



Anglia Ruskin  
University

Cambridge & Chelmsford

# Academic Regulations

Third Edition

July 2010





Anglia Ruskin  
University

Cambridge & Chelmsford

# Academic Regulations

## Third Edition

### July 2010



# CONTENTS

<b>Introduction</b>	<b>5</b>
<b>Section</b>	
<b>1. Foreword</b>	<b>7</b>
(A) Introduction	7
(B) Senate Codes of Practice	8
(C) Website	8
<b>2. Anglia Ruskin University Awards</b>	<b>9</b>
(A) List of Anglia Ruskin Awards	9
(B) Definitions	10
(C) General Principles of the Undergraduate and Postgraduate Curriculum	15
(D) Curriculum Structure	17
(E) Academic Standard of Anglia Ruskin Awards	19
<b>3. Curriculum Structures and Duration of Study</b>	<b>33</b>
(A) Design Principles for the Undergraduate and Postgraduate Curriculum	33
(B) Academic Calendar	35
(C) Period of Registration	37
(D) General Requirements for Students	38
(E) Student Registration	38
(F) Intermission	39
<b>4. Admissions</b>	<b>41</b>
(A) Principles	41
(B) Age of Entrants	41
(C) General Entry Requirements	41
(D) Specific Entry Requirements	42
➤ <i>undergraduate pathways</i>	
➤ <i>postgraduate pathways</i>	
(E) International Applicants	44
(F) Accreditation of Prior Learning	45
(G) Applicants with a Criminal Conviction	48
(H) Disabled Applicants and Applicants with Specific Learning Difficulties	50
<b>5. Student Conduct, Rights and Responsibilities</b>	<b>51</b>
(A) Student Conduct	51
(B) Student Rights	51
(C) Student Responsibilities	52
<b>6. Assessment</b>	<b>53</b>
(A) Introduction	53
(B) Purpose of Assessment	53
(C) Principles	53
(D) Equity and Clarity in Assessment	54
(E) Objectivity and Independence in Assessment	54
(F) Language of Assessment	55
(G) Module Assessment	55
(H) Submission of Work for Assessment	58

(J)	Short Term Extensions	59
(K)	Long Term Extensions	60
(L)	Exceeding Word Limits	60
(M)	Module Re-assessment: Number of Attempts, Form, Timing and Module Result	61
(N)	Compensation	62
(P)	Mitigation: Procedure in the Event of Illness or Other Valid Cause	64
(Q)	Conduct of Anglia Ruskin Examinations (including examinations held at locations outside Anglia Ruskin University or overseas)	66
(R)	Individual Assessment Requirements	68
<b>7.</b>	<b>Assessment Panels and Awards Board</b>	<b>69</b>
(A)	Introduction	69
(B)	Departmental Assessment Panels	69
(C)	Anglia Ruskin Mitigation Panel	71
(D)	Faculty Student Review Subcommittees	71
(E)	Anglia Ruskin Awards Board	73
(F)	External Examiners	74
(G)	Delegation of Responsibility (Chair's Action)	75
<b>8.</b>	<b>Student Continuation and Conferment of Awards</b>	<b>77</b>
(A)	Student Review and Continuation	77
➤	<i>academic failure</i>	
➤	<i>accredited prior learning</i>	
➤	<i>student initiated pathway transfer</i>	
(B)	Eligibility for an Award	79
(C)	Classification of Awards	79
(D)	Aegrotat Awards	83
(E)	Posthumous Awards	83
<b>9.</b>	<b>Academic Appeals</b>	<b>85</b>
(A)	Introduction	85
(B)	Grounds for an Appeal	85
(C)	Submitting an Appeal	86
(D)	Investigating an Appeal	86
(E)	Preliminary Review Panel: Membership	87
(F)	Preliminary Review Panel: Decisions	87
(G)	Appeals Panel: Role and Membership	88
(H)	Appeals Panel: Procedures	89
(J)	Conduct of a Formal Hearing	89
(K)	Hearing: Outcomes	90
(L)	Appeals Arising from a Hearing	92
(M)	Office of the Independent Adjudicator	92
<b>10.</b>	<b>Assessment Offences</b>	<b>95</b>
(A)	Introduction	95
(B)	Definitions	95
(C)	Initial Reporting of an Assessment Offence	96
(D)	Procedures for Investigation	97
➤	<i>Stage 1: Cases investigated by a faculty</i>	
➤	<i>Stage 2: Cases investigated by, or referred to, a hearing</i>	
(E)	Conduct of a Formal Hearing	100
(F)	Appeals Arising from a Hearing	104
(G)	Office of the Independent Adjudicator	104

<b>11. Results, Conferment, Award Certificates and Transcripts</b>	<b>107</b>
(A) Publication of Results	107
(B) Conferment of Anglia Ruskin Awards	107
(C) Awards Certificates	108
(D) Transcripts	109
<b>Appendices</b>	<b>111-117</b>
Appendix 1: Details of Websites for Academic Regulations, Senate Codes of Practice and Related Regulatory and Quality Assurance Documents, Policies and Procedures	113
Appendix 2: Minimum and Maximum Periods of Registration for Students Admitted with Accredited Prior Learning (APL)	117
<b>Index</b>	<b>119-128</b>



## INTRODUCTION

### Academic Regulations - Third Edition (July 2010)

- (i) This third edition was approved by the Senate on 25 June 2010. These revisions have emerged for three reasons:
- as part of Anglia Ruskin's continuing drive to deliver an efficient curriculum;
  - to address certain issues that have arisen during the academic year 2009/10 and;
  - as part of the annual update to remove ambiguities and anomalies that have been brought to the attention of the Academic Office and to improve clarity.
- (ii) The Third Edition is approved for implementation from **1 July 2010** and applies to all new learning for all students (new and existing) registered at all delivery points (including delivery by partner institutions in the UK and overseas) for all taught pathways at all levels of learning, leading to an Anglia Ruskin award (except as detailed in paragraph (xx) below).
- (iii) 'New learning' in this context is defined as all modules whose delivery commences on, or after, 1<sup>st</sup> July 2010.

### Summary of Revisions and Amendments since Second Edition (revised and updated July 2009)

- (iv) Amendment to establish the authority of the Academic Regulations over all other documents (Regulation 1.3).
- (v) Removal of previous transitional arrangements which are no longer published as part of the Academic Regulations but are available on the Anglia Ruskin website (Regulation 1.5).
- (vi) Addition of a new postgraduate award: Master of Teacher and Learning (MTL) and associated amendments to facilitate the award's introduction (Regulations 2.1.2, 2.53.7, 3.12, 6.23 and 8.43).
- (vii) Addition of two new Research Degree awards: Doctor of Medicine by Publication (MD) and Doctor of Medicine by Research (MD (Res)) (Regulation 2.1.3).
- (viii) Minor amendments to the regulations governing the credit requirements for Anglia Ruskin awards (Regulation 2.25).
- (ix) Minor amendment to the definition of the award of Master of Business Administration (MBA) to reflect the publication of the QAA's new *Master's Degrees Characteristics*, March 2010 (Regulation 2.53.5).
- (x) Revisions to the regulations governing pathway structure including requirements for compulsory and designated modules at undergraduate level and the exercise of module choice by students, introduced as part of the Curriculum Rationalisation process undertaken in Spring 2010 (Regulations 3.3-3.9).
- (xi) Amendment to the maximum period of registration for the award of Postgraduate Certificate (PG Cert) (Regulation 3.30).
- (xii) Addition of a reference to the *Student Charter* to Section 5: Student Conduct, Rights and Responsibilities (Regulation 5.2).
- (xiii) Major revisions to the regulations governing module re-assessment to reflect the implications of HEFCE funding methodology (Regulation 6.62).
- (xiv) Amendment to reflect the move of Semester 2 re-assessment from late August to mid-July, with effect from July 2011 (Regulation 6.64).

- (xv) Addition of reference to the existing practice of convening two or more Departmental Assessment Panels concurrently (known as 'Joint DAPs') in the Semester 2 re-assessment period (and other periods, where applicable) for efficiency reasons due to the low volume of business before the Departmental Assessment Panels (Regulation 7.11).
- (xvi) Amendments to reflect more accurately Anglia Ruskin's current policies for students with a disability (Regulation 6.125).
- (xvii) Establishment of a single Anglia Ruskin Mitigation Panel, replacing the former five Faculty Mitigation Panels (Regulations 7.12-7.17). *[NB: amendments have been made throughout the Academic Regulations to amend references to Faculty Mitigation Panels to the Anglia Ruskin Mitigation Panel]*
- (xviii) Re-ordering of regulations governing the Terms of Reference of the Faculty Student Review Subcommittees (Regulations 7.19-7.21). *[NB: There has been no change to these Regulations]*
- (xix) Establishment of a single Anglia Ruskin Awards Board, replacing the former five Faculty Awards Boards (Regulations 7.26-7.31). *[NB: amendments have been made throughout the Academic Regulations to amend references to Faculty Awards Boards to the Anglia Ruskin Awards Board]*
- (xx) Revisions to the Academic Appeals process to reflect the recommendations from the Academic Appeals and Offences Subcommittee's annual report to the Academic Standards, Quality & Regulations Committee (Regulations 6.96, 9.5, 9.17 and 9.24). *[NB: these revisions to the Academic Regulations are implemented with immediate effect both for all new learning and, exceptionally, for all appeals that are managed after 1<sup>st</sup> July 2010 which relate to old learning (ie: learning that has commenced prior to 1<sup>st</sup> July 2010)]*
- (xxi) Revised version of the summary flowchart for the academic appeals process (Regulation 9.52).
- (xxii) Amendments to the regulations governing the interpretation of 'poor academic practice' (Regulations 10.10 and 10.15).
- (xxiii) Addition of the existing table detailing the maximum periods of registration for students admitted with accredited prior learning (previously held by the Accreditation Subcommittee) as an appendix (Appendix 2).
- (xxiv) Removal of the following appendices: Module Definition Form (MDF) Template; MDF Guidance Notes; Pathway Specification Form (PSF) Template; PSF Guidance Notes. These documents are available at [www.anglia.ac.uk/qad](http://www.anglia.ac.uk/qad).

**PAUL BAXTER**  
**Director, Academic Office**

**July 2010**

## SECTION 1

### FOREWORD

#### (A) 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 2.17 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. In the unlikely event of any discrepancy between the Academic Regulations and any other Anglia Ruskin publication, the Academic Regulations take precedence and are applied in all cases. They have been approved by the Senate<sup>2</sup> and are reviewed annually by the Senate. This third edition of the Academic Regulations was approved by the Senate on 24 June 2010.
- 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 Since the introduction of the Academic Regulations in July 2006 (for the 2006/07 academic year), a number of transitional arrangements were agreed and published for the following circumstances:
  - transition from the former Curriculum Regulations (12<sup>th</sup> Edition, July 2005) to the Academic Regulations (1<sup>st</sup> Edition, July 2006)
  - arrangements for "short life" pathways permitted by the Senate to continue their delivery in a 10/20 credit structure after July 2006 for a finite period (usually only for 2006/07)
  - transition for pathways delivered by the former Homerton School of Health Studies (HSHS) following the convergence of the HSHS curriculum and the former Anglia Ruskin Institute of Health and Social Care (IHSC) and the resulting creation of the Faculty of Health and Social Care (FHSC)

As a general principle, the Academic Regulations applied with effect from September 2006 to all taught pathways at all levels leading to an Anglia Ruskin award, unless otherwise stated in any of the transitional arrangements listed above.

Full details of the above transitional arrangements are available for consultation at: [www.anglia.ac.uk/academicregs](http://www.anglia.ac.uk/academicregs).

---

<sup>1</sup> Anglia Ruskin University's awards are conferred at Levels 0-4 (mapping to Levels 3-7 in the QAA's *Framework for Higher Education Qualifications in England, Wales and Northern Ireland*, Second Edition, August 2008). See Regulations 2.30 – 2.54 for details.

<sup>2</sup> 12 October 2005, 8 February 2006, 26 April 2006, 14 June 2006, 11 July 2006, 29 November 2006, 7 February 2007, 13 June 2007, 25 June 2008, 25 June 2009 and 24 June 2010.

- 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.

### **(B) 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.
- 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 2010 the Senate Codes of Practice cover the following quality assurance policies (the date of initial Senate approval is shown in brackets):
- Admissions (24 September 2007)
  - Assessment of Students (15 June 2005)
  - Collaborative Provision (13 June 2007)
  - Curriculum Approval and Review (18 June 2003)
  - External Examiners for Taught Pathways (11 January 2003)
  - Postgraduate Research Programmes (12 October 2005)
  - Work-Based and Placement Learning (20 November 2008)

### **(C) Website**

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

Academic Regulations: ***[www.anglia.ac.uk/academicregs](http://www.anglia.ac.uk/academicregs)***

Senate Codes of Practice: ***[www.anglia.ac.uk/codes](http://www.anglia.ac.uk/codes)***

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

#### (A) List of Anglia Ruskin Awards

2.1 Anglia Ruskin University confers the following awards:

##### 2.1.1 Undergraduate

- Bachelors Degree with Honours, using only the following designations: BA (Hons), BSc (Hons), BEng (Hons), BOptom (Hons), BOst (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>3</sup> (Access Cert)

##### 2.1.2 Taught Postgraduate

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

##### 2.1.3 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)
- Doctor of Medicine by Publication (MD)
- Doctor of Medicine by Research (MD(Res))
- Postgraduate Diploma in Professional Research (PG Dip Prof)
- Professional Masters (MProf)
- Professional Doctorate (PrD)<sup>4</sup>
- Research Diploma

<sup>3</sup> including the International Foundation Programme

<sup>4</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])

#### 2.1.4 Higher Doctorates

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

#### 2.1.5 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

### **(B) 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 2.16 (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 the 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** 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 at [www.anglia.ac.uk/qad](http://www.anglia.ac.uk/qad)):

- 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. 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) 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>5</sup>.

