulation 3.1 is determined by calculating the credit weighted arithmetic mean of only Level 3 modules.

## Sections 9, 10 and 11

These Sections apply in full to these pathways.

#### **4. Category Three: HSHS Pathways which have converged with the IHSC equivalent via the academic approval process and therefore accord with the Anglia Ruskin 15/30 credit curriculum structure and Academic Regulations**

### Sections 1-5 and 7-11

These Sections apply in full.

## Section 6

Students taking a module whose delivery commenced before September 2007 (i.e. "old learning") and for which (re)assessment remains outstanding from September 2007 onwards are, for the purposes of such modules, governed by the former HSHS Curriculum Regulations.

The following Regulations within the Academic Regulations do not apply to the (re)assessment of "old learning".

- use of qualifying mark (Regulation 6.31)
- number of attempts at module assessment (Regulation 6.33)
- capping of failed modules (Regulation 6.65)
- replacement of designated modules (Regulation 6.66 - 6.71)
- compensation (Regulation 6.72 - 6.80) [*i.e. "old learning" modules cannot be compensated. However, when identifying the modules totalling at least 75 credits, to be used in determining whether the criteria under Regulation 6.78 have been met, modules passed under the former HSHS Curriculum Regulations may be combined with modules at the same level passed under the Academic Regulations*].



## WEBSITE FOR ACADEMIC REGULATIONS, SENATE CODES OF PRACTICE AND RELATED QUALITY ASSURANCE DOCUMENTS

This page offers guidance and quick links to Anglia Ruskin University's regulatory documents and quality assurance policies.

### **Academic Regulations** (2<sup>nd</sup> edition – July 2008)

- Foreword
- Anglia Ruskin University awards
- Curriculum structures and duration of study
- Admission
- Student conduct, rights and responsibilities
- Assessment: general
- Assessment Panels and Awards Boards
- Student continuation and conferment of awards
- Academic appeals
- Procedures for handling an alleged assessment offence
- Results, conferment, award certificates and transcripts.

<http://web.anglia.ac.uk/anet/academic/index.phtml>

### **Curriculum Regulations** (12<sup>th</sup> edition – July 2005)

*[NB: These Curriculum Regulations, governing the 10/20 credit curriculum structure, were superseded by the Academic Regulations with effect from September 2006. They continue to apply only in very specific circumstances defined in para 4.1 of Annex A of the Academic Regulations. Annex A contains the Transitional Academic Regulations]*

- Major elements of Anglia Ruskin University Modular System
- Anglia Ruskin University Undergraduate, Postgraduate and Post Experience Schemes
- Regulations governing the management of the curriculum and assessment processes
- Foundation Degree Regulations
- Pathway Specification Form and Notes of Guidance
- Module Definition Form and Notes of Guidance
- Level Descriptors.

[http://web.anglia.ac.uk/anet/staff/curric\\_regs\\_12\\_ed.doc](http://web.anglia.ac.uk/anet/staff/curric_regs_12_ed.doc)

### **Research Degrees Regulations**

- for MPhil, PhD, Professional Doctorates
- for PhD by published work
- for PG Dip Prof, M Prof, PrD
- for Higher Doctorates
- for Research Diplomas.

[http://web.anglia.ac.uk/anet/academic/acad\\_sec/research.phtml](http://web.anglia.ac.uk/anet/academic/acad_sec/research.phtml)

## **Rules, Regulations and Procedures for Students**

- Student Charter
- Rules, Regulations and Procedures for Students
- University Accommodation Services: Residences Regulations
- Library Rules
- Use of Computer Facilities
- Camcorder and Personal Stereo Loan: Rules and Procedures
- Edit Suite: Rules and Procedures
- Code of Conduct for Students
- Student Discipline Committee
- Procedure for Meeting of the Student Discipline Committee
- Fitness to Practice Committee: Constitution, Policy & Procedures
- Dignity at Work & Study: Policy & Procedures
- Coping with Unacceptable Behaviour: Procedure for Students
- Students Complaints Procedure
- Appeals Committee: Constitution and Procedure for Appeals by Students where provided in Board of Governors Procedures
- Code of Practice for the Maintenance of Free Speech
- Education Act 1994: Code of Practice for the Students' Union
- Students' Union Complaints Procedure
- Students' Union Financial Affairs.

<http://sec-clerk.anglia.ac.uk/document.asp?docid=207&sectionid=7>

## **Senate Code of Practice on External Examiners for Taught Pathways**

- Purpose of external examining
- Anglia Ruskin's formal requirements
- Role of External Examiners at Anglia Ruskin University
- Nomination
- Appointment criteria
- Preparation of External Examiners
- Annual written reports
- Receipt of, and response to, External Examiners reports
- Feedback to External Examiners on their reports.

[http://web.anglia.ac.uk/anet/academic/qad/sen\\_codes\\_practice/senate.phtml](http://web.anglia.ac.uk/anet/academic/qad/sen_codes_practice/senate.phtml)

## **Senate Code of Practice on the Approval, Annual Monitoring and Periodic Review of Taught Pathways**

- Purposes
- Locus of responsibility
- Reference points and external input
- Planning approval
- Approval
- Annual monitoring

- Periodic review
- Minor revisions to the approved curriculum.

[http://web.anglia.ac.uk/onet/academic/qad/sen\\_codes\\_practice/senate.phtml](http://web.anglia.ac.uk/onet/academic/qad/sen_codes_practice/senate.phtml)

### **Senate Code of Practice on Collaborative Provision**

- General principles
- Institutional Approval
- Institutional Review
- Approval of Outcentres.

[http://web.anglia.ac.uk/onet/academic/qad/sen\\_codes\\_practice/senate.phtml](http://web.anglia.ac.uk/onet/academic/qad/sen_codes_practice/senate.phtml)

### **Senate Code of Practice on the Assessment of Students**

- General principles
- Departmental Assessment Panels and Faculty Awards Boards
- Conduct of assessment
- Scheduling and volume of assessment
- Marking
- Feedback to students on performance
- Staff development and training
- Language of assessment
- Professional or Statutory Body requirements
- Recording, documentation and publication of assessment decisions.

[http://web.anglia.ac.uk/onet/academic/qad/sen\\_codes\\_practice/senate.phtml](http://web.anglia.ac.uk/onet/academic/qad/sen_codes_practice/senate.phtml)

### **Senate Code of Practice on Postgraduate Research Programmes**

- Reference points and external input
- Research Degree Regulations
- Monitoring of postgraduate research programmes
- The research environment
- Selection, admission and induction of students
- Supervision
- Progress and review arrangements
- Development of research and other skills
- Quality assurance feedback mechanisms
- Assessment
- Complaints and appeals.

[http://web.anglia.ac.uk/onet/academic\\_sec/research.phtml](http://web.anglia.ac.uk/onet/academic_sec/research.phtml)

### **Senate Code of Practice on Admissions**

- General principles
- Staff involved in the admissions process
- Recruitment and selection
- Obligations of applicants
- Information to successful applicants
- Information to unsuccessful applicants
- Registration, induction and orientation of new students
- Complaints and appeals
- Monitoring and review of Anglia Ruskin's admissions policies and procedures.

[http://web.anglia.ac.uk/onet/academic/qad/sen\\_codes\\_practice/senate.phtml](http://web.anglia.ac.uk/onet/academic/qad/sen_codes_practice/senate.phtml)

### **Undergraduate Student Handbook**

- Academic life
- Student Support
- Assessment including academic appeals, conduct in assessment, competence in written English, forms of assessment, marking standards, medical certificates, mitigation, moderation, progression and reassessment
- Policies on valuing diversity and promoting equality
- Anglia Ruskin University's policy on smoking.

<http://web.anglia.ac.uk/onet/students/>

### **Postgraduate Student Handbook**

- Academic life
- Student Support
- Assessment including academic appeals, conduct in assessment, competence in written English, forms of assessment, marking standards, medical certificates, mitigation, moderation, progression and reassessment
- Policies on valuing diversity and promoting equality
- Anglia Ruskin University's policy on smoking.

<http://web.anglia.ac.uk/onet/students/>

### **Research Student Handbook**

- The research degrees process from enquiry to graduation
- Rights and responsibilities of students and supervisors
- Research degrees criteria
- Ethics Committee procedures for the conduct of research
- Research Degrees Regulations
- Useful information.

[http://www.anglia.ac.uk/ruskin/en/home/central/rds/services/research\\_office/research\\_degrees/docs.html](http://www.anglia.ac.uk/ruskin/en/home/central/rds/services/research_office/research_degrees/docs.html)



**Module Definition Form (MDF)**

<b>Module Code:</b>	Version:	Date amended:
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<b>1. Module Title:</b> <i>maximum 100 characters</i>

<b>2a. Module Leader:</b>	<b>2b. Department:</b>	<b>2c. Faculty:</b>

<b>3a. Level:</b> <i>see guidance notes</i>	<b>3b. Module Type:</b> <i>see guidance notes</i>

<b>4a. Credits:</b> <i>see guidance notes</i>	<b>4b. Study Hours:</b> <i>see guidance notes</i>

<b>5. Restrictions</b>	
<b>Pre-requisites:</b>	
<b>Co-requisites:</b>	
<b>Exclusions:</b>	
<b>Pathways to which this module is restricted:</b>	

**LEARNING, TEACHING AND ASSESSMENT INFORMATION (for inclusion in the Module Guide)**

<b>6a. Module Description:</b> <i>200 – 300 words</i>

<b>6b. Outline Content:</b>
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

<b>6c. Key Texts/Literature:</b>

<b>6d. Specialist Learning Resources:</b>

7. Learning Outcomes (threshold standards):	
	On successful completion of this module the student will be expected to be able to:
Knowledge and understanding	
Intellectual, practical, affective and transferable skills	

8. Learning Activities			
Learning Activities	Hours	Learning Outcomes	Additional Comments (including details of use of web-CT)
Teacher managed learning:			
Student managed learning:			
<b>TOTAL</b>			

9. Assessment		
Assessment Method	% contribution to module mark or P/F	Learning Outcomes
<p>In order to pass this module, students are required to achieve an overall mark of 40%</p> <p>In addition, students are required to (a) for each element of fine graded assessment listed above, achieve a minimum mark of 30% (or higher - see Module Guide) and (b) pass any pass/fail elements</p>		

### OTHER TECHNICAL DETAILS

10. Delivery of the Module <i>Please delete as appropriate</i>					
Delivery	This module is delivered over...	Yes or No?	Indicate which by deleting as appropriate		
1	...a single semester	Y / N	Semester 1	Semester 2	
2	...two semesters	Y / N	Semester 1	Semester 2	
3	...a single trimester	Y / N	Trimester 1	Trimester 2	Trimester 3
4	...two trimesters	Y / N	Trimester 1	Trimester 2	Trimester 3
5	...three trimesters	Y / N	Trimester 1	Trimester 2	Trimester 3
6	...multiple delivery patterns	Y / N			
7	... an exceptional delivery pattern	Y / N	<i>Give details (see guidance notes)</i>		

11. Learning Activities – further details	
Learning Activities	Details of duration and frequency of learning activities
Teacher managed learning:	
Student managed learning:	

12. Module Assessment – further details				
Method	Length/duration	Fine graded (FG) or pass/fail (PF)	Minimum Qualifying Mark <i>see guidance notes</i>	Comments