## “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 An **integrated taught Masters degree** (e.g. MDes, MEng, MLaw, MOst) is awarded after full time study equivalent to at least four academic years, of which full time study equivalent to at least one academic year is at Level 4 (see also Regulation 2.25). In this way, study at Bachelors level is integrated with study at Masters level and the pathway is designed to meet in full the Level 3 and Level 4 generic learning outcomes set out in Regulations 2.43 and 2.49. Such an award is an integrated 1<sup>st</sup> and 2<sup>nd</sup> cycle award under the Bologna Process. *[N.B. This definition is based on the QAA’s Framework for HE Qualifications in England, Wales and Northern Ireland, Second Edition, August 2008, para 23, Table1].*
- 2.12 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 the Anglia Ruskin 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.

---

<sup>5</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).

2.13 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, statutory or regulatory 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 8.5).

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 2.12).

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.

2.14 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”

2.15 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.

2.16 **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<sup>6</sup>:

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

### “Mode of Study”

2.17 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 (180 credits in an extended academic year for a full-time postgraduate student). In doing so s/he normally takes modules totalling 60 credits per semester<sup>7</sup>. With the prior approval of the appropriate Director of Studies a full-time undergraduate or postgraduate student may take modules totalling 75 credits per semester<sup>8</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 6.61-6.73 of these Academic Regulations). In exceptional cases (including cases where a student has been admitted to a particular pathway with prior certificated learning) and with the prior approval of the appropriate Director of Studies a student may take modules totalling 75 credits per semester for reasons related to the personal circumstances of the student.
- 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 (up to 135 credits in an extended academic year for a part-time postgraduate student).

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

<sup>6</sup> Anglia Ruskin University Levels 0-4 map directly to Levels 3-7 in the QAA’s *Framework for Higher Education Qualifications in England, Wales and Northern Ireland*, Second Edition, August 2008

<sup>7</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>8</sup> or modules totalling up to 150 credits a year under a trimester delivery pattern

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 appropriate regulations within each Section 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.

### **(C) General Principles of the Undergraduate and Postgraduate Curriculum**

- 2.18 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

- 2.19 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>9</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 the Senate (November 2006, updated September 2008). Many students demonstrate learning above the threshold level. Such learning is calibrated in Anglia Ruskin University's generic assessment criteria and marking standards (see Appendix 1 of the *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.

---

<sup>9</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

## An Awards Framework

2.20 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

2.21 Anglia Ruskin's curriculum structure ensures the comparability of academic standards across its named awards by applying a single set of Academic Regulations applies to all students registered in all Faculties and at all delivery points.

## Curriculum Structure

2.22 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 2.16)
- 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

2.23 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

2.24 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.

#### **(D) Curriculum Structure**

2.25 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 *[NB the exceptions detailed in the footnotes to the table below are for consideration and use during the design and developmental stages of a pathway. Once a pathway has been approved, the credit requirements prescribed in the PSF apply in all cases and cannot be altered without further approval]*:

Award	Total Credit for Award (minimum) <sup>10</sup>	Level 0	Level 1	Level 2	Level 3	Level 4
	(i)	(ii)	(iii)	(iv)	(v)	(vi)
<b>Undergraduate (in level)</b>						
Honours Degree <sup>11</sup>	360 <sup>12</sup>		120 <sup>13</sup>	120 <sup>14</sup>	120 <sup>15</sup>	
Ordinary Degree <sup>11</sup>	300		120 <sup>13</sup>	120 <sup>14</sup>	60	
Foundation Degree <sup>11</sup>	240		120 <sup>13</sup>	120 <sup>14</sup>		
Diploma of Higher Education <sup>11</sup>	240		120 <sup>13</sup>	120 <sup>14</sup>		
Higher National Diploma <sup>11</sup>	240 <sup>16</sup>		120 <sup>13</sup>	120 <sup>14</sup>		
Higher National Certificate <sup>11</sup>	120		90 <sup>13</sup>	30		
Certificate of Education <sup>11</sup>	120		60	60		
Certificate of Higher Education	120		120 <sup>13</sup>			
Professional Graduate Certificate in Education (PGCE: Level 3)	120				120 <sup>17</sup>	
Graduate Diploma	90-120				90-120	
Graduate Certificate	60-75				60-75	
University Diploma	60-120			60-120		
University Certificate	60-105		60-105			
Access Certificate	60-120	60-120				
<b>Postgraduate (in level)</b>						
Masters Degree (self standing 2 <sup>nd</sup> cycle award under the Bologna Process)	180					180 <sup>18</sup>
Masters Degree (integrated 1 <sup>st</sup> and 2 <sup>nd</sup> cycle award under the Bologna Process)	480		120 <sup>13</sup>	120 <sup>14</sup>	120 <sup>15</sup>	120
Postgraduate Diploma	120					120 <sup>18</sup>
Postgraduate Certificate	60					60 <sup>18</sup>
Postgraduate Certificate in Education (PGCE: Level 4)	120					120 <sup>19</sup>

<sup>10</sup> Exceptions that exceed the total credit limit of all Anglia Ruskin's awards (see column (i) above) may be granted at the academic approval stage, providing the minimum requirements detailed above are still satisfied. Such exceptions are initially highlighted to the relevant Faculty Board and CMT at the planning approval stage and are subject to final Senate approval on an individual basis

<sup>11</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>12</sup> An Honours degree can comprise up to 480 credits for the purposes of (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>13</sup> May include no more than 15 credits at Level 0

<sup>14</sup> May include no more than 15 credits at level 1

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

<sup>16</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>17</sup> May include up to 45 credits at Level 4

<sup>18</sup> May include no more than 30 credits at Level 3 within this total

<sup>19</sup> May include no more than 60 credits at Level 3 within this total

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

Stage One Postgraduate Certificate (incorporating the Certificate in Management Studies - CiM)

Stage Two Postgraduate Diploma (incorporating the Diploma in Management Studies - DMS)

Stage Three Masters Degree

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

### **(E) Academic Standard of Anglia Ruskin Awards<sup>20</sup>**

2.28 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.

2.29 The academic standard of an Anglia Ruskin award is also defined through the credit requirements set out in Regulation 2.25 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.

2.30 Anglia Ruskin University's awards framework has been developed to reflect the QAA's *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (Second Edition, August 2008) 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 Level 0 (access)

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

##### 2.31.1 *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

##### 2.31.2 *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

---

<sup>20</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, available at [www.anglia.ac.uk/researchregs](http://www.anglia.ac.uk/researchregs).

- 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

## 2.32 *Access Certificate (Access Cert)*

2.32.1 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 2.31.

2.32.2 The credit requirements for an Access Certificate are defined in Regulation 2.25.

2.32.3 An Access Certificate is not classified.

2.32.4 An Access Certificate has no intermediate awards.

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

## Awards at Level 1 (undergraduate)

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

### 2.33.1 *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

### 2.33.2 *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

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

2.34.1 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 2.33.

2.34.2 The credit requirements for a University Certificate are defined in Regulation 2.25.

2.34.3 A University Certificate is not classified.

2.34.4 A University Certificate has no intermediate awards.

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

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

2.35.1 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 2.33.

2.35.2 The credit requirements for a Certificate of Higher Education are defined in Regulation 2.25.

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

2.35.4 A Certificate of Higher Education has no intermediate awards.

2.35.5 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, Honours Degree or an Integrated Taught Masters Degree.

## 2.36 *Higher National Certificate (HNC)*

2.36.1 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 2.33.

2.36.2 The credit requirements for a Higher National Certificate are defined in Regulation 2.25.

2.36.3 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.

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

2.36.5 A Higher National Certificate has no intermediate awards.

2.36.6 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 Level 2 (undergraduate)

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

### 2.37.1 *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

### 2.37.2 *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

## 2.38 *Higher National Diploma (HND)*

2.38.1 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 2.37.

2.38.2 The credit requirements for a Higher National Diploma are defined in Regulation 2.25.

2.38.3 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.

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

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

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

2.39 *University Diploma (Univ Dip)*

2.39.1 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 2.37.

2.39.2 The credit requirements for a University Diploma are defined in Regulation 2.25.

2.39.3 A University Diploma is not classified.

2.39.4 A University Diploma has no intermediate awards.

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

2.40 *Certificate of Education (Cert Ed)*

2.40.1 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 2.37.

2.40.2 The credit requirements for a Certificate of Education are defined in Regulation 2.25.

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

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

2.40.5 A Certificate of Education has no intermediate awards.

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

2.41 *Diploma of Higher Education (Dip HE)*

2.41.1 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 2.37.

2.41.2 The credit requirements for a Diploma of Higher Education are defined in Regulation 2.25.

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

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

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

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

- 2.42.1 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 2.37.
- 2.42.2 The credit requirements for a Foundation Degree are defined in Regulation 2.25.
- 2.42.3 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).
- 2.42.4 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.
- 2.42.5 The award of a Foundation Degree in Engineering (FdEng) is reserved for pathways whose curriculum is substantially based on engineering and its applications.
- 2.42.6 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.
- 2.42.7 A Foundation Degree is classified as pass, merit or distinction.
- 2.42.8 The Certificate of Higher Education is an intermediate award for successful completion of a designated stage within a Foundation Degree.
- 2.42.9 A Foundation Degree cannot be conferred as an intermediate award within any other award.

### Awards at Level 3 (undergraduate)

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

#### 2.43.1 *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

#### 2.43.2 *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

2.44 *Graduate Certificate (Grad Cert)*

- 2.44.1 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 2.43.
- 2.44.2 The credit requirements for a Graduate Certificate are defined in Regulation 2.25.
- 2.44.3 A Graduate Certificate is not classified.
- 2.44.4 A Graduate Certificate has no intermediate awards.
- 2.44.5 A Graduate Certificate can be conferred as an intermediate award for successful completion of a designated stage within a Graduate Diploma.

2.45 *Graduate Diploma (Grad Dip)*

- 2.45.1 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 2.43.

- 2.45.2 The credit requirements for a Graduate Diploma are defined in Regulation 2.25.
- 2.45.3 A Graduate Diploma is not classified.
- 2.45.4 The Graduate Certificate is an intermediate award for successful completion of a designated stage within a Graduate Diploma.
- 2.45.5 A Graduate Diploma cannot be conferred as an intermediate award within any other award.

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

- 2.46.1 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 2.43.
- 2.46.2 The credit requirements for a Professional Graduate Certificate in Education are defined in Regulation 2.25.
- 2.46.3 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, statutory and regulatory body.
- 2.46.4 A Professional Graduate Certificate in Education is classified as pass, merit or distinction.
- 2.46.5 A Professional Graduate Certificate in Education has no intermediate awards.
- 2.46.6 A Professional Graduate Certificate in Education cannot be conferred as an intermediate award within any other award.

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

- 2.47.1 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 2.43.
- 2.47.2 The credit requirements for an Ordinary Degree are defined in Regulation 2.25.
- 2.47.3 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.
- 2.47.4 The award of a Bachelor of Science (BSc) is reserved for pathways whose curriculum is substantially based on science, mathematics, technology and their applications.
- 2.47.5 The award of a Bachelor of Laws (LLB) is reserved for pathways whose curriculum is the specialised study of law.
- 2.47.6 The award of a Bachelor of Engineering (BEng) is reserved for pathways whose curriculum is substantially based on engineering and its application.
- 2.47.7 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, statutory and regulatory body.
- 2.47.8 An Ordinary Degree is classified as pass, merit or distinction.

- 2.47.9 The Certificate of Higher Education and Diploma of Higher Education are intermediate awards for successful completion of designated stages within an Ordinary Degree.
- 2.47.10 An Ordinary Degree can be conferred as an intermediate award for successful completion of a designated stage within an Honours Degree and an Integrated Taught Masters Degree.
- 2.48 *Honours Degree (BA (Hons), BSc (Hons), BEng (Hons), BOptom (Hons), BOst (Hons), LLB (Hons))*
- 2.48.1 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 2.43.
- 2.48.2 The credit requirements for an Honours Degree are defined in Regulation 2.25.
- 2.48.3 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.
- 2.48.4 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.
- 2.48.5 The award of a Bachelor of Laws with Honours (LLB (Hons)) is reserved for pathways whose curriculum is the specialised study of law.
- 2.48.6 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.
- 2.48.7 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, statutory and regulatory body.
- 2.48.8 The award of a Bachelor of Osteopathy with Honours (BOst (Hons)) is reserved for pathways whose curriculum is the specialised study of osteopathy and leads to recognition by the relevant professional, statutory and regulatory body.
- 2.48.9 An Honours Degree is classified as first, upper second, lower second or third class honours.
- 2.48.10 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.
- 2.48.11 An Honours Degree can be conferred as an intermediate award for successful completion of a designated stage within an Integrated Taught Masters Degree.

#### Awards at Level 4 (postgraduate)

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

##### 2.49.1 *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)

#### 2.49.2 *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

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

- 2.50.1 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 2.49.
- 2.50.2 The credit requirements for a Postgraduate Certificate in Education are defined in Regulation 2.25.
- 2.50.3 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, statutory and regulatory body.
- 2.50.4 A Postgraduate Certificate in Education is classified as pass, merit or distinction.
- 2.50.5 The Postgraduate Certificate is an intermediate award for successful completion of a designated stage within the Postgraduate Certificate in Education. In such cases the named award is the Postgraduate Certificate in General Education.
- 2.50.6 A Postgraduate Certificate in Education cannot be conferred as an intermediate award within any other award.