13. Subject: <i>see guidance notes</i>	
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## INTRODUCTION

1. As part of the Anglia Ruskin curriculum reform the Module Definition Form (MDF) is more streamlined, and separates academic and administrative input in a logical fashion.
2. The MDF has four major purposes:
  - To describe learning in a manner which is accessible to students and capable of guiding delivery and assessment for academic staff;  
***N.B.** The appropriate section of the MDF shall be included within the Module Guide and other pathway information as appropriate;*
  - As an integral part of quality assurance and pathway approval;
  - To provide information which enables the administrative infrastructure supporting learning, teaching and assessment activities;
  - As a mechanism for data capture.
3. These *Notes of Guidance* are aimed at colleagues working to devise, develop and articulate a module of learning at Anglia Ruskin. The format of the MDF seeks to follow a logical sequence of steps which mirror the development of a module of learning. The process will normally be an iterative one and seeks to achieve constructive alignment between the module learning outcomes, learning activities and assessment.
4. All parts of the MDF must be completed. If any part does not apply please ensure this is appropriately indicated.
5. After approval the module will be assigned a code containing the following: two letters describing the Department; a letter describing the Subject; the numerical level of the module; numbers indicating the credit volume; a unique numerical identifier.
6. The MDF contains essential information to enable the delivery and assessment of a module of learning. Additional information should be included in the Module Guide which will: clarify details of module delivery; outline the delivery pattern; explain assessment methods, criteria and timings; and provide an up-to-date resources list. The Module Guide shall also contain the Sections 1-9 of the MDF.
7. The following documents are appended to these Notes of Guidance:
  - Page 39 of Gosling D and Moon J *How to Use Learning Outcomes and Assessment Criteria*, SEEC Publications, 2002
  - Diagram of potential module delivery patterns

## COMPLETING THE FORM

### STANDARD INFORMATION

*(This part of the MDF shall be included in the Module Guide)*

1	<b>Module Title</b> - This should be a succinct description of the module – limit of 100 characters including spaces.
2a – 2d	<b>Module Leader / Faculty / Department</b> - please identify the name of the Module Leader, and managing Department and Faculty. Changes to the Module Leadership can be updated at pre-determined points in the calendar through e-mailed instructions (for more information, please consult the Quality Assurance Division).
3a	<b>Level</b> - please identify the level of the module using the Anglia Ruskin Level

	<p>Descriptors available at: <a href="http://www.anglia.ac.uk/anet/staff/curriculum/descriptors.phtml">www.anglia.ac.uk/anet/staff/curriculum/descriptors.phtml</a></p> <p>The level should be identified as:</p> <table border="1"> <thead> <tr> <th><i>Anglia Ruskin level</i></th> <th><i>Descriptor</i></th> <th><i>Credit Consortia level</i></th> <th><i>QAA level</i></th> </tr> </thead> <tbody> <tr> <td>0</td> <td>Access</td> <td>3: HE0</td> <td></td> </tr> <tr> <td>1</td> <td>Basic</td> <td>4: HE1</td> <td>C = Certificate</td> </tr> <tr> <td>2</td> <td>Diploma</td> <td>5: HE2</td> <td>I = Intermediate</td> </tr> <tr> <td>3</td> <td>Higher</td> <td>6: HE3</td> <td>H = Honours</td> </tr> <tr> <td>4</td> <td>Masters</td> <td>7: HE4</td> <td>M = Masters</td> </tr> </tbody> </table>	<i>Anglia Ruskin level</i>	<i>Descriptor</i>	<i>Credit Consortia level</i>	<i>QAA level</i>	0	Access	3: HE0		1	Basic	4: HE1	C = Certificate	2	Diploma	5: HE2	I = Intermediate	3	Higher	6: HE3	H = Honours	4	Masters	7: HE4	M = Masters
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2	Diploma	5: HE2	I = Intermediate																						
3	Higher	6: HE3	H = Honours																						
4	Masters	7: HE4	M = Masters																						
3b	<p><b>Module Type</b> - the type should be identified as: Standard; Placement; Theory Practice; Major Project.</p> <ul style="list-style-type: none"> <li>• <b>Standard:</b> describes a module which contributes credit to an award and is likely to be fine-graded. The majority of modules will fall into this category.</li> <li>• <b>Placement:</b> these modules are likely to be in addition to the normal credit total required for an award but are usually compulsory for specific pathways. They may, or may not, be formally assessed.</li> <li>• <b>Theory Practice:</b> these modules confer competence in addition to attracting credit. Elements of the module assessment may be marked on a pass/fail basis but the overall module is likely to carry a fine-graded mark.</li> <li>• <b>Major Project:</b> this is a final piece of work which is compulsory for an Honours or Masters degree, will be fine-graded and will influence the classification of the award. The assessment can be an artefact, product, performance, report or dissertation which is developed by the student acting largely autonomously. The Major Project module is likely to be a generic Faculty module.</li> </ul>																								
4a – 4b	<p><b>Credits and Study Hours</b> - the module credits should be identified in multiples of 15. Credit volume is based on the ratio of 1 credit for 10 notional learning hours; 15 credits is therefore equal to 150 notional study hours; 30 would be 300, 45 would be 450 and 60 would be 600.</p> <p><b>N.B.</b> Modules must be delivered in multiples of 15 within a semester or trimester – hence a 15 credit module can only be delivered in a single period; a 30 credit module can be delivered over two semesters but not over three trimesters.</p>																								
5	<p><b>Restrictions</b> - include in this section anything that may affect a student's ability to access or succeed on the module using the headings below. You may use the <i>Module Description</i> to provide additional information.</p> <ul style="list-style-type: none"> <li>• <b>Pre-requisites:</b> include any learning or experience that must be achieved <b>before</b> beginning the module. This may include other modules of learning.</li> <li>• <b>Co-requisites:</b> include in this section any learning or experience that needs to occur concurrently e.g. a placement or visit. This may include another module of learning.</li> <li>• <b>Exclusions:</b> please identify any modules which may <b>not</b> be combined with this module for the purpose of an award.</li> <li>• <b>Pathways to which this module is restricted:</b> if the module is for the exclusive use of students registered on specific pathways please identify these here.</li> </ul>																								

## LEARNING, TEACHING AND ASSESSMENT INFORMATION

*(This part of the MDF shall be included in the Module Guide)*

6a	<p><b>Module Description</b> - this should provide a general description of the module identifying key features and requirements (200 – 300 words). Restrictions in terms of the student accessing the module, access to resources or placement, and learning requirements should be outlined. The learning experience and assessment activities of the module should be described. If the module is delivered by flexible distributed learning there is a need to specify how the student will access the learning experience. The <i>Module Description</i> should be written for a student and tutor readership and should contain essential detail for delivery of the module by a tutor and selection of the module by a student.</p> <p>Module developers may also wish to identify the employability skills a student will acquire through the module which are relevant to an employment environment. This is recognised as an increasingly important component of learning within higher education and may make the module more attractive to students and employers. This information may be included within the <i>Module Description</i> or as part of the <i>Outline Content</i>, whichever is deemed appropriate.</p>
6b	<p><b>Outline Content</b> - this is likely to exist as a bullet-pointed list of knowledge and skills required to achieve the module learning outcomes. Please see the notes above regarding the inclusion of employability skills.</p>
6c	<p><b>Key Texts/Literature</b> - include here any key written resources you expect a student to access (e.g. books, journals, websites). These are likely to be few in number and will be supplemented by a more extensive resources list within the Module Guide. Module Leaders can update the <i>Key Texts/Literature</i> section at pre-determined points in the calendar through e-mailed instructions (for more information, please consult the Quality Assurance Division).</p>
6d	<p><b>Specialist Learning Resources</b> - identify here any additional and specialist resources which a student must be able to access to succeed in the module. This section may have particular relevance where the module is delivered by collaborative partners or through out-centre delivery. Examples include laboratory, workshop, e-learning, specialist equipment, specialist software.</p>
7	<p><b>Learning Outcomes</b> - the module learning outcomes are central to the module of learning. They define academic standards for a module and describe the learning achievement of the successful student. They should be written to follow on from the stem:</p> <p><i>On successful completion of this module the student will be expected to be able to:</i></p> <p>Module learning outcomes define a threshold standard of learning which all students who successfully complete the module are expected to be able to demonstrate. You must therefore craft learning outcomes that are capable of being assessed and your assessment methods (box 9) should be devised to ensure this. The agreed Anglia Ruskin definition of a learning outcome is: <i>'what the student should be expected to know, understand and be able to do on successful conclusion of a module of learning'</i>.</p> <p>The learning outcomes should be separated under the headings: Knowledge and understanding; and Intellectual, practical, affective and transferable skills. These mirror the headings on the Programme Specification Form.</p> <p>It is expected that a <b>maximum total of four learning outcomes</b> will be identified for a 15 credit module and a <b>maximum total of six outcomes</b> for modules of larger volume.</p> <p>Points to remember when developing the learning outcomes are:</p> <ul style="list-style-type: none"><li>• they should define a threshold level of learning</li><li>• they should be achievable within the notional learning hours or time constraints of the</li></ul>

	<p>module</p> <ul style="list-style-type: none"> <li>• they should be appropriate to the agreed level of learning</li> <li>• they should be capable of being assessed.</li> </ul> <p>It is expected that constructive alignment between the learning outcomes, learning activities and assessment will be evident. Hence you are asked to indicate how the learning outcomes relate to the learning activities (box 8) and assessment elements (box 9).</p> <p>The learning outcome is normally constructed to contain the following:</p> <ul style="list-style-type: none"> <li>• an active transitive verb</li> <li>• the object of the verb</li> <li>• a qualifying clause or phrase which provides a context or condition.</li> </ul> <p>Express the learning outcomes in simple, unambiguous language appropriate to the level of the module.</p> <p>Module developers are advised to consult: Gosling D and Moon J <i>How to Use Learning Outcomes and Assessment Criteria</i>, SEEC Publications, 2002. Page 39 of this publication is appended to help you construct the module learning outcomes.</p>
8	<p><b>Learning Activities</b> – this section requires you to identify the relative balance between <i>Teacher Managed Learning</i> and <i>Student Managed Learning</i> by stating the number of hours of each. You may wish to use the Comments box to add detail of expected activities and opportunities to promote the achievement of the module learning outcomes, including details of the use of web-CT. Developers are advised to review the learning outcomes as they plan the learning activities. Where a module is delivered by flexible distributed learning this can be indicated here. Student Managed Learning includes the time allocated for the assessment task and preparation for examinations. The total should correspond to the notional study hours identified in box 4. All activities should be cross-referenced to the module learning outcomes.</p>
9	<p><b>Module Assessment</b> - Module Leaders are required to identify the following:</p> <ul style="list-style-type: none"> <li>• <b>Assessment Method(s)</b> – Anglia Ruskin’s Academic Regulations require that you state the number of assessment elements (a <b>maximum</b> of two elements for a 15 credit module and a <b>maximum</b> of three elements for modules of a larger credit volume. The exception to this is the Major Project where a single element is expected). Please be as specific as possible in identifying the method of assessment you are using.</li> </ul> <p><b>N.B.</b> Formal examinations will not form part of the assessment strategy for semester one, year one students. Exceptions must be justified through the approval process.</p> <ul style="list-style-type: none"> <li>• <b>Length / duration</b> - This information is recorded in section 12 of the MDF but you will need the information below to make informed decisions about the assessment elements.</li> </ul> <p>The Academic Regulations contain the following tariffs defining the volume of module assessment in relation to credit rating:</p>

### Undergraduate Modules

Module Credit Rating	Assessment Methods	Word Limits <sup>1</sup>	Exam equivalence	Other equivalence
15 credits	1 (strongly recommended) or 2 maximum	Up to 3,000 words <sup>2</sup>	Up to 1 hour equivalence per 1,000 words	Word based e.g. <ul style="list-style-type: none"> <li>• Patchwork text</li> <li>• Portfolio</li> </ul>
30 credits	3 maximum	Up to 6,000 words <sup>2</sup>	As above	Assessed part: 1,000 words per 5 credits. All other assessment types e.g.
45 credits	3 maximum	Up to 9,000 words <sup>2</sup>	As above	
30 credits: Major Project	1	Up to 10,000 words <sup>3</sup>	Not applicable	
45 credits: Major Project	1	Up to 15,000 words <sup>3</sup>	Not applicable	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Seminars</li> <li>• Artefacts</li> <li>• Work based</li> <li>• Lab based</li> </ul>
60 credits: Major Project	1	Up to 20,000 words <sup>3</sup>	Not applicable	<b>must be achievable within the notional learning hours set aside for assessment within the total for the module</b>

<sup>1</sup> these word limits are maxima and a lower limit (no less than 80% of the maxima) may be proposed at the academic approval stage. Word limits which are less than 80% of the maxima require a rationale at the academic approval stage.