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

- 2.51.1 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 2.49.
- 2.51.2 The credit requirements for a Postgraduate Certificate are defined in Regulation 2.25.
- 2.51.3 A Postgraduate Certificate is not classified.
- 2.51.4 A Postgraduate Certificate has no intermediate awards.
- 2.51.5 A Postgraduate Certificate can be conferred as an intermediate award for successful completion of a designated stage within a Postgraduate Certificate in Education, Postgraduate Diploma or Masters Degree.

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

- 2.52.1 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 2.49.
- 2.52.2 The credit requirements for a Postgraduate Diploma are defined in Regulation 2.25.
- 2.52.3 A Postgraduate Diploma is classified as pass, merit or distinction.
- 2.52.4 The Postgraduate Certificate is an intermediate award for successful completion of a designated stage within a Postgraduate Diploma.
- 2.52.5 A Postgraduate Diploma can be conferred as an intermediate award for successful completion of a designated stage within a Masters Degree.

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

- 2.53.1 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 2.49. 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.
- 2.53.2 The credit requirements for a taught Masters Degree are defined in Regulation 2.25.
- 2.53.3 The award of a Master of Laws (LLM) is reserved for pathways whose curriculum is the specialised study of law.
- 2.53.4 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.
- 2.53.5 The award of a Master of Business Administration (MBA) is reserved for a pathway whose curriculum is substantially based on business and management studies. The award is professional and practice related in character and, therefore, students are expected to have appropriate work experience prior to commencing their studies.
- 2.53.6 The award of a Master of Fine Art (MFA) is reserved for pathways whose curriculum is the specialised study of fine art.
- 2.53.7 The award of Master of Teaching and Learning (MTL) is reserved for pathways in the Faculty of Education whose curriculum follows the syllabus prescribed by the Training and Development Agency for Schools (TDA).
- 2.53.8 The award of a Master of Science (MSc) is reserved for pathways whose curriculum is substantially based on science, mathematics, technology, certain areas of business and management and their applications.
- 2.53.9 A taught Masters Degree is classified as pass, merit or distinction.
- 2.53.10 The Postgraduate Certificate and Postgraduate Diploma are intermediate awards for successful completion of a designated stage within a taught Masters Degree.

## 2.54 *Integrated Taught Masters Degree (MDes, MEng, MLaw, MOst)*

- 2.54.1 A student on whom an integrated taught Masters Degree is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.49. 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.
- 2.54.2 The credit requirements for an Integrated Taught Masters Degree are defined in Regulation 2.25.
- 2.54.3 The award of a Master of Design (MDes) is reserved for pathways whose curriculum is the specialised study of design.

- 2.54.4 The award of a Master of Engineering (MEng) is reserved for pathways whose curriculum is the specialised study of engineering and its applications and leads to recognition by the relevant professional, statutory and regulatory body.
- 2.54.5 The award of a Master of Law (MLaw) is reserved for pathways whose curriculum is the specialised study of law and legal practice and leads to recognition by the relevant professional, statutory and regulatory body.
- 2.54.6 The award of a Master of Osteopathy (MOst) is reserved for pathways whose curriculum is the specialised study of osteopathy and leads to recognition by the relevant professional, statutory and regulatory body.
- 2.54.7 The Certificate of Higher Education, Diploma of Higher Education, an Ordinary Degree and an Honours Degree are intermediate awards for successful completion of designated stages within an Integrated Taught Masters Degree.
- 2.54.8 An Integrated Taught Masters Degree cannot be conferred as an intermediate award within any other award.

## SECTION 3

### CURRICULUM STRUCTURES AND DURATION OF STUDY

#### (A) 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 except those involving the study of a modern foreign language and others specifically approved by the Senate on an exceptional basis (see Regulation 6.17 below).

#### Curriculum Structure

- 3.3 Faculties are responsible for prescribing the modular content for all pathways. Compulsory and designated modules are identified for the total credit value of each award to which pathways lead (as detailed in Regulation 2.25, column 2).
- 3.4 The curriculum in Level 1 (all teaching periods) for all undergraduate pathways comprises a prescribed set of modules, **with no choice** except where:
- (a) provision is made in the approved PSF for students to take an English Language module or a module from the Anglia Language Programme (see Regulations 3.15 – 3.16 below). Such provision may be made EITHER in the first teaching period OR in the first **and** second teaching period.
- (b) choice is restricted to modules delivered by a single Department (normally the Department responsible for delivery of the pathway) and does not occur in the first teaching period of Level 1 (except with the prior approval of the Senate at the academic approval stage [*NB Such cases are considered as highly exceptional*])
- 3.5 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. The principle of module choice is subject to the following constraints for undergraduate pathways leading to the awards of Cert HE, HNC, HND, Dip HE, Foundation Degree, Ordinary Degree and Honours Degree:

<u>Compulsory modules (minimum)</u>		<u>Designated modules (maximum)</u>
Level 1	90 credits	30 credits*
Level 2	75 credits	45 credits
Level 3	60 credits	60 credits

\* these 30 credits of designated modules in Level 1 must satisfy the exceptional circumstances set out under Regulation 3.4 above.

- 3.6 Teaching teams within Faculties are responsible for identifying pre/co-requisite modules.
- 3.7 Where module choice exists students are required to make their selection by no later than the Friday of teaching week 4 of the preceding teaching period in accordance with module enrolment procedures published by Faculties. Different arrangements apply in cases where module choice is exceptionally available in the first teaching period of Level 1, under Regulation 3.4 (b) above.
- 3.8 Anglia Ruskin University reserves the right to enrol students for an appropriate module(s) if they do not complete their module selection by the published deadline.

- 3.9 Once module delivery has commenced students are **not** permitted to change their module selection after the Friday of teaching week 1 of the teaching period, except in circumstances deemed by the Director of Studies to be exceptional. Anglia Ruskin University makes no commitment to revise the teaching timetable to accommodate such changes in module selection, whatever the circumstances for those changes may be. *[NB: If a module is first delivered on the Friday of teaching week 1, students enrolled for that module are permitted to withdraw from that module and to enrol for an alternative module on the Monday of teaching week 2, if they so wish]*
- 3.10 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.
- 3.11 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.
- 3.12 On occasion, either in order to accommodate the requirements of a Professional, Statutory or Regulatory Body (PSRB), or to accommodate the requirements of overseas partner institutions operating in an alternative legal constitutional jurisdiction, variations to the standard credit volume for a module permitted (and multiples thereof). These exceptions are approved at the academic approval stage by the Senate. Such exceptions are initially highlighted to the relevant Faculty Board and the Corporate Management Team (CMT) at the Planning Approval stage, highlighting the resource implications to the relevant Faculty and associated Support Services, and are subject to final Senate approval on an individual basis. Any Major Project modules incorporated into the structure of pathways delivered in an alternative credit structure must be equal to, or greater than, a credit volume of 30.
- 3.13 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

- 3.14 All pathways leading to an award at Level 3<sup>21</sup> or Level 4<sup>22</sup> contain a Major Project module of at least 30 credits where the learning is mainly student managed rather than tutor led. The minimum and maximum credit volumes for a Major Project module are 30 and 60 credits respectively.

<sup>21</sup> but excluding the Ordinary Degree, Graduate Diploma and Graduate Certificate

<sup>22</sup> including the Postgraduate Certificate in Education but excluding the Postgraduate Certificate and Postgraduate Diploma

- 3.15 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 (see Regulation 3.4 (a) above).
- 3.16 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 (see Regulation 3.4 (a) above).
- 3.17 Students have the opportunity to develop progress files within their formal curriculum and Faculties are required to provide such opportunities.
- 3.18 Students have the opportunity to study abroad:
- either for one teaching period at an approved partner institution
  - or for up to two teaching periods 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).

- 3.19 Students registered on certain pathways (including pathways involving significant study of modern languages 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.
- 3.20 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

- 3.21 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* (available at [www.anglia.ac.uk/codes](http://www.anglia.ac.uk/codes)).

### **(B) Academic Calendar**

- 3.22 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.
- 3.23 The academic calendar comprises:
- an induction period before teaching begins
  - a period of 30 teaching/learning weeks (including examination periods) commencing annually in September or January and divided into periods, with appropriate breaks for Christmas and Easter.

- 3.24 Pathways and their constituent modules are delivered in a standard pattern of teaching/learning weeks based on two teaching periods (known as Semesters), each of 15 weeks' duration. The delivery of certain pathways may be based on three teaching periods (known as Trimesters), each of 15 weeks' duration. Any exceptions to these delivery patterns require approval by the Senate under Regulation 3.26.
- 3.25 Full-time and part-time students normally commence their period of study in September or January and pathway structures and content reflect these common starting points. After initial registration the pattern of student learning varies, depending on their registration status and pace of learning.
- 3.26 The above semester and trimester delivery patterns delivery pattern may be varied for a particular pathway, subject to approval by the Senate (or a committee of the Senate acting on its behalf) 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, statutory and regulatory body
  - a financial sponsor requires a start date other than September or January
  - 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.
- 3.27 Any such variation must be made explicit in the relevant documents at the academic approval stage.
- 3.28 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 the Anglia Ruskin Awards Board within Anglia Ruskin University.
- 3.29 The Senate is responsible for approving annually in the Autumn the academic calendar for the following academic year.

### (C) Period of Registration

3.30 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>23</sup>	Minimum period of registration <sup>24</sup>	Minimum period of registration with APL	Minimum period of registration with APEL	Maximum period of registration <sup>24, 25</sup>
<b>Undergraduate</b>					
Honours Degree	360	3 years <sup>26</sup>	1 year <sup>26</sup>	1 ½ years <sup>26</sup>	9 years <sup>26</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	2 years

<sup>23</sup> Regulation 2.25 provides for exceptions to these credit volumes in certain circumstances

<sup>24</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>25</sup> Details of the maximum periods of registration for students admitted with APCL and/or APEL are contained in **Appendix 2**

<sup>26</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)

- 3.31 The Anglia Ruskin 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 2.13). 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.

#### **(D) General Requirements for Students**

- 3.32 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>27</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.

#### **(E) Student Registration**

- 3.33 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 the Anglia Ruskin Awards Board for the highest award for which they are eligible.
- 3.34 At initial registration and at each subsequent registration process students commence a "registration period" which extends for twelve months.

---

<sup>27</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)*, September 2004

## (F) Intermission

- 3.35 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). This period may be extended in exceptional cases (e.g. to cover maternity leave) but only with the prior approval of the appropriate Director of Studies. 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.
- 3.36 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.
- 3.37 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.
- 3.38 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.
- 3.39 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.
- 3.40 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**

#### **(A) 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, statutory and regulatory body
  - the admission of an individual applicant to a particular undergraduate or postgraduate pathway against the entry criteria for that pathway.

#### **(B) Age of Entrants**

- 4.2 Applicants admitted to Anglia Ruskin University must be at least 17½ 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, statutory and regulatory body.
- 4.4 There is no upper age limit for admission to Anglia Ruskin University's undergraduate or postgraduate pathways.

#### **(C) 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>28</sup> or other unjustifiable grounds.
- 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 the Anglia Ruskin 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 6 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.

#### **(D) Specific Entry Requirements**

##### Integrated Taught Masters Degree, Honours Degree, Ordinary Degree, Diploma in Higher Education, Certificate in Higher Education, Graduate Diploma and 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

<sup>28</sup> See Regulations 4.50-4.61 for details of the process

- 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 the Senate acting on its behalf)
- i. successful completion of the European or International Baccalaureate
- j. pass in one of Anglia Ruskin University's Faculty of Science & Technology's two Access level courses
- 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 the 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, statutory and regulatory 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 and Higher National 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, statutory and regulatory 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 the 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 the Senate (or a committee acting on its behalf)]*

#### **(E) 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:

(a) possession of one of the following English language qualifications:

<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)

**or**

- (b) 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:

- 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 the 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.

## **(F) 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 application for admission with prior learning. 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 student is a registered professional within the Nursing & Midwifery Council, Health Professions Council, General Social Care Council or other PSRB deemed to be appropriate by the Dean of Faculty (or nominee)"

AND

- if the additional CPD learning prior to the deferred registration 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 prior to the deferred registration must be identical to the Level 3 credits (as defined in the PSF) of the pathway for which registration is being deferred.

The maximum period of registration in which a student must complete the free standing module(s) or short course(s) of CPD learning prior to the deferred registration **AND** the necessary Level 3 modules to achieve a Level 3 award (following his/her deferred registration) is three years (in accordance with Regulation 3.30, footnote 25).

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 the 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 the 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 the Senate acting on its behalf). The same arrangements apply to encapsulation<sup>29</sup> and to 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 award classification.

---

<sup>29</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

- 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 the 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.

**(G) 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>30</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>31</sup>.

---

<sup>30</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>31</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.

- 4.53 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.
- 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.

## **(H) 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 the Senate acting on its behalf).

## SECTION 5

### STUDENT CONDUCT, RIGHTS AND RESPONSIBILITIES

#### (A) 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>32</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:
- Student Charter
  - 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*.

#### (B) 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

---

<sup>32</sup> Copies of the *Rules, Regulations and Procedures for Students* are available from the Office of the Secretary and Clerk and at [http://web.anglia.ac.uk/anet/staff/curric\\_regs\\_12\\_ed.doc](http://web.anglia.ac.uk/anet/staff/curric_regs_12_ed.doc). 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*.

### **(C) 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

#### (A) 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* (available at [www.anglia.ac.uk/codes](http://www.anglia.ac.uk/codes)) which has been designed to complement, and read in conjunction with, the Academic Regulations.

#### (B) Purpose of Assessment

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
- measure and grade the outcome of students' learning in terms of knowledge acquired, understanding developed and skills gained
- provide students with formal and informal feedback on their learning, thereby helping them to improve their performance
- 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.