<sup>2</sup> based on the ratio of 1,000 words per 5 credits for taught modules (assuming 50 hours within every 150 notional learning hours are spent on assessment)

<sup>3</sup> based on a higher ratio of words per credits (recognising that more time is spent on the assessment item for a Major Project i.e. 75 hours within every 150 notional learning hours are spent on assessment)

### Postgraduate Modules

Module Credit Rating	Assessment Methods	Word Limits <sup>4</sup>	Exam equivalence	Other equivalence
15 credits	1 (strongly recommended) or 2 maximum	Up to 4,000 words <sup>5</sup>	Up to 1 hour equivalence per 1,000 words	Word based e.g. <ul style="list-style-type: none"> <li>• Patchwork text</li> <li>• Portfolio</li> </ul>
30 credits	3 maximum	Up to 8,000 words <sup>5</sup>	As above	Assessed part: 1,000 words per 5 credits. All other assessment types e.g.
45 credits	3 maximum	Up to 12,000 words <sup>5</sup>	As above	
60 credits	3 maximum	Up to 16,000 words <sup>5</sup>	As above	
30 credits: Major Project	1	Up to 15,000 words <sup>6</sup>	Not applicable	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Seminars</li> <li>• Artefacts</li> <li>• Work based</li> <li>• Lab based</li> </ul>
45 credits: Major Project	1	Up to 20,000 words <sup>6</sup>	Not applicable	<b>must be achievable within the notional learning hours set aside for assessment within the total for the module</b>
60 credits: Major Project	1	Up to 25,000 words <sup>6</sup>	Not applicable	

<sup>4</sup> these word limits are maxima and a lower limit (no less than 80% of the maxima) may be proposed at the academic approval stage. Word limits which are less than 80% of the maxima require a rationale at the academic approval stage.

<sup>5</sup> based on the ratio of 4,000 words per 15 credits for taught modules (assuming 50 hours within every 150 notional learning hours are spent on assessment)

<sup>6</sup> based on a higher ratio of words per credits (recognising that more time is spent on the assessment item for a Major Project i.e. 75 hours within every 150 notional learning hours are spent on assessment)

	<p>spent on assessment)</p> <ul style="list-style-type: none"> <li>• <b>Contribution to module mark</b> - if the assessment elements will be fine graded please indicate the contribution to the overall module mark (in percentage terms). If the element(s) is/are marked on a pass /fail basis only that should be indicated. It is acceptable for one assessment element to be fine-graded and another to be on a pass/fail basis (this is likely within a Theory Practice module).</li> </ul> <p>Anglia Ruskin's Academic Regulations require a student to achieve a <i>module mark</i> of 40% for the module credits to be awarded. However, when aggregation of two or more elements occurs, the minimum qualifying mark for each element will be 30% (in order to pass the module).</p> <p><i>For example on a 50%:50% weighted assessment a student achieving 32% for one element and 70% on the second element will pass the module and achieve an overall mark of 51%. A student achieving 24% in one element and 78% in the second element would fail the module despite the aggregated mark of 51%. In this example only the failed element will be re-assessed.</i></p> <p>Module Leaders are permitted to propose that students achieve a higher qualifying mark (31-40%) in some or all elements of assessment but only in exceptional circumstances e.g. to take account of the requirements of a professional body or where a particular pathway learning outcome is assessed by a single item of assessment within an identified module which must be passed for that reason. Such areas must be considered at the academic approval stage.</p>
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<b>OTHER TECHNICAL DETAILS</b> <i>(This part of the MDF shall not be included in the Module Guide)</i>	
10	<p><b>Delivery of the Module</b> - Please respond to each of the boxes by answering 'Y' to those delivery pattern(s) you intend to use and indicate to which semester or trimester(s) this refers (e.g. if you plan to deliver the module only within one semester answer 'Y' to 'Delivery 1' and identify which semester, deleting as appropriate <b>or</b> if you plan to run a 30 credit module only over two semesters you should answer 'Y' to 'Delivery 2').</p> <p>If you are planning to deliver the module using more than one delivery pattern, you should follow the procedure outlined above and, additionally, answer 'Y' to 'Delivery 6' - "multiple delivery patterns".</p>
11	<p><b>Learning Activities - further details</b> - the information in box 11 will be used by Timetabling and therefore you are required to identify clearly: duration and frequency of formal contact; all formal contact activities (e.g. lectures, seminars); and any special needs (e.g. breakout rooms) or rooming issues you may anticipate. Identify the duration (e.g. 2 hours) and frequency (e.g. weekly) to assist Timetabling plan your rooming allocation.</p>
12	<p><b>Module Assessment - further details</b> - for each element of assessment already identified in box 9 please:</p> <ul style="list-style-type: none"> <li>• use the tariff (outlined in 9 above) to specify the word count, examination duration or other equivalence</li> <li>• identify whether the element is marked on a pass/fail basis or fine graded</li> <li>• confirm the minimum 30% qualifying mark for the element or exceptionally amend to be higher, as appropriate (e.g. to satisfy the requirements of a professional or statutory body or in cases where a particular pathway learning outcome is assessed by a single item of assessment within an identified module which must be passed for that reason)</li> <li>• add any comments to clarify assessment features.</li> </ul>

13	<b>Subject</b> - subject categories assist departments with planning and operational issues are still under discussion with Deans of Faculty and Heads of Department.

### **Some vocabulary for writing learning outcomes and assessment criteria<sup>1</sup>**

Finding the right words for use in writing learning outcomes/assessment criteria can be difficult, particularly when the statements must mesh with the generic level descriptors. The following list is provided as an aid in this process. The words are organised for convenience under headings that might be seen to accord with those from Bloom's taxonomy. However, no hierarchy is intended.