#### (C) 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>33</sup>.

6.6 Level 1 modules delivered in the first teaching period 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>34</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.

---

<sup>33</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>34</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 the first teaching period 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 continue/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 the Anglia Ruskin Awards Board
  - the formally constituted Anglia Ruskin Awards Board established by the Senate (for the determination of award outcomes), also attended by 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 the Anglia Ruskin Awards Board).
- 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 students' marks or results after they have been formally approved by a Departmental Assessment Panel
  - adjust the arithmetic calculation used to determine an award classification (see Section 8 for details of the algorithm used for each award).

#### **(D) 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*).
- 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
  - marking schemes
- 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.

#### **(E) 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
  - double marking in certain circumstances
  - a uniform system of internal and external moderation

- 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.

### **(F) 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.

### **(G) 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. face-to-face, distance learning, blended learning or work-based learning). Such variants are considered at the approval stage. The basis on which the variants are used is set out in the Notes of Guidance for the MDF (available at [www.anglia.ac.uk/qad](http://www.anglia.ac.uk/qad)).
- 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>35</sup>	Exam equivalence	Other equivalence
15 credits	1 (strongly recommended) or 2 maximum	Up to 3,000 words <sup>36</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>36</sup>	As above	
45 credits	3 maximum	Up to 9,000 words <sup>36</sup>	As above	
30 credits: Major Project	1	Up to 10,000 words <sup>37</sup>	Not applicable	
45 credits: Major Project	1	Up to 15,000 words <sup>37</sup>	Not applicable	
60 credits: Major Project	1	Up to 20,000 words <sup>37</sup>	Not applicable	

## Postgraduate modules (Level 4)

Module Credit Volume	Assessment items	Word Limits <sup>38</sup>	Exam equivalence	Other equivalence
15 credits	1 (strongly recommended) or 2 maximum	Up to 4,000 words <sup>39</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>39</sup>	As above	
45 credits	3 maximum	Up to 12,000 words <sup>39</sup>	As above	
60 credits	3 maximum	Up to 16,000 words <sup>39</sup>	As above	
30 credits: Major Project	1	Up to 15,000 words <sup>40</sup>	Not applicable	
45 credits: Major Project	1	Up to 20,000 words <sup>40</sup>	Not applicable	
60 credits: Major Project	1	Up to 25,000 words <sup>40</sup>	Not applicable	

<sup>35</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>36</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>37</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).

<sup>38</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>39</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>40</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 The word limits and examination duration equivalence for any module whose credit rating is not 15, 30, 45 or 60 credits (as permitted by Regulation 3.12) is determined in accordance with the following principles and approved at the academic approval stage by the Approval Panel and confirmed in the written report to the Senate (or a committee of the Senate, acting on its behalf):

- Undergraduate modules: a word limit ratio for written assignments of 200 words per one credit for taught modules and an examination length ratio of up to one hour per 1,000 words equivalent
- Postgraduate modules: a word limit ratio for written assignments of 250 words per one credit for taught modules and an examination length ratio of up to one hour per 1,000 words equivalent
- For modules at all level, other non-written forms of assessment (eg: presentations, artefacts etc) must be achieved within the notional hours set aside for assessment as defined in the relevant Module Definition Form (normally one third of the total teaching and learning hours)

6.24 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%.

6.25 Bands of marks, based on a percentage scale, are used for all items of assessment which are fine graded.

6.26 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.

6.27 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%

6.28 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.

6.29 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*.

6.30 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.

6.31 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.

6.32 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, statutory and regulatory 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.

- 6.33 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.
- 6.34 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].*
- 6.35 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 6.68 - 6.73 and 7.20 - 7.21 for the consequences of failing a compulsory module).
- 6.36 Students who have already passed a module may not be re-assessed in or retake that module in order to improve their module result.
- 6.37 The Anglia Ruskin Awards Board is not permitted to amend a module result which has been agreed by a Departmental Assessment Panel.
- 6.38 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 Anglia Ruskin 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.
- 6.39 In exceptional circumstances the Chair of the Senate, acting on behalf of the Senate and on the recommendation of the Anglia Ruskin 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.

#### **(H) Submission of Work for Assessment**

- 6.40 The submission of work for assessment is the responsibility of the student alone.
- 6.41 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
  - 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
  - they retain a copy of all written work submitted for assessment or re-assessment
  - they retain all marked written assignments, together with cover sheets and tutor comments, until the module has been considered by the Anglia Ruskin Awards Board and the period of appeal has expired (see Section 9 of these Academic Regulations)

- 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.
- 6.42 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.
- 6.43 Students should ensure that, where practicable, they retain a copy of the non-written work submitted.
- 6.44 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.
- 6.45 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).

### **(J) Short Term Extensions**

- 6.46 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.
- 6.47 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.
- 6.48 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.
- 6.49 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).
- 6.50 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).
- 6.51 If approved, a copy of the form approving any extension must be attached by the student to the submitted assignment.

- 6.52 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.

### **(K) Long Term Extensions**

- 6.53 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).

- 6.54 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.
- 6.55 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.
- 6.56 All long term extensions are considered on a confidential basis.
- 6.57 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.

### **(L) Exceeding Word Limits**

- 6.58 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.
- 6.59 Any assignment exceeding the word limit is penalised by the deduction of 10 percentage points of the maximum marks available for the assignment (e.g. an assignment exceeding the word limit and marked on the percentage scale is awarded a penalised mark of 55% instead of an unpenalised mark of 65%). 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.
- 6.60 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.

### **(M) Module Re-Assessment: Number of Attempts, Form, Timing and Module Result**

6.61 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 6.68 - 6.73 below.

6.62 Students who do not present themselves for initial assessment in a module (e.g. attend an examination, submit an assignment) AND whose failure to present themselves for initial assessment is **not** supported by a successful mitigation claim are deemed to have failed the module completely and are not permitted one further opportunity to pass the module as specified above. Students in such circumstances are governed by the provisions of Regulation 6.68 (a) or 6.68 (b) below, provided that the failed module has a credit value of 15 or 30 credits.

6.63 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).

6.64 Formal re-assessment by written examination is held in mid-April and mid-July of each academic year (alternative arrangements for Anglia Ruskin modules taught overseas are approved by the Senate as part of the academic calendar, where applicable). The Anglia Ruskin Awards Board determines the earliest appropriate re-assessment point for each student.

6.65 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.

6.66 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.

6.67 The module result for a student who passes a module at re-assessment is capped at 40%.

*[NB: Regulations 6.68 - 6.73 below apply only to students registered for a pathway leading to a named award. They do not apply to Associate Students or Visiting Students]*

6.68 Any student who fails a 15 or 30 credit module after re-assessment is permitted within the limits prescribed in Regulation 6.72:

- either** (a) to re-take the same module (whether compulsory or designated) with attendance except that this option is not available if the failed module is the Major Project
- 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 (subject to availability).

When re-taking a module, or taking a replacement module, students are entitled to the normal two attempts to pass the module as defined in Regulations 6.61 - 6.62.

- 6.69 An appropriate alternative to the attendance requirement is applied where a module is delivered by flexible and distributed learning, including e-learning.
- 6.70 The module result for the first attempt at a re-taken module under Regulation 6.68 (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.
- 6.71 The module result for the first attempt at a replacement module under Regulation 6.68 (b) is **not** capped.
- 6.72 The maximum combined value of re-taken with attendance and replacement modules taken by a student under Regulations 6.68 - 6.71 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.
- 6.73 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 6.72, is automatically considered by the Anglia Ruskin 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.

### **(N) Compensation**

- 6.74 Compensation for a failed module is considered, in certain circumstances and in accordance with the following principles and criteria, by the Anglia Ruskin Awards Board. Compensation is applied at the earliest point in the assessment process when the student becomes eligible for consideration.
- 6.75 The principle of compensation applies to all undergraduate pathways (and levels 1-3 for pathways leading to the award of Integrated Taught Masters Degrees) 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, statutory and regulatory body (for which written evidence is required at the academic approval stage).
- 6.76 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.
- 6.77 Compensation is based on a student's overall performance in the pathway for which he/she is registered and is considered at levels 0, 1, 2, and 3.
- 6.78 The Major Project module within an undergraduate pathway cannot be compensated.
- 6.79 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>41</sup>
Honours Degree (and Levels 0-3 of Integrated Taught Masters Degrees)	Maximum of 45 credits for entire pathway (only for Levels 0-3 of Integrated Taught Masters Degrees) 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

6.80 Compensation for a failed module is considered by the Anglia Ruskin 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

6.81 If **all** the above criteria have been satisfied, the Anglia Ruskin 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.

6.82 Compensation is not discretionary. If **all** the above criteria have been satisfied, the Anglia Ruskin 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 Anglia Ruskin Awards Board (subject to the limits to the volume and level of compensation defined in Regulation 6.79):

- 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>41</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

## **(P) Mitigation: Procedure in the Event of Illness or Other Valid Cause**

6.83 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

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

6.85 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.

6.86 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 6.85
- 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).

6.87 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.

6.88 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.

6.89 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. Exceptionally, if the documentary evidence in support of a claim cannot be provided by the submission deadline, the claim is submitted within the deadline but without the documentary evidence. In such circumstances the evidence must be submitted within a further 10 working days. In exceptional cases a student may request when submitting a claim for mitigation that the detail of the claim is not disclosed to the Anglia Ruskin Mitigation Panel which considers the claim (see Regulations 6.91 - 6.96 for details of the process for considering claims). In such cases only the Chair of the Anglia Ruskin Mitigation Panel has access to the detail of the claim and submits a recommendation to the Panel for consideration.

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

## Consideration

- 6.91 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.
- 6.92 Claims for mitigation are considered only if both the above criteria are satisfied.
- 6.93 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.
- 6.94 Claims for mitigation are considered by the Anglia Ruskin Mitigation Panel without knowledge (whether by staff or students) of any mark attained by students and, within the context of the Anglia Ruskin Mitigation Panel, in confidence.
- 6.95 The constitution and terms of reference of the Anglia Ruskin Mitigation Panel set out in Section 7 of these Academic Regulations.

## Consequences

- 6.96 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.

A student may **not** submit an academic appeal on any ground which has already been considered and rejected by the Anglia Ruskin Mitigation Panel unless additional evidence in support of the original mitigation claim is provided for the purpose of the appeal **and** there is a valid reason (supported by evidence) why the additional evidence was not submitted with the original mitigation claim.

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

### Introduction

- 6.97 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.
- 6.98 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 *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

- 6.99 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.
- 6.100 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 6.83 - 6.96 concerning mitigating circumstances).
- 6.101 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.
- 6.102 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.
- 6.103 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.
- 6.104 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.
- 6.105 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.
- 6.106 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

- 6.107 On entering the examination room, students are subject to the authority of the invigilators and must act according to their instructions.
- 6.108 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.
- 6.109 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.
- 6.110 Students who bring unauthorised items to their places by mistake must inform an invigilator as soon as they discover the presence of such items.
- 6.111 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.
- 6.112 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.
- 6.113 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.
- 6.114 During the examination students must not communicate in any way with any person other than an invigilator.
- 6.115 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.
- 6.116 Smoking is not permitted in the examination room.
- 6.117 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.
- 6.118 Students are given a warning when 30 minutes and five minutes of the examination are still remaining.
- 6.119 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.
- 6.120 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.

- 6.121 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

- 6.122 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.
- 6.123 A student breaching any of these Academic Regulations is reported to the Anglia Ruskin Awards Board and the matter is considered in accordance with the appropriate University Regulations.

#### Variations to the Academic Regulations Governing Examinations

- 6.124 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.

#### **(R) Individual Assessment Requirements**

- 6.125 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:
- “reasonable adjustments” for the student, as determined by Student Services in accordance with Anglia Ruskin’s policies for supporting students with a disability
  - the intended learning outcomes of the pathway and/or module for which the student is registered/enrolled
- 6.126 Guidelines are contained in the *Senate Code on Practice on the Assessment of Students*.
- 6.127 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 the Senate acting on its behalf).

## SECTION 7

### ASSESSMENT PANELS AND AWARDS BOARD<sup>42</sup>

#### (A) 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 Anglia Ruskin Awards Boards
  - the formally constituted Anglia Ruskin Awards Board established by the Senate (for the determination of award outcomes), also attended by External Examiners, and reporting to the Senate.
- 7.3 The constitution of the Anglia Ruskin 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 (for Departmental Assessment Panels) or by the Senate (for the Anglia Ruskin Awards Board).
- 7.4 The Anglia Ruskin Awards Board delegates to a single Anglia Ruskin Mitigation Panel responsibility for considering all claims for mitigation submitted under the appropriate Regulations and for determining the outcome in all cases.
- 7.5 The Anglia Ruskin 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 the Anglia Ruskin Awards Boards on student continuation.

#### (B) 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
  - 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:

---

<sup>42</sup> Reference to the Anglia Ruskin Awards Board should be taken to include a Professional Awards Board

**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 to the Anglia Ruskin Awards Board.

7.7 The constitution for Departmental Assessment Panels is:

- **Either** a Head of Department (who must **not** be the Head of Department responsible for the modules under consideration) **or** a Deputy Dean **or** the Faculty Director of Studies. 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 UK 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 the Anglia Ruskin Awards Boards.

7.11 In assessment periods when the volume of business for any individual Departmental Assessment Panel is significantly low (eg: the Semester 2 resit period), the Academic Office, in consultation with the relevant Faculty, may convene two or more Departmental Assessment Panels from the same Faculty at the same time in the format of a 'Joint DAP' meeting. Amendments to the constitution of the Departmental Assessment Panel to accommodate this arrangement (ensuring appropriate representation from the relevant Anglia Ruskin Departments and external examiner engagement) are held by the Academic Office.

### **(C) The Anglia Ruskin Mitigation Panel**

7.12 The Anglia Ruskin Mitigation Panel is a subcommittee of the Anglia Ruskin Awards Board with delegated responsibility to consider all claims for mitigation.

7.13 The Anglia Ruskin Mitigation Panel's term of reference is to consider all claims for mitigation and to determine the outcome in all cases in accordance with the Regulations governing mitigation.

7.14 The constitution for the Anglia Ruskin Mitigation Panel is:

- One Deputy Dean (with responsibility for quality assurance) from each Faculty
- One Director of Studies from each Faculty
- Director of Student Services (or nominee)
- Director of the Academic Office (or nominee)

The Chair is one of the Deputy Deans (with responsibility for quality assurance) to be appointed on a rotating basis by the Senate for a period of office of one academic year.

7.15 The quorum for meetings of the Anglia Ruskin Mitigation Panel is seven members which must include at least one representative from each Faculty.

7.16 The Academic Office provides an Executive Secretary to the Anglia Ruskin Mitigation Panel.

7.17 The Anglia Ruskin Mitigation Panel meets before Faculty Student Review Subcommittees.

### **(D) Faculty Student Review Subcommittees**

7.18 Each Faculty Student Review Subcommittee is a subcommittee of the Anglia Ruskin 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.

7.19 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 Anglia Ruskin Awards Board whether a 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 2.17
- to identify those students who, having failed a module after re-assessment, are permitted under Regulations 6.68-6.73 to re-take the same module or take a replacement module within the limits prescribed in Regulation 6.72
- to recommend to the Anglia Ruskin Awards Board whether continuation or discontinuation is approved for each student (see Regulations 7.20-7.21 below) 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 Anglia Ruskin 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.
- to recommend to the Anglia Ruskin 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 Anglia Ruskin 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, form and the attendance requirements
  - to recommend to the Anglia Ruskin 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].*

7.20 When a student has failed re-assessment in a compulsory module and/or failed re-assessment in a replacement alternative module(s) under Regulations 6.68-6.73 and specifically within the limits prescribed in Regulation 6.72, s/he is discontinued from the pathway for which s/he is registered. In these cases, 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

7.21 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 6 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.

7.22 The constitution for Faculty Student Review Subcommittees is:

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

7.23 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:

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

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

7.25 Faculty Student Review Subcommittees meet before the Anglia Ruskin Awards Boards and after Departmental Assessment Panels and the Anglia Ruskin Mitigation Panels.

### **(E) The Anglia Ruskin Awards Board**

7.26 The terms of reference for the Anglia Ruskin Award Board are:

- to receive the approved module results and the award of the associated credit for all students registered at Anglia Ruskin University
- 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 recommendations from the Faculty Student Review Subcommittee concerning the re-assessment of individual students and the total volume of re-assessment for such students
- 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 Anglia Ruskin Mitigation Panel, to consider any new and relevant evidence brought forward by a student or member of staff which the Chair of the Anglia Ruskin Mitigation Panel considers likely to have affected the outcome of an original claim for mitigation already considered by the Anglia Ruskin Mitigation Panel

- exceptionally, to consider a late claim for mitigation if, in the opinion of the Chair of the Anglia Ruskin 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, statutory and regulatory body for inclusion on the appropriate professional register
- to consider, on the recommendation of the relevant 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 Anglia Ruskin 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 Anglia Ruskin Awards Board by the Vice-Chancellor (or nominee) or the Senate

7.27 The constitution for the Anglia Ruskin Awards Board is:

- A Deputy Vice Chancellor Chair
- All Deans of Faculty (or a Deputy Dean from within the Faculty)
- The Chair of the Anglia Ruskin Mitigation Panel
- One Director of Studies from each Faculty
- Three External Examiners, appointed by the Senate on the recommendation of the Deputy Vice Chancellor (Academic) from among the External Examiners appointed to membership of Departmental Assessment Panels.

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

- Director of Student Services (or nominee)
- Director of the Academic Office (or nominee)
- Clinical/Agency Personnel Practice teachers, where appropriate.

7.29 The quorum for meetings of the Anglia Ruskin Awards Board is eight members who must include the Deputy Vice Chancellor, the Chair of the Anglia Ruskin Mitigation Panel, one representative from each Faculty and at least one External Examiner.

7.30 The Academic Office provides an Executive Secretary to the Anglia Ruskin Awards Board.

7.31 The Anglia Ruskin Awards Board meets after Departmental Assessment Panels, the Anglia Ruskin Mitigation Panel and Faculty Student Review Subcommittees.

## **(F) External Examiners**

7.32 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.

- 7.33 No award of Anglia Ruskin University is conferred without the participation in the assessment process of at least one of the External Examiners appointed to membership of the Anglia Ruskin Awards Board. This requirement includes the conferment of any award recommended under Chair's Action (see the Regulations governing delegation of authority).
- 7.34 At least one External Examiner is appointed to full membership of each Departmental Assessment Panel. Membership of the Anglia Ruskin Awards Board includes three External Examiners appointed by the Senate. Additional External Examiners may be appointed to ensure that the subject areas for which a Departmental Assessment Panel is responsible are adequately covered by the subject expertise of the External Examiners and/or to satisfy the requirements of a professional, statutory and regulatory body.
- 7.35 External Examiners who are appointed to membership of the Anglia Ruskin Awards Board are required to endorse the results of the assessment process leading to the conferment of an award by appending their signature to the results documentation presented at those meetings which they attend. 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 Office in accordance with the *Senate Code of Practice on External Examiners for Taught Pathways* (available at [www.anglia.ac.uk/codes](http://www.anglia.ac.uk/codes)).
- 7.36 Policies 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* which has been designed to complement these Academic Regulations and to be read in conjunction with them.

#### **(G) Delegation of Responsibility (Chair's Action)**

- 7.37 A Departmental Assessment Panel or the Anglia Ruskin Awards Board may delegate its responsibilities to the respective Chair in relation to recommendations concerning an individual student(s), subject to the prior approval of the External Examiner(s).
- 7.38 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 the Anglia Ruskin Awards Board.
- 7.39 In all cases where a recommendation for the conferment of an award is made by the Chair of the Anglia Ruskin Awards Board under delegated responsibility, the signature of at least one External Examiner must be appended to the results documentation.



## SECTION 8

### STUDENT CONTINUATION AND CONFERMENT OF AWARDS

#### (A) 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 To progress from Level 3 to Level 4 students registered for an Integrated Taught Masters Degree must achieve a credit weighted arithmetic mean of at least 60% for all Level 2 and Level 3 module results (120 credits at each level) up to and including module completions in Level 3, Semester 2. Students who do not satisfy this requirement are eligible for consideration for the award of a related Honours Degree. For certain pathways an equivalent requirement is set for student progression from Level 2 to Level 3 in view of curriculum divergence at the end of Level 2 between the Integrated Taught Masters Degree and the relevant Honours Degree. In such cases an additional requirement for progression from Level 3 to Level 4 does **not** apply. In all cases the relevant progression requirements in accordance with this regulation are repeated in the appropriate Pathway Specification Forms.
- 8.3 A student initially registered for a relevant Honours Degree who wishes to transfer to a related Integrated Taught Masters Degree must have achieved at the point of transfer a credit weighted arithmetic mean of at least 60%. The point of transfer varies for each Integrated Taught Masters Degree but is one of the following:

- option** (a) the end of Semester 2 in Level 2
- option** (b) the end of Semester 2 in Level 3

The point of transfer is prescribed in the Pathway Specification Form for the related Integrated Taught Masters Degree.

The module results to be used in calculating the credit weighted arithmetic mean are:

- option** (a) the results for all Level 2 modules
- option** (b) the results for all Level 2 and all Level 3 modules

- 8.4 If the Anglia Ruskin 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*.

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

### Academic Failure

- 8.5 A student registered for an Honours Degree 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.
- 8.6 A student registered for an Honours Degree 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.
- 8.7 An undergraduate or postgraduate student who has exhausted the maximum combined value of re-taken and replacement modules permitted under Regulation 6.72 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.
- 8.8 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

- 8.9 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.
- 8.10 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.
- 8.11 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

- 8.12 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.

- 8.13 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.
- 8.14 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 and satisfied (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).
- 8.15 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 Anglia Ruskin 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 Anglia Ruskin 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.
- 8.16 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 Anglia Ruskin Awards Board as a consequence of academic failure.

### **(B) Eligibility for an Award**

- 8.17 Students are considered for an Anglia Ruskin award by the Anglia Ruskin 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 2.25.

### **(C) Classification of Awards**

- 8.18 Algorithms for determining the classification for all awards which apply to all pathways are detailed in Regulations 8.23-8.48 below.
- 8.19 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.
- 8.20 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
- 8.21 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 2.25).

8.22 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)*

8.23 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).

8.24 The following classifications are determined by the above calculation:

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

*Higher National Certificate (HNC)*

8.25 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.

8.26 The following classifications are determined by the above calculation:

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

*Higher National Diploma (HND)*

8.27 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.

8.28 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)*

8.29 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).

8.30 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)*

8.31 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.

8.32 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)*

8.33 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.

8.34 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)*

8.35 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.

8.36 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), BOst (Hons), LLB (Hons))*

8.37 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.

If a student is eligible for a Bachelor of Osteopathy Honours Degree, the award classification is determined by calculating the credit weighted arithmetic mean of module results from all Level 3 modules, totalling 240 credits.

8.38 The following classifications are determined by the above calculations:

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)*

8.39 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.

8.40 The following classifications are determined by the above calculation:

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

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

8.41 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.

8.42 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, MTL, MSc)*

8.43 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.

8.44 The following classifications are determined by the above calculation:

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

#### *Taught Masters Degree (MFA)*

8.45 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.

8.46 The following classifications are determined by the above calculation:

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

#### *Integrated Taught Masters Degree (MDes, MEng, MLaw, MOst)*

8.47 If a student is eligible for one of the above Integrated Taught Masters Degrees, 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.

8.48 The following classifications are determined by the above calculation:

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

#### **(D) Aegrotat Awards**

8.49 At the discretion of the Anglia Ruskin 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.

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

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

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

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

#### **(E) Posthumous Awards**

8.53 In the event of a student's death, the Senate, on the recommendation of the Anglia Ruskin 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

#### (A) Introduction

- 9.1 This section of the Academic Regulations describes 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 UK or international partner institution and students registered on distance learning pathways. All appeals, including those from students registered at UK and international partner institutions are administered by Anglia Ruskin University. Appeals from students registered at international partners may require special arrangements 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. Regulation 9.52 provides a summary of the appeals process for publication to students in the form of a flowchart.
- 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.

#### (B) Grounds for an Appeal

- 9.4 A student aggrieved by a decision of the Anglia Ruskin 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 Anglia Ruskin 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 Anglia Ruskin 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 and rejected by the Anglia Ruskin Mitigation Panel unless additional evidence in support of the original mitigation claim is provided for the purpose of the appeal **and** there is a valid reason (supported by evidence) why the additional evidence was not submitted with the original mitigation claim.
  - could have been considered by the Anglia Ruskin Awards Board if notice of the student's wish to have it so considered had been given prior to the Anglia Ruskin Awards Board meeting and the student has no valid reason for having failed to give such notice **or**

- 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 Anglia Ruskin Awards Board to support the application **or**
- disputes only the academic judgement of that Anglia Ruskin Awards Board concerning the student's performance in any academic work and/or work-based component of the pathway.

### **(C) 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 **[www.anglia.ac.uk/appeals](http://www.anglia.ac.uk/appeals)**, to the Director of the Academic Office (or nominee) within 25 working days of the date of the meeting of the Anglia Ruskin 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 the 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 Anglia Ruskin 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.

### **(D) 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 If the Dean of Faculty (or nominee) does not uphold the appeal, he/she initiates an internal resolution process within the Faculty which is conducted before the appeal is referred to the Preliminary Review Panel. Under the internal resolution process the Director of Studies meets the student to discuss the appeal and to seek to resolve it at a local level. The student may be accompanied at the meeting by a friend. A written record of the discussion is kept by the Director of Studies and the recommendation arising from that discussion is reported by the Director of Studies to the Director of the Academic Office (or nominee), whether or not the appeal is upheld. The internal resolution meeting takes place within 20 working days of the date of receipt of the notice of appeal.

- 9.13 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*.
- 9.14 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 referral includes the recommendation arising from the internal resolution process. 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 9.19-9.24. 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.
- 9.15 In exceptional circumstances the Director of the Academic Office (or nominee) may appoint an Investigating Officer from the Senate's Academic Appeals and Offences Subcommittee who has not taught the student or in any other way been closely associated with the student.
- 9.16 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.

#### **(E) Preliminary Review Panel: Membership**

- 9.17 The Preliminary Review Panel comprises the Director of the Academic Office (or nominee), the Examinations and Academic Appeals Manager, the Investigating Officer (if appointed) and a student nominated by the President of the Students' Union. The Students' Union President may not be a member of the Preliminary Review Panel.
- 9.18 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.

#### **(F) Preliminary Review Panel: Decisions**

- 9.19 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 9.20 - 9.21).
- 9.20 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 Anglia Ruskin Awards Board (or nominee) arranges for

the Anglia Ruskin Awards Board (or a small subcommittee)<sup>43</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.

- 9.21 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 Senate's Academic Appeals and Offences Subcommittee.
- 9.22 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.
- 9.23 The Secretary keeps a record of the decisions of Preliminary Review Panels.
- 9.24 If an appeal is rejected by the Preliminary Review Panel the student has the right to have the appeal heard by an Appeals Panel **only if** additional evidence, which was not presented to the Preliminary Review Panel, is subsequently submitted by the student. No arrangements are made to conduct a hearing until the additional evidence is submitted. 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.