The words are simply a vocabulary list gleaned from a variety of sources to help you write learning outcomes and assessment criteria.

#### **Verbs which require evidence of knowing:**

Define, describe, identify, label, list, name, outline, reproduce, recall, select, state, present, be aware of, extract, organise, recount, write, recognise, measure, underline, repeat, relate, know, match.

#### **Verbs which require evidence of comprehension:**

Interpret, translate, estimate, justify, comprehend, convert, clarify, defend, distinguish, explain, extend, generalise, exemplify, give examples of, infer, paraphrase, predict, rewrite, summarise, discuss, perform, report, present, restate, identify, illustrate, indicate, find, select, understand, represent, name, formulate, judge, contrast, translate, classify, express, compare.

#### **Verbs which require evidence of knowledge/understanding:**

Apply, solve, construct, demonstrate, change, compute, discover, manipulate, modify, operate, predict, prepare, produce, relate, show, use, give examples, exemplify, draw (up), select, explain how, find, choose, assess, practice, operate, illustrate, verify.

#### **Verbs which require evidence of analysis:**

Recognise, distinguish between, evaluate, analyse, break down, differentiate, identify, illustrate how, infer, outline, point out, relate, select, separate, divide, subdivide, compare, contrast, justify, resolve, devote, examine, conclude, criticise, question, diagnose, identify, categorise, point out, elucidate.

#### **Verbs which require evidence of synthesis:**

Propose, present, structure, integrate, formulate, teach, develop, combine, compile, compose, create, devise, design, explain, generate, modify, organise, plan, re-arrange, reconstruct, relate, reorganise, revise, write, summarise, tell, account for, restate, report, alter, argue, order, select, manage, generalise, précis, derive, conclude, build up, engender, synthesise, put together, suggest, enlarge.

#### **Verbs which require evidence of evaluation:**

Judge, appraise, assess, conclude, compare, contrast, describe how, criticise, discriminate, justify, defend, evaluate, rate, determine, choose, value, question.

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<sup>1</sup> Extract from Gosling D and Moon J, *How to Use Learning Outcomes and Assessment Criteria*, SEEC Publications, 2002

**Proposed variations in structure for modular arrangements of pathways**

The following are offered as examples and are not the definitive list. The implications for part time students and others taking modules from more than one department have to be considered. Version 1 indicates the agreed maximum permitted modules. Version 4 would offer the greatest difficulties for part time students.

Version 1

Semester One	Semester Two
15	15
15	15
15	30
15	

Version 2

Semester One	Semester Two
30	30
15	15
15	15

Version 3

Semester One	Semester Two
30	30
30	30

Version 4

Semester One	Semester Two
15	15
15	15
30 credit module across two semesters	
30 credit module across two semesters	

Version 5

Semester One	Semester Two
30	30
45 credit module to run across	
15	2 semesters

Version 6

Semester One	Semester Two
30 or 2 x 15	30
60 credit module to run across two semesters	



**Pathway Specification Form (PSF)**

<b>1</b>	<b>Start date</b>	
<b>2</b>	<b>Awarding institution</b>	Anglia Ruskin University
<b>3</b>	<b>Location(s) of delivery</b>	
<b>4</b>	<b>Pathway accredited by (if applicable)</b>	
<b>5</b>	<b>Final award(s)</b>	
<b>6</b>	<b>Pathway title</b>	
<b>6a</b>	<b>Progression route</b>	For Foundation Degrees only – Section 6a can be deleted for other pathways
<b>7</b>	<b>Anglia Ruskin Pathway Leader (and co-ordinators at other locations of delivery)</b>	
<b>8</b>	<b>Programme</b>	
<b>9</b>	<b>Programme Leader</b>	
<b>10</b>	<b>Managing Department</b>	
<b>11</b>	<b>Faculty</b>	
<b>12</b>	<b>Pathway Code</b>	
<b>13</b>	<b>UCAS code (Undergraduate only)</b>	
<b>14</b>	<b>Relevant QAA subject benchmark statement(s) and any PSB reference point(s)</b>	

<b>15</b>	<b>Aims</b>	
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<b>16</b>	<b>Intended learning outcomes and the means by which they are achieved and demonstrated</b>	
<b>A. Knowledge and Understanding</b>		
<b>On successful completion of the pathway a student will be expected to be able to:</b>		<b>Learning/teaching methods and strategies:</b>
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>		
		<b>Assessment methods and strategies:</b>
<b>B. Intellectual (thinking), practical, affective and transferable skills</b>		
<b>On successful completion of the pathway a student will be expected to be able to:</b>		<b>Learning/teaching methods and strategies:</b>
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>		
		<b>Assessment methods and strategies:</b>



**20 Level 0 Details**

**20.1** *In order to complete this pathway a student must successfully complete all the following compulsory modules (totalling \_\_\_\_ credits):*

Module Code	Module Title	Credit	Existing (E)/ New (N)

**20.2** *In order to complete this pathway a student must successfully complete at least \_\_\_\_ credits from the following list of designated modules:*

Module Code	Module Title	Credit	Existing (E)/ New (N)

**21 Level 1 Details** NB this level must contain at least one 30, 45 or 60 credit module

**21.1** *In order to complete this pathway a student must successfully complete all the following compulsory modules (totalling \_\_\_\_ credits):*

Module Code	Module Title	Credit	Existing (E)/ New (N)

**21.2** *In order to complete this pathway a student must successfully complete at least \_\_\_\_\_ credits from the following list of designated modules:*

Module Code	Module Title	Credit	Existing (E)/ New (N)

**22** **Level 2 Details** NB the level must contain at least one 30, 45 or 60 credit module

**22.1** *In order to complete this pathway a student must successfully complete all the following compulsory modules (totalling \_\_\_\_ credits):*

Module Code	Module Title	Credit	Existing (E)/ New (N)

**22.2** *In order to complete this pathway a student must successfully complete at least \_\_\_\_\_ credits from the following list of designated modules:*