### **(G) Appeals Panel: Role and Membership**

- 9.25 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 Regulations 9.21 and 9.24), 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.
- 9.26 The membership of the Appeals Panel comprises:
- a member of the Senate's Academic Appeals and Offences Subcommittee (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.

- 9.27 The following, *inter alia*, have the right to be present and to speak 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.

---

<sup>43</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.

## **(H) Appeals Panel: Procedures**

9.28 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.

9.29 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.

## **(J) Conduct of a Formal Hearing**

9.30 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.

9.31 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, statutory and regulatory body which has formally accredited the pathway for which the student is registered.

- 9.32 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).
- 9.33 The time between completion of the hearing with the Appeals Panel and formal communication to the student of the panel's recommendation to the Anglia Ruskin 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.
- 9.34 The Director of the Academic Office (or nominee) is responsible for informing the student and the Chair of the Anglia Ruskin Awards Board of the panel's recommendation. If an appeal is upheld, the Chair of the Anglia Ruskin Awards Board (or his/her nominee) normally arranges for the Anglia Ruskin Awards Board (or a small subcommittee<sup>44</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.
- 9.35 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)
  - final statement by the student or his/her friend or representative of the Students' Union
  - final statement by the Dean of Faculty (or nominee).
- 9.36 The members of the panel have the right to put questions to any person attending the hearing.
- 9.37 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.
- 9.38 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.

### **(K) Hearing: Outcomes**

- 9.39 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 Anglia Ruskin Awards Board
  - (c) if not, to dismiss the appeal.

### Powers of the Appeals Panel

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

---

<sup>44</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.

### *Material Administrative Error or Irregularity*

- refer the matter to the Anglia Ruskin 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 Anglia Ruskin Awards Board upholds the Appeal Panel's decision and acts accordingly. If the Anglia Ruskin 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 Anglia Ruskin 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 Anglia Ruskin 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 Anglia Ruskin Awards Board reached its decision.

*[The normal expectation is that the Anglia Ruskin Awards Board upholds the Appeal Panel's decision and acts accordingly. If the Anglia Ruskin 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

### **OR**

- 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 Anglia Ruskin Awards Board or is not of such a kind as ought to have influenced the Anglia Ruskin Awards Board.

9.41 The Secretary notifies the student of the panel's decision normally within 10 working days, stating that under Regulation 9.44 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 Anglia Ruskin Awards Board for consideration. The student is, at the earliest possible opportunity, notified of the Anglia Ruskin Awards Board's decision.

9.42 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 9.47 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.

- 9.43 A report of the hearing is submitted to the Senate's Academic Appeals and Offences Subcommittee for information.

### **(L) Appeals Arising from a Hearing**

- 9.44 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.

- 9.45 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.

- 9.46 However, if an Appeals Panel has referred an appeal to the Anglia Ruskin Awards Board for its reconsideration and the Anglia Ruskin Awards Board does not modify its decision, the student may submit a further appeal to the Board of Governors, as set out in Regulations 9.47 - 9.50.

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

- 9.47 A student may submit a further appeal to the Board of Governors either:

- (a) 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 9.44)

**OR**

- (b) if an appeal has been upheld by an Appeals Panel, has been referred to the Anglia Ruskin Awards Board for reconsideration and the Anglia Ruskin Awards Board has not modified its original decision (Regulation 9.46).

- 9.48 Any further appeal under Regulation 9.47a 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.

- 9.49 Any further appeal under Regulation 9.47b 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 Anglia Ruskin 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.

- 9.50 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*.

### **(M) Office of the Independent Adjudicator**

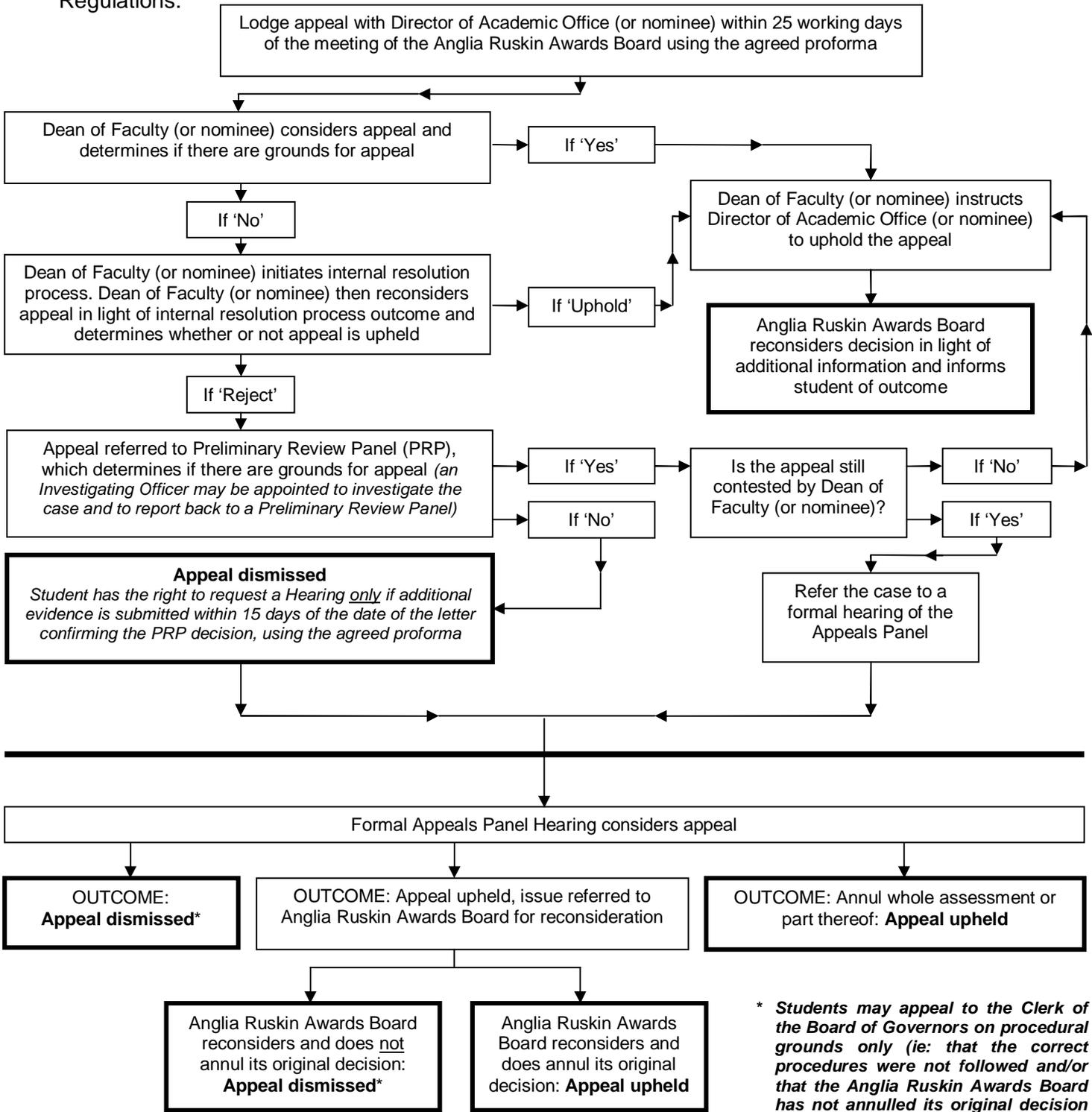
- 9.51 If a student is not satisfied with the decision of the Appeals Committee of the Board of Governors, s/he may make representation to the Office of the Independent Adjudicator for Higher Education.

9.52 A Summary of the Appeals Procedures for Publication to Students

If you believe you have grounds to appeal against a decision of the Anglia Ruskin Awards Board, 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 [www.anglia.ac.uk/appeals](http://www.anglia.ac.uk/appeals).

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

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



\* Students may appeal to the Clerk of the Board of Governors on procedural grounds only (ie: that the correct procedures were not followed and/or that the Anglia Ruskin Awards Board has not annulled its original decision when requested to do so by an Appeal Panel under Regulation 9.40).



## SECTION 10

### ASSESSMENT OFFENCES

#### (A) Introduction

- 10.1 This section of the Academic Regulations describes Anglia Ruskin University's policy for managing an alleged assessment offence by students registered for an undergraduate or postgraduate award conferred by Anglia Ruskin University, including all students registered at a UK or international partner institution, students registered on distance learning pathways and students registered for Part 1 of a Professional Doctorate programme. 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.
- 10.2 The Senate has approved procedures for dealing with an alleged assessment offence. It has established an Academic Appeals and Offences Subcommittee 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 Anglia Ruskin Awards Board. The facts must be established before the Anglia Ruskin Awards Board can consider the effect of the alleged incident on a student's performance.

#### (B) Definitions

##### "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 (this is not an exhaustive list):
- 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 breach the Academic Regulations

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.

10.7.2 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.

10.7.3 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”

10.7.4 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.

10.7.5 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.

### **(C) Initial Reporting of an Assessment Offence**

10.8 Any suspicion of an assessment offence during the marking process for assessed work which is not a formal examination (see Regulation 6.6, footnote 34, for Anglia Ruskin’s definition of an examination) 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.

10.9 A student whom an invigilator believes to be using unfair means during a formal examination (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.

## (D) Procedures for Investigation

### Stage 1: Cases investigated by a faculty

- 10.10 If the Director of Studies considers an alleged assessment offence at levels 0 or 1 is a question of poor academic practice<sup>45</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 Anglia Ruskin 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 Anglia Ruskin Awards Board may request the Chair of the Academic Appeals and Offences Subcommittee 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 Anglia Ruskin Awards Board whether the evidence is sufficient to support the allegation.
- 10.13 If the Chair of the Anglia Ruskin 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 Anglia Ruskin 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. A first allegation of plagiarism or collusion in assessed work at levels 2, 3 or 4 cannot be considered as poor academic practice.
- 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 Anglia Ruskin Awards Board implements the following penalties (see also the presentation of the penalty tariffs in the table in Regulation 10.57).

---

<sup>45</sup> Examples of poor academic practice include: (i) occasional verbatim copying of short phrases from one or more sources, with in-text and bibliographical acknowledgement and; (ii) 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)<sup>46</sup> at Level 0, 1, 2 or 3, committed in initial assessment and admitted by the student

A second offence at Level 0 or 1, committed in initial assessment and 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

See also the table at the end of Section 10 for the more severe penalties which are applied if the offence is committed in re-assessment.

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, committed in initial assessment and admitted by the student

**or**

An offence in the Major Project at Level 3, committed in initial assessment and 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

---

<sup>46</sup> "multiple concurrent offences" are cases where a student has committed more than one offence within the same semester or trimester AND where the offences have not been admitted by the student or proved AND where the student has not been warned by the Faculty of the consequences of a further offence. In such cases "multiple concurrent offences" (which may extend over one or more modules) are regarded as a single offence for the purpose of this regulation.

- 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.

See also the table at the end of Section 10 for the more severe penalties which are applied if the offence is committed in re-assessment.

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, committed in initial assessment or re-assessment and admitted by the student

This offence is regarded as exceptionally serious, even if admitted by the student. In such cases the Chair of the Anglia Ruskin 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, committed in initial assessment and 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.

See also the table at the end of Section 10 for the more severe penalties which are applied if the offence is committed in re-assessment.

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, committed in initial assessment or re-assessment and admitted by the student

**or**

An offence in the Major Project at Level 4, committed in initial assessment or re-assessment and admitted by the student

This offence is regarded as exceptionally serious, even if admitted by the student. In such cases the Chair of the Anglia Ruskin 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

10.29 If a student has denied an alleged assessment offence presented by the Chair of the Anglia Ruskin 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.

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

- a member of the Senate's Academic Appeals and Offences Subcommittee (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.

#### **(E) 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 Anglia Ruskin Awards Board for implementation:

(c) A first offence (which in the case of plagiarism or collusion may be multiple concurrent offences)<sup>47</sup> 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)

---

<sup>47</sup> See footnote 46 (to Regulation 10.18)

- 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 second offence at Level 2 or 3

**or**

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.

(e) 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 Anglia Ruskin 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 Anglia Ruskin Awards Board of the panel's decision. The Chair of the Anglia Ruskin Awards Board (or his/her nominee) arranges for the panel's decision to be considered by the Anglia Ruskin 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 The Senate expects the Anglia Ruskin Awards Board to uphold the panel's decision and to act accordingly. If it does not, the Chair of the Anglia Ruskin 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 Anglia Ruskin 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 Senate's Academic Appeals and Offences Subcommittee for information.