Module Code	Module Title	Credit	Existing (E)/ New (N)

**23 Level 3 Details** NB the level must contain a Major Project of either 30, 45 or 60 credits for an honours degree

**23.1** *In order to complete this pathway a student must successfully complete all the following compulsory modules (totalling \_\_\_ credits):*

Module Code	Module Title	Credit	Existing (E)/ New (N)

**23.2** *In order to complete this pathway a student must successfully complete at least \_\_\_\_\_ credits from the following list of designated modules:*

Module Code	Module Title	Credit	Existing (E)/ New (N)

**24 Level 4 Details - Masters Awards** NB a pathway leading to an MA, MSc, LLM or MBA award must contain a Major Project of either 30, 45 or 60 credits

**24.1** *In order to complete this pathway a student must successfully complete all of the following compulsory modules (totalling \_\_\_ credits):*

Module Code	Module Title	Credit	Existing (E)/ New (N)

**24.2** *In order to complete this pathway a student must successfully complete at least \_\_\_\_\_ credits from the following list of designated modules:*

Module Code	Module Title	Credit	Existing (E)/ New (N)

**25 Award Classification**

**25.1 Undergraduate Awards**

**List any Modules that must be included in the calculation of the final degree classification.**  
*[NB This is a proposed, award-specific, variation to Anglia Ruskin's Academic Regulations and is subject to approval by the Senate's Academic Standards, Quality and Regulations Committee].*

Module Code	Module Title	Credit

**25.2 Postgraduate Awards**

**List any Modules that must be included in the calculation of awards with distinction**  
*[NB This is a proposed, award-specific, variation to Anglia Ruskin's Academic Regulations and is subject to approval by the Senate's Academic Standards, Quality and Regulations Committee].*

Module Code	Module Title	Credit

<b>26</b>	<b>Structure diagram and guidelines for students on module selection</b>
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*See the accompanying guidelines for details of the requirements for this section  
Please ensure that the structure diagram(s) depict all modes of delivery, and contain module codes as well as module titles*

<b>27</b>	<b>Intermediate award details</b>
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*Give details below of any specific module requirements for achieving intermediate awards*

Pathway Leaders are responsible for completion of this form in consultation with the relevant Programme Leader and Heads of Department.

*NB The numbered sections below correspond to those on the Pathway Specification Form*

1	<b>Start date</b>	Enter the month and year in which the pathway will first be delivered.
2	<b>Awarding institution</b>	Always <b>Anglia Ruskin University</b>
3	<b>Location(s) of delivery</b>	Either <b>Anglia Ruskin</b> and/or the title(s) of the relevant partner institution(s)
4	<b>Pathway accredited by</b>	Insert full title of professional or statutory body (PSB), if the pathway is recognised/accredited (or is intended to be) by such a body
5	<b>Final award(s)</b>	E.g. Cert. HE, Dip. HE, BSc (Hons), MBA etc. (do not include intermediate awards here)
6	<b>Pathway title</b>	Insert full title (maximum of 50 characters including spaces). Prior approval through Anglia Ruskin's planning process is required for new pathway titles
7	<b>Anglia Ruskin Pathway Leader (and co-ordinators at other locations of delivery)</b>	Insert the name of the Anglia Ruskin staff member responsible for the operation of the pathway generally, and the names of staff responsible for co-ordinating the pathway delivery at the various locations of delivery (to correspond with box 3)
8	<b>Programme</b>	Insert the title of the Programme in which the pathway is located
9	<b>Programme Leader</b>	Insert the name of the Programme Leader
10	<b>Managing department</b>	Insert the managing Department
11	<b>Faculty</b>	Insert the title of the responsible Faculty
12	<b>Pathway code</b>	<i>To be inserted after approval process</i>
13	<b>UCAS code (Undergraduate only)</b>	Only required if: <ul style="list-style-type: none"> <li>admission to pathway is via UCAS</li> <li>the pathway is discrete and has a UCAS number</li> </ul>
14	<b>Relevant QAA subject benchmark statement(s) and any PSB reference point(s)</b>	Insert the title of QAA's subject benchmark statement which most closely relates to the pathway (see complete list attached to these Guidelines). The statements refer to UG Honours degrees in the subject. For PSFs for taught PG pathways insert the benchmark statement(s) relating to those UG degrees which students are most likely to possess on entry to the pathway.

15	<b>Aims</b>	<p>The "aims" should express the provider's broad purpose in offering the pathway. They should be succinct, and may, for example, be expressed in terms of a combination of:</p> <ul style="list-style-type: none"> <li>• meeting local, national or international needs</li> <li>• preparation for employment, including the fulfilment of professional body requirements</li> <li>• preparation for further research and personal development activity</li> </ul> <p>In cases where the PSF refers to the same pathway title leading to more than one award (e.g. Cert. HE Music, Dip. HE Music, BA (Hons) Music), the aims for each award should be distinctive. However, they may be shown cumulatively where certain aims are common to each award (e.g. Aims 1-3 apply to the Cert. HE, Dip. HE and BA (Hons) awards; Aims 4-5 apply to the Dip. HE and BA (Hons) awards; Aims 6-8 apply to the BA (Hons) award only).</p>
16	<b>Intended learning outcomes and the means by which they are achieved and demonstrated</b>	<p>The "intended learning outcomes" should be expressed in terms of:</p> <ul style="list-style-type: none"> <li>• the knowledge and understanding (and, at certain levels, the application of such knowledge) that a student will be expected to be able to demonstrate on successful completion</li> <li>• the acquisition of a range of intellectual, practical and transferable skills and their application in a range of contexts, including the workplace.</li> </ul> <p>When drafting intended learning outcomes it will be helpful to consult:</p> <ul style="list-style-type: none"> <li>• the relevant QAA subject benchmark statement(s)</li> <li>• Anglia Ruskin's Staff Guide to QAA's Qualification Descriptors and Anglia Ruskin's Generic Learning Outcomes and Level Descriptors</li> <li>• any PSB requirements</li> <li>• Gosling, D &amp; Moon, J, <i>How to use learning outcomes and assessment criteria</i>, SEEC, 2001</li> </ul> <p>The outcomes should be accompanied, in the spaces provided, by</p> <ul style="list-style-type: none"> <li>• a statement of the learning and teaching methods/strategies used to facilitate student achievement of the learning outcomes</li> <li>• the assessment methods/strategies used to enable students to demonstrate achievement of those outcomes.</li> </ul> <p><i>In cases where the PSF refers to the same pathway title leading to more than one award (e.g. Cert. HE Music, Dip. HE Music, BA (Hons) Music), the intended learning outcomes for each award should be distinctive. However, they may be shown cumulatively where certain outcomes are common to each award (e.g. LOs 1-3 apply to the Cert. HE, Dip. HE and BA (Hons) awards; LOs 4-5 apply to the Dip. HE and BA (Hons) awards; LOs 6-8 apply to the BA (Hons) award only).</i></p>
17	<b>Entry requirements</b>	<ul style="list-style-type: none"> <li>• draw a distinction between those qualifications which are required (e.g. A level mathematics for certain courses) and those which are preferred</li> <li>• an appropriate reference should be made to the level of English language proficiency for students whose first</li> </ul>