## **(F) 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*.

## **(G) 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.

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

Level of Study	First Offence <sup>48</sup> (admitted by student <sup>49</sup> ) (in the case of plagiarism or collusion this may include multiple concurrent offences)		Second Offence OR an Offence in Major Project (admitted by student <sup>49</sup> )		Third or Subsequent Offence (admitted by student)
	COMMITTED IN INITIAL ASSESSMENT	COMMITTED IN RE-ASSESSMENT	COMMITTED IN INITIAL ASSESSMENT	COMMITTED IN RE-ASSESSMENT	
LEVEL 0 or 1 <sup>48</sup>	<p>Mark of 0% awarded</p> <p>Resubmission permitted as <b>re-assessment</b>; module result capped at 40%</p> <p>If a student fails the module on resubmission/re-assessment, 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 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>	<p>Mark of 0% awarded</p> <p>Resubmission permitted as <b>re-assessment</b>; module result capped at 40%</p> <p>If a student fails the module on resubmission/re-assessment, 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>	<p>Expulsion</p>
LEVEL 2 or 3	<p>Mark of 0% awarded</p> <p>Resubmission permitted as <b>re-assessment</b>; module result capped at 40%</p> <p>Capped module result compulsorily included in classification calculation</p> <p>If student fails the module on resubmission/re-assessment, the module result (if passed) for any replacement module is capped at 40%</p>	<p>Mark of 0% awarded</p> <p>No resubmission is permitted (student therefore fails module)</p> <p>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>Mark of 0% awarded</p> <p>Resubmission permitted as <b>re-assessment</b>; module result capped at 40%</p> <p>Capped module result compulsorily included in classification calculation <b>AND</b> classification reduced by 5 percentage points</p> <p>If student fails the module on resubmission/re-assessment, the replacement module is capped at 40% and is compulsorily included in classification calculation</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>Module result compulsorily included in classification calculation <b>AND</b> classification reduced by 5 percentage points</p>	<p>Expulsion</p>

<sup>48</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>49</sup> The penalties are heavier if an alleged offence is proved at a hearing (see Regulations 10.40-10.44)

		<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>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>Warning letter is placed on record in student file</p> <p>Academic counselling</p>	<p>Expulsion</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 retake of the module with attendance (if permitted under the Academic Regulations) or for any replacement module is capped at 40% <b>AND</b> classification reduced by 5 percentage points</p>	<p>Warning letter is placed on record in student file</p> <p>Academic counselling</p>	<p>Expulsion</p>
<p>LEVEL 4</p>	<p>Mark of 0% awarded</p> <p>Resubmission permitted <b>as re-assessment</b>; module result capped at 40%</p> <p>Capped module result compulsorily included in classification calculation <b>AND</b> classification reduced by 5 percentage points</p> <p>If student fails the module on resubmission/re-assessment, 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% and is compulsorily included in classification calculation</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>

## SECTION 11

### RESULTS, CONFERMENT, AWARD CERTIFICATES AND TRANSCRIPTS<sup>50</sup>

#### (A) 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 via 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 the formally constituted Anglia Ruskin Awards Board whose decisions have been endorsed by the signature of at least one External Examiner on the results documentation in accordance with the *Senate Code of Practice on External Examiners for Taught Pathways* (available at [www.anglia.ac.uk/codes](http://www.anglia.ac.uk/codes)).
- 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 Anglia Ruskin Awards Board.

#### (B) 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 the Anglia Ruskin Awards Board. 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.

---

<sup>50</sup> These Academic Regulations do **not** cover the provision of Certificates of Credit or Certificates of Attendance which are requested by certain professional, statutory and regulatory 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 3.32 of these Academic Regulations, and who have subsequently been recommended for the conferment of an award by the formally constituted Anglia Ruskin 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.

### **(C) 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 Anglia Ruskin 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>51</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.

---

<sup>51</sup> This reference is to fulfil a requirement of the *QAA Code of Practice, Section 2 Collaborative provision and flexible and distributed learning (including e-learning)*, September 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

## **(D) 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, statutory and regulatory 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 Anglia Ruskin 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>52</sup>
- a reference to the language of assessment for the award if this is not English<sup>50</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>52</sup> This reference is to fulfil a requirement of the *QAA Code of Practice, Section 2: Collaborative provision and flexible and distributed learning (including e-learning)*, September 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



# APPENDICES



## DETAILS OF WEBSITES FOR ACADEMIC REGULATIONS, SENATE CODES OF PRACTICE AND RELATED REGULATORY AND QUALITY ASSURANCE DOCUMENTS, POLICIES AND PROCEDURES

This page provides guidance and quick links to Anglia Ruskin University's regulatory documents and quality assurance policies.

### **Academic Regulations** (3<sup>rd</sup> Edition – July 2010)

- Foreword
- Anglia Ruskin University Awards
- Curriculum Structures and Duration of Study
- Admission
- Student Conduct, Rights and Responsibilities
- Assessment
- Assessment Panels and Awards Board
- Student Continuation and Conferment of Awards
- Academic Appeals
- Procedures for Managing an Alleged Assessment Offence
- Results, Conferment, Award Certificates and Transcripts.

***[www.anglia.ac.uk/academicregs](http://www.anglia.ac.uk/academicregs)***

### **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 the various transitional arrangements agreed by the Senate and available at [www.anglia.ac.uk/academicregs](http://www.anglia.ac.uk/academicregs)]*

- 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.

***[www.anglia.ac.uk/researchregs](http://www.anglia.ac.uk/researchregs)***

### **Rules, Regulations and Procedures for Students**

- Interpretation
- Student Charter

## Appendix 1

- Code of Conduct for Students
- Rules, Regulations and Procedures for Students
- University Accommodation Services Residences Regulations
- Library Rules
- Use of ICT Facilities
- Rules and Procedures for Loaning Camcorders and Personal Stereos and Using the Edit Suite
- Student Discipline Committee: Constitution
- Student Discipline Committee: Procedure for Meeting of the Student Discipline Committee
- Fitness to Practise Committee: Constitution
- Fitness to Practise Committee: Policy & Procedures
- Dignity at Work & Study: Policy & Procedures
- Coping with Unacceptable Behaviour: Procedure for Students
- Students Complaints Procedure
- Appeals Committee: Constitution
- Appeals Committee: Procedure for Appeals by Students where provided in Board of Governors Procedures
- Code of Practice for the Maintenance of Free Speech
- Education Act 1994 (Part 2) Code of Practice for the Students' Union
- Students' Union Complaints Procedure
- Students' Union Financial Affairs.

***[http://web.anglia.ac.uk/onet/staff/sec\\_clerk/rul\\_regs.phtml](http://web.anglia.ac.uk/onet/staff/sec_clerk/rul_regs.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.

***[www.anglia.ac.uk/codes](http://www.anglia.ac.uk/codes)***

### **Senate Code of Practice on the Assessment of Students**

- General principles
- Departmental Assessment Panels and the Anglia Ruskin Awards Board
- 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.

***[www.anglia.ac.uk/codes](http://www.anglia.ac.uk/codes)***

### **Senate Code of Practice on Collaborative Provision**

- General principles
- Institutional Approval
- Institutional Review
- Approval of Outcentres.

***www.anglia.ac.uk/codes***

### **Senate Code of Practice on Curriculum Approval and Review**

- Purposes
- Locus of responsibility
- Reference points and external input
- Planning approval
- Approval
- Annual monitoring
- Periodic review
- Minor revisions to the approved curriculum.
- Quality enhancement audit

***www.anglia.ac.uk/codes***

### **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.

***www.anglia.ac.uk/codes***

### **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.

***www.anglia.ac.uk/codes***

## Appendix 1

### Senate Code of Practice on Work-Based and Placement Learning

- Introduction
- Scope
- Precepts and general principles
- Curriculum development
- PSRB requirements
- Accreditation
- Institutional oversight

***[www.anglia.ac.uk/codes](http://www.anglia.ac.uk/codes)***

### 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/anet/students/documents.phtml>***

### 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/anet/students/documents.phtml>***

### 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://web.anglia.ac.uk/anet/rdcs/research/support.phtml>***

**Minimum and Maximum Periods of Registration for Students  
Admitted with Accredited Prior Learning (APL)**

Regulation 3.30 sets out the standard minimum and maximum periods of registration for all awards and refers users to this appendix for further information with regard to students admitted with APL.

Awards	Admitted with (credits)	To study (credits)	Minimum Period	Maximum Period
Honours Degree	240 180-225 120-165 60-105 15-45	120 135-180 195-240 255-300 305-345	1 year 1½ years 2 years 2½ years 3 years	3 years 4½ years 6 years 7½ years 9 years
Ordinary Degree	180-195 120-165 60-105 15-45	105-120 135-180 195-240 255-285	1 year 1½ years 2 years 2½ years	3 years 4½ years 6 years 7½ years
Foundation Degree / Dip HE / HND	120-150 60-105 15-45	90-120 135-180 195-225	1 year 1½ years 2 years	3 years 4½ years 6 years
Acc Cert / Cert HE / Cert Ed / HNC / Univ Dip / PGCE (level 3 and 4) / PG Dip / Grad Dip	60-75 15-45	45-60 75-105	½ year 1 year	1½ years 3 years
Univ Cert	45-60 15-30	45-60 75-90	½ year 1 year	1½ years 3 years
Grad Cert	15-45	30-60	½ year	1½ years
PG Cert	15-30	30-45	½ year	2 years
Masters (second cycle)	75-120 15-60	15-60 75-120	0.5 year 1 year	1½ years 3 years
Masters (first and integrated)	300-315 240-285 180-225 120-165 60-105 15-45	165-180 195-240 255-300 315-360 375-420 435-465	1½ years 2 years 2½ years 3 years 3½ years 4 years	4½ years 6 years 7½ years 9 years 10½ years 12 years

Please note that these periods apply to all students, irrespective of the mode of study (ie: there is no differential between full-time and part-time students) and include any periods of intermission and additional time required as a result of mitigating circumstances.



# INDEX

All entries are referenced by paragraph number

<b>A</b>	
Academic appeals	See under Appeals
Academic calendar	3.22-3.29
Academic failure (specific examples)	8.5-8.8; 8.16
Academic standards	2.15-2.16; 2.19; 2.22; 2.28-2.54.8
Access Certificate	2.25; 3.30; 8.20; 8.51
Accreditation of prior learning	3.13; 4.28-4.49; 8.9-8.11, Appendix 2
Admission with credit (APCL/APEL)	2.23; 3.13; 3.30 (footnotes 24 and 25), 4.28-4.49; 8.9-8.11, Appendix 2
Admission:	
age of entrants	4.2-4.4
criminal convictions	4.50-4.61
disability or special needs	4.62-4.67
entry requirements	4.5-4.21
• Integrated taught Masters/Honours or Ordinary Degree/Dip HE/Cert HE/Grad Dip/Grad Cert	4.14-4.15
• HNC/D	4.16-4.17
• Foundation Degree	4.18-4.20
• Postgraduate pathways	4.21
international applicants	4.22-4.27
principles	4.1
Aegrotat module/awards	6.38; 8.49-8.52
Algorithms for determining award classification	4.38 (APCL); 8.9-8.11 (APCL); 8.18-8.48
Anglia Ruskin Awards Board	3.31; 3.33; 6.9; 7.2-7.5; 7.26-7.31; 9.5; 9.20; 9.40-9.41; 9.46;-9.47; 9.49; 10.3; 10.47-10.49
Anglia Ruskin Mitigation Panel	6.94-6.96; 7.12-7.17
Appeals (academic appeals):	
Appeals Panel	
• membership	9.26-9.27
• powers	9.40-9.43
• procedures	9.28-9.29
	9.25

<ul style="list-style-type: none"> <li>• role</li> </ul> <p>arising from a hearing</p> <p>further appeal to Board of Governors</p> <p>grounds for an appeal</p> <p>hearing: conduct and outcomes</p> <p>illness or other factors</p> <p>internal resolution process</p> <p>investigating an appeal</p> <p>material administrative error or irregularity</p> <p>no grounds or grounds of insufficient weight</p> <p>Preliminary Review Panel</p> <ul style="list-style-type: none"> <li>• decisions</li> <li>• membership</li> </ul> <p>submitting an appeal</p> <p>summary flowchart of appeals process</p>	<p>9.44-9.50</p> <p>9.47-9.50</p> <p>9.4-9.5; 9.44-9.46</p> <p>9.30-9.39</p> <p>9.40</p> <p>9.12; 9.14</p> <p>9.11-9.16</p> <p>9.40</p> <p>9.40</p> <p>9.19-9.24</p> <p>9.17-9.18</p> <p>9.6-9.10</p> <p>9.52</p>
<p>Assessment offences:</p> <p>appeals arising from a hearing</p> <p>assessment offences: examples</p> <p>cases investigated by Faculty</p> <ul style="list-style-type: none"> <li>• procedure</li> <li>• first offence (Level 0, 1, 2 or 3)</li> <li>• first offence (Level 4)</li> <li>• Major Project</li> <li>• second offence (Level 0 or 1)</li> <li>• second offence (Level 2 or 3)</li> <li>• second offence (Level 4)</li> <li>• third or subsequent offence (Level 0, 1,2 or 3)</li> </ul>	<p>10.44-10.46; 10.53-10.55</p> <p>10.4-10.6</p> <p>10.10-10.28</p> <p>10.10-10.17</p> <p>10.18-10.20</p> <p>10.25</p> <p>10.21-10.23 (Level 3); 10.28 (Level 4)</p> <p>10.18</p> <p>10.21-10.23</p> <p>10.28</p> <p>10.24</p>
<p>cases investigated by/referred to hearing</p> <ul style="list-style-type: none"> <li>• hearing: conduct</li> <li>• panel membership</li> <li>• purpose</li> <li>• first offence (Level 0, 1, 2 or 3)</li> <li>• first offence (Level 4)</li> <li>• Major Project</li> <li>• second offence (Level 0 or 1)</li> </ul>	<p>10.29-10.52</p> <p>10.33-10.52</p> <p>10.30-10.32</p> <p>10.29</p> <p>10.40(a)</p> <p>10.41</p> <p>10.46(c) (Level 3); 10.44 (Level 4)</p> <p>10.40(a)</p> <p>10.40(b)</p>