		<p>language is not English</p> <ul style="list-style-type: none"> <li>confirm that Anglia Ruskin's standard procedures for Admission with Credit will apply (give details of any proposed variation for which approval by the Accreditation &amp; Negotiated Awards Sub-Committee will be required).</li> </ul>
18	<b>Marking system</b>	By default, all modules are marked by fine-grading. Details of any module which is assessed on a Pass/Fail basis, either in part (e.g. one or more elements) or in whole should be provided here.
19	<b>Exceptional variation from Academic Regulations and/or design principles</b>	Details of any proposed exceptional variation from Anglia Ruskin's Academic Regulations and/or the design principles should be provided here. Such variation occurs normally in circumstances where the expectations of a professional body, recognised by Anglia Ruskin University, require further compulsory study, or Anglia Ruskin University has sought collaboration with another institution (normally overseas) for a joint award or credit exemption, or where the Senate considers it essential to maintain the integrity of the subject discipline.
20-23	<b>Level 0-3 details</b>	<p>Sub-section 1 within each section requires details of compulsory modules.</p> <p>Sub-section 2 requires details of designated (option) modules. More than one group of options is permitted for a pathway.</p> <p>Remember to check that the total credit requirements correspond with the level requirements and that the total of level requirements corresponds with the pathway requirement.</p> <p>Module codes will be added after the approval process.</p> <p><i>NB: During the development of new pathways in 2005/06 as part of the 15/30 Credit Curriculum Project, it is not necessary to complete the E(xisting)/N(ew) column for modules on the PSF.</i></p> <p>The following curriculum design principles apply to levels 1-3:</p> <ul style="list-style-type: none"> <li>at least one 30 credit module must be included at each level of study</li> <li>each Honours and Masters degree pathway must contain a Major Project of at least 30 credits</li> </ul>
24	<b>Level 4 details: Masters</b>	<p>See above for sub section requirements.</p> <p>Subsections under the preceding headings 20-23 may be removed and N/A entered under the main heading for each level to economise on space. Do not delete main headings or alter the numbering of the form.</p> <p>The following curriculum design principles apply to level 4:</p> <ul style="list-style-type: none"> <li>at least one 30 credit module must be included within the award</li> <li>each Masters pathway must contain a Major Project of at least 30 credits</li> </ul>
25	<b>Award classification</b>	<p>List any modules that must be included in the final degree calculation.</p> <p><i>[NB This is a proposed, award-specific, variation to Anglia</i></p>

		<i>Ruskin's Academic Regulations and is subject to approval by the Senate's Academic Policy and Regulations Committee]</i>
<b>26</b>	<b>Structure diagram and guidelines for students on module selection</b>	<p>Insert or attach a structure diagram showing the chronological sequence of module delivery for each semester and year of the pathway. The diagram must be consistent with the structure diagram contained in Section 4 of the proposal document. The level and credit volume for each module should be shown.</p> <p>A separate structure diagram should be provided for each different mode and location of delivery.</p> <p>Indicate guidance for students on module selection (if appropriate).</p>
<b>27</b>	<b>Intermediate Award Details</b>	Indicate the Compulsory and Designated (option) modules which must be completed successfully for each intermediate award.

## List of QAA Subject Benchmark Statements

Full details are available at: [www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)

Accounting	Medicine
Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Science	Music
Anthropology	Optometry
Archaeology	Pharmacy
Architecture, Architectural Technology and Landscape Architecture	Philosophy
Area Studies	Physics, Astronomy And Astrophysics
Art and Design	Politics and International Relations
Biomedical Science	Psychology
Biosciences	Social Policy and Administration and Social Work
Building and Surveying	Sociology
Chemistry	Theology and Religious Studies
Classics and Ancient History	Town and Country Planning
Communication, Media, Film and Cultural Studies	Veterinary Science
Computing	Welsh/Cymraeg
Dance, Drama and Performance	<b>Healthcare Programmes</b>
Dentistry	Arts Therapy
Earth Science, Environmental Sciences and Environmental Studies	Clinical Psychology
Economics	Clinical Sciences
Education Studies	Dietetics
Engineering	Health Visiting
English	Midwifery
General Business and Management	Nursing
Geography	Occupational Therapy
Health Studies	Operating Department Practice
History	Orthoptics
History of Art, Architecture and Design	Paramedic Science
Hospitality, Leisure, Sport and Tourism	Physiotherapy
Languages and Related Studies	Podiatry
Law	Prosthetics and Orthotics
Librarianship and Information Management	Radiography
Linguistics	Speech and Language Therapy
Materials	<b>Masters Level</b>
Mathematics, Statistics and Operational Research	Business and Management
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(revised July 2008)

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**Additional copies of the Academic Regulations  
are available from:**

Director of the Academic Office  
Anglia Ruskin University  
Bishop Hall Lane  
Chelmsford  
CM1 1SQ

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