<ul style="list-style-type: none"> <li>• second offence (Level 2 or 3)</li> <li>• second offence (Level 4)</li> <li>• third or subsequent offence (Level 0, 1,2 or 3)</li> </ul>	<p>10.44</p> <p>10.40(d)</p>
<p>definitions</p> <ul style="list-style-type: none"> <li>• collusion</li> <li>• plagiarism</li> </ul> <p>hearing: conduct (and recommendations)</p> <p>initial reporting of assessment offence</p> <ul style="list-style-type: none"> <li>• coursework</li> <li>• examinations</li> </ul> <p>multiple concurrent offences (definition)</p> <p>penalties for assessment offences admitted by student</p> <p>poor academic practice</p> <p>Senate policy</p>	<p>10.7.4-10.7.5</p> <p>10.7.1-10.7.3</p> <p>10.33-10.52</p> <p>10.8</p> <p>10.9</p> <p>10.18 (footnote 46)</p> <p>10.57</p> <p>10.10; 10.15; 10.57 (footnote 48)</p> <p>10.2-10.3</p>
<p>Assessment:</p> <p>Anglia Ruskin Awards Board</p> <p>Anglia Ruskin Mitigation Panel</p> <p>compensation</p> <p>conduct of Anglia Ruskin examinations</p> <p>Departmental Assessment Panels (DAPs)</p> <p>equity and clarity</p> <p>exceeding word limits</p> <p>Faculty Student Review Subcommittees</p> <p>individual assessment requirements</p> <p>language of assessment</p> <p>late assignments</p> <p>long term extensions</p> <p>mitigation</p> <p>module assessment</p> <p>module re-assessment</p> <p>objectivity and independence</p> <p>of students</p> <p>principles</p> <p>purpose</p>	<p>6.1-6.127</p> <p>6.92-6.93; 7.4; 7.12-7.17</p> <p>7.2-7.5; 7.26-7.31</p> <p>2.23; 6.74-6.82</p> <p>6.97-6.124</p> <p>7.2-7.3; 7.6-7.10</p> <p>6.11-6.13</p> <p>6.58-6.60</p> <p>7.5; 7.18-7.25</p> <p>6.125-6.127</p> <p>6.17</p> <p>6.45</p> <p>6.53-6.57</p> <p>6.83-6.96</p> <p>6.18-6.39</p> <p>6.61-6.73</p> <p>6.14-6.16</p> <p>3.21</p> <p>6.3-6.10</p> <p>6.2</p>

short term extensions	6.46-6.52
submission of work for assessment	6.40-6.45
tariffs for volume of module assessment	6.23 (table)
two-tiered assessment process	7.1-7.5
Associate Students	1.1; 2.16; 6.68-6.73
Award(s):	2.1; 2.9-2.14; 2.31-2.53; 8.17-8.53
certificates	11.10-11.14
classification	8.18-8.48
eligibility	8.17
framework	2.20
Awards Board	3.31; 3.33; 6.9; 7.2-7.5; 7.26-7.31; 9.5; 9.20; 9.40-9.41; 9.46;-9.47; 9.49; 10.3; 10.47-10.49
<b>C</b>	
Certificate of Education (Cert Ed)	2.25; 2.40; 3.30; 8.18-8.19
Certificate of Higher Education (Cert HE)	2.25; 2.35; 2.47.9; 2.54.7; 3.30; 4.14-4.15; 6.79; 8.23-8.24
Chair's action (for DAPs and the Awards Board)	7.37-7.39
Collusion	10.7.4-10.7.5
Compensation	2.22; 6.74-6.82
Compulsory module	2.4; 2.6; 3.3; 3.5; 6.35; 6.68; 7.20; 8.1
Conferment	8.15-8.51; 11.7-11.9
Co-requisite module	2.5; 3.6
Credit	2.2
Credit accumulation	2.23
Credit for prior learning (awarded by Anglia Ruskin)	4.47-4.49; 8.10
Credit for prior learning (not awarded by Anglia Ruskin)	4.43-4.46; 8.9
Curriculum (UG & PG) design principles	3.1-3.21
Curriculum content	3.14-3.20
Curriculum structure	2.25-2.27; 3.3-3.13
<b>D</b>	
Delegation of responsibility (to Chairs of DAPs and the Awards Board)	7.37-7.39

Departmental Assessment Panel(s): Joint DAPs	6.9; 7.2-7.3; 7.6-7.11 7.11
Design principles	2.6 (pathways); 3.1 (UG & PG curriculum)
Designated module	2.4; 2.6; 3.3-3.5; 3.15-3.16; 6.68; 8.1
Diploma of Higher Education (Dip HE)	2.25; 2.35.5; 2.41; 2.47.9; 2.54.7; 3.30; 4.14-4.15; 6.79; 8.29-8.30
Directors of Studies: role and responsibilities	2.17; 6.47; 6.53; 6.89; 7.14-7.15; 7.23; 7.29; 9.11-9.12; 10.8-10.11; 10.48
Discontinuation	See under student discontinuation
Duration of study	3.32-331
<b>E</b>	
Encapsulation (for APCL claims)	4.42
English language: modules requirements	3.15 4.23
European Credit Transfer Scheme (ECTS)	3.18
Examination: breaches in Academic Regulations conduct general student attendance variations to Academic Regulations	6.122-6.123 6.97-6.124 6.107-6.121 6.99-6.106 6.124
Excluded Module	2.5
Exempted credit	6.39
Extensions: Short term: Long term:	6.46-6.52 6.53-6.57
External Examiners	7.32-7.36
<b>F</b>	
Faculty AP(E)L Adviser: role and responsibilities	4.36
Faculty Student Review Subcommittees	7.18-7.25; 8.12-8.13
Fees/financial obligations of students	3.32; 11.9
Foundation Degree (FdA, FdSc, FdEng)	2.25; 2.35.5; 2.42; 3.30; 4.18-4.20; 6.79; 8.29-8.30

Framework award	2.11; 2.13; 7.20-7.21; 8.5-8.7
Full time student (modes of study)	2.17
<b>G</b>	
General principles of the UG and PG curriculum	2.18-2.24
General requirements for students	3.32
Grade Transfer Scheme	3.18
Graduate Certificate (Grad Cert)	2.25; 2.44; 2.45.4; 3.30; 4.14-4.15; 8.20; 8.51
Graduate Diploma (Grad Dip)	2.25; 2.44.5; 2.45, 3.30; 4.14-4.15; 6.79; 8.20; 8.51
<b>H</b>	
Hearing:	
conduct (academic appeal)	9.30-9.38
conduct (assessment offence)	10.33-10.52
outcomes (academic appeal)	9.39
Higher National Certificate (HNC)	2.25; 2.36; 3.30; 4.16-4.17; 6.27 (module classification); 6.79; 8.25-8.26; 8.51
Higher National Diploma (HND)	2.25; 2.36.6; 2.38; 3.30; 4.16-4.17; 6.27 (module classification); 6.79; 8.27-8.28; 8.51
Honours Degree (BA (Hons), BSc (Hons), BEng (Hons), BOptom (Hons), BOst (Hons), LLB (Hons))	2.25; 2.35.5; 2.41.5; 2.47.10; 2.54.7; 3.30; 4.14-4.15; 4.45; 4.48-4.49; 6.79; 8.37-8.38
<b>I</b>	
Independent Adjudicator: office	9.51; 10.56
Independent Learning Modules (ILMs)	3.20
Integrated taught Masters Degree	See under Masters degree (integrated taught)
Intermediate award	2.8; 2.12-2.13; 2.32-2.54; 3.31; 7.19; 7.21; 7.26; 8.15; 11.17
Intermission	3.35-3.40
<b>L</b>	
Late assignments	6.45
Learning outcomes	2.7; 2.15; 2.19; 2.22; 2.28
Level descriptors	2.19; 2.22

Level(s):	2.16; 2.22; 2.25; 3.11; 3.14
Access Level 0	2.31-2.32.5
UG Level 1	2.33-2.36.6
UG Level 2	2.37-2.42
UG Level 3	2.43-2.48
PG Level 4	2.49-2.54
<b>M</b>	
Major Project	2.3; 3.11; 3.14; 6.19; 6.22 (table);6.68; 6.78; 8.5-8.6; 8.8; 10.21; 10.28; 10.40(c); 10.44
Marking	6.15
Masters Degree (taught), (MA, MSc, MBA, LLM, MFA, MTL)	2.25; 2.26; 2.51.5; 2.52.5; 2.53; 3.30; 8.43-8.44; 8.47-8.48
Masters Degree (integrated taught), (MDes, MEng, MLaw, MOst)	2.11; 2.25; 2.53; 2.54; 3.30; 4.14-4-15; 8.2; 8.3; 8.45-8.46
Mitigation	6.83-6.96
Mitigation Panel	6.94-6.96; 7.12-7.17
Mode of study (full time or part time)	2.17
Modern foreign language modules	3.16
Module(s)	2.3-2.5; 2.19
Module choice	3.4-3.5; 3.7-3.9
Module Definition Form (MDF)	2.3; 6.18; 6.20; 6.24; 6.50; 6.59; 6.76;
Module Guide	2.3; 3.32; 5.5; 6.30; 6.50
Module Leader	2.3
Module re-assessment: number of attempts, form, timing and module result	6.61-6.73
Module Tutors	2.3
<b>N</b>	
Named award	2.10
<b>O</b>	
Office of Independent Adjudicator	9.51; 10.56
Ordinary Degree (BA, BSc, BOptom, LLB)	2.13; 2.25; 2.35.5; 2.41.5; 2.47; 2.48.9; 2.54.7; 3.30; 4.14-4.15; 4.49; 6.79; 8.5 (academic failure); 8.35-8.36

<b>P</b>	
Part time student (mode of study)	2.17
Pathway(s)	2.6-2.7; 2.19
Pathway Leader	2.6
Pathway Specification Form (PSF)	2.7; 2.23; 3.19; 4.23; 4.34-4.35; 4.41; 4.47-4.48; 6.68; 6.76; 8.50;
Period of registration	3.30-3.31; 3.34, Appendix 2
Placement module	2.3; 2.25 (footnote 12); 6.18
Plagiarism	10.7.1-10.7.3
Poor academic practice	10.10 (footnote 45)
Postgraduate Certificate (PG Cert)	2.24; 2.25; 2.50, 2.51.4; 2.52.10; 3.30; 8.20
Postgraduate Certificate in Education (PGCE: Level 4)	2.24; 2.26; 2.49; 3.30; 8.39-8.40
Postgraduate Diploma (PG Dip)	2.25; 2.26; 2.52; 2.53.10; 3.30; 8.41-8.42
Posthumous awards	8.53
Pre-requisite module	2.5; 8.1
Prior learning (awarded by Anglia Ruskin)	4.47-4.49; 8.10
Prior learning (not awarded by Anglia Ruskin)	4.43-4.46; 8.9
Professional Graduate Certificate in Education (PGCE Level 3)	2.24; 2.45; 3.30; 6.79; 8.39-8.40
Programme Leader	2.8; 4.47; 8.10; 8.12-8.15
Programmes	2.6; 2.8
Progress file	3.17
<b>Q</b>	
Qualifying mark	6.32-6.33, 6.80
Quorum (for meetings in the assessment cycle)	7.8; 7.15; 7.23; 7.29
<b>R</b>	
Re-admission of discontinued students	4.13; 7.21
Registration of students	3.32 (concurrent registration); 3.34
Registration: period	3.30-3.31; 3.34
Regulatory framework (University-wide)	2.20
Replacement module	2.17; 6.68(b); 6.70-6.73; 7.19
Re-registration	3.31

Restricted module	2.5
Results: publication	11.1-11.6
Re-taken module (with attendance)	2.17; 6.68(a); 6.70; 6.72-6.73; 7.19
Rules, Regulations and Procedures for Students	5.1-5.3; 8.4; 9.13; 9.50; 10.55; Appendix 1
<b>S</b>	
Semesters	3.24
Senate Codes of Practice	1.8-1.11; 2.19, 3.21, 5.4; 6.1; 6.11-6.12; 6.15; 6.28-6.29, 6.98, 6.126, 7.35-7.36, 11.4, Appendix 1
Stages/Staged award	2.13; 2.25; 2.26
Student Advisers: role and responsibilities	3.35; 3.37; 3.40; 6.46-6.49, 6.53, 6.89, 6.93; 6.100
Student conduct	5.1-5.3
Student conferment of awards	8.17-8.53
Student discontinuation	3.39 (non-return from intermission); 4.13 and 7.21 (criteria for re-admission); 6.73; 7.19-7.20; 8.16
Student review and continuation	7.18-7.21; 8.3-8.16
Student Handbooks	2.24; 3.32; 5.5; 6.29-6.30
Student responsibilities	5.5
Student rights	5.4
Study abroad	3.18-3.19
<b>T</b>	
Taught Masters Degree MA, MSc, MBA, LL.M, MFA, MTL)	2.25; 2.26; 2.51.5; 2.52.5; 2.53; 3.30; 8.43-8.44; 8.47-8.48
Transcripts	11.15-11.19
Transfer of pathway (student initiated)	7.19 (bullet 7); 7.26; 8.12-8.16
Transfer of pathway (initiated by Faculty Student Review Sub Committee)	7.20-7.21; 8.6; 8.7
Transferred credit	4.47 (APCL); 8.14-8.15
Transitional Academic Regulations	1.5
Transitional Academic Regulations for pathways delivered by the former HSHS	1.5

Transparency and flexibility of curriculum structure	2.24
Trimester	3.24
<b>U</b>	
University Certificate (Univ Cert)	2.25; 2.34; 3.30; 8.20; 8.51
University Diploma (Univ Dip)	2.25; 2.39; 3.30; 6.79; 8.20; 8.51
<b>V</b>	
Visiting Students	1.1; 2.16; 6.68-6.73
<b>W</b>	
Website	1.11
Word limits	6.58-6.60









Anglia Ruskin  
University

Cambridge & Chelmsford

Additional copies of the Academic Regulations  
are available from:

Director of the Academic Office  
Anglia Ruskin University  
Bishop Hall Lane  
Chelmsford  
CM1 1SQ

Tel: 0845 196 4931

[www.anglia.ac.uk/academicregs](http://www.anglia.ac.uk/academicregs)