

istitutomarangoni



ACADEMIC REGULATIONS

Academic Year 2020 • 2021

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1. CONDITIONS APPLICABLE TO THE PROVISION OF EDUCATION SERVICES

When you accept the Istituto Marangoni's offer of a place, you form a contract with the Institution. This contract is based upon Istituto Marangoni's terms and conditions of contract. These set out the responsibilities of Istituto Marangoni as an education provider, and the expectations of Istituto Marangoni students.

1.1 Terms of Use and Privacy

It is possible to view the privacy policy at the following link: <https://www.istitutomarangoni.com/en/terms-of-use-and-privacy/>

2. STUDENT CODE OF CONDUCT

Istituto Marangoni is committed to providing a supportive environment in order to safeguard the quality of student experience and to give all of our students the best chance of success. To help us ensure the safety of our School and students, Istituto Marangoni has in place a Student Code of Conduct.

The Code outlines the behaviour that is expected of all students at School and within the local community. The Code also outlines procedures for dealing with behaviour classed as misconduct.

2.1 Behaviour that is expected of students

Students are expected:

- to behave in a responsible manner that will help to foster mutual respect and understanding between all members of Istituto Marangoni community;
- to act within the law and not to engage in any activity or behaviour that is likely to bring Istituto Marangoni into disrepute;
- to behave and communicate in ways that do not unreasonably offend others. Examples of unreasonably offensive behaviour include using abusive or obscene language and engaging in any form of discriminatory or anti-social behaviour;
- to treat with respect everyone with whom they come into contact, whether within the School or outside;
- to treat all Istituto Marangoni property with respect;
- to comply with requests of members of staff;
- to adhere to Istituto Marangoni Health and Safety policies and to any specific requirements that apply to areas where they work;
- to observe fire alarms and related procedures and evacuate buildings when alarms sound;
- to disclose immediately to the School, if they are charged with, and/or convicted of, a serious criminal offence.

The School works hard to build good relationships with its local communities. In that context, students are expected to:

- help to support these relationships in the way they conduct themselves in the surrounding area;
- act within the law and not engage in activity or behaviour that is likely to bring the School into disrepute.

2.2 Behaviour that will be regarded as misconduct

Istituto Marangoni considers the forms of inappropriate conduct that are set out below to constitute misconduct that is likely to lead to disciplinary action under the Student Code of Conduct. However, the list should not be regarded as exhaustive.

- Unacceptable behaviour arising from the consumption of alcohol or other substances.
- The possession or use of illegal drugs or any substance that has a similar effect to illegal drugs.
- Disorderly, threatening, bullying, or offensive behaviour or language whilst on Istituto Marangoni premises, engaged in School activity whether on or off the School premises, or using School computers or e-mail accounts.
- Any action that did cause, or could have caused, a health and safety concern on Istituto Marangoni premises.

- Any behaviour that damages Istituto Marangoni relationship or reputation with its local communities, as evidenced by complaints from residents, residents' groups, local representatives or the police.
- Any behaviour that damages, or that has the potential to damage, the Istituto Marangoni relationship or reputation with external organisations and groups.
- Disruption of, or improper interference with, the academic, administrative, social or other activities of the School.
- Abusive behaviour or language, harassment or bullying of any kind, towards a student, a member of staff or
- a visitor to the School by any means, including social media, whether on or off School premises and whether conducted through School or personal equipment.
- Actions that involve making defamatory statements and/or false claims about a member of Istituto Marangoni community.
- Any interference with fire detectors, fire alarms or fire extinguishing equipment.
- Damage to, defacement of, Istituto Marangoni property or the property of other members of the School, whether caused intentionally or recklessly.
- Misuse or unauthorised use of School premises and property, including computer misuse.
- Recording lectures, other academic sessions or conversations without the agreement of the person(s) involved.
- Failure to disclose details of personal identification to a member of staff of the School in circumstances in which it is reasonable to require that such information be given.
- Breaches of the Library rules and regulations.
- Failure to respect the rights of others to freedom of speech within the law, as required by s.43 of the Education Act (No.2) 1986.

2.3 Behaviour that will be regarded as serious misconduct

The following kinds of behaviour will normally be treated by Istituto Marangoni as serious misconduct, where the School can consider whether the student should be suspended and/or expelled from the School:

- abusive language used about others, or abusive behaviour towards others, on the grounds of their age, disability, gender, gender identity, pregnancy, maternity, race, religion, belief, or sexual orientation;
- taking School property, or the property of School staff or students, without permission;
- deceit, deception or dishonesty in relation to the School or its staff and students, or while on School-related activities;
- the supply of illegal drugs or any substance that has a similar effect to illegal drugs;
- other behaviour that constitutes a potential criminal offence of relevance to the School or to the student's standing as a member of the School community;
- any action that did cause, or could have caused, serious harm on School premises or during School activities or that creates a legal liability for the School;
- physical violence towards others, or the threat of physical violence;
- behaviour that compromises the reputation of the School;
- making unwanted remarks of a sexual nature;
- engaging in a sexual act involving School staff or students without their consent;
- serious and/or repeated harassment of staff or students.
- In addition, instances of misconduct in the categories that are set out above as examples of misconduct and that are considered by the relevant members of staff to have a significant impact on others or on the School generally, or to be persistent and/or repeated over a significant period of time, may be treated as serious misconduct.

Breaches of the Student Code of Conduct will be dealt with by the appropriate members of the School.

2.4 Procedure for dealing with alleged breaches of the Student Code of Conduct

Where it is alleged that a student has breached the Student Code of Conduct, the matter shall be dealt with in accordance with the procedures set out below.

2.4.1 Standard of proof

The standard of proof that shall be used in all cases that are dealt with under this procedure shall be the balance of probabilities, which is the standard of proof that is used in Civil Law. This means that a disciplinary panel will be satisfied that an event occurred if the disciplinary panel considers that, on the evidence available, then occurrence of the event was more likely than not. The standard of proof shall not be varied according to the perceived seriousness of an allegation.

2.4.2 Allegations

A student who wishes to make a complaint about the conduct of another student must use the Student Complaints Procedure. The School discourages the use of anonymous allegations, because transparency is central to the Istituto Marangoni values and helps to ensure that complaints can be resolved in an atmosphere of trust, openness and fairness that preserves ongoing relationships. If a complaint is made anonymously it can be much harder to investigate and to preserve fairness to all parties. Allegations that are made anonymously, whether by students or by other persons, will be considered at the discretion of the School. In exercising this discretion, the factors that will be taken into account will include:

- the gravity of the allegation;
- the credibility of the allegation;
- the likelihood of being able to conduct a fair investigation;
- whether there is good reason for the complainant to remain anonymous.

If a student:

- persistently makes allegations outside of the Student Complaints Procedure;
- and/or
- does not respect the confidentiality of other parties during an investigation;
- and/or
- persistently seeks to publicise allegations about other staff or students that have been resolved or not upheld;
- and/or
- is adjudged to have made malicious or vexatious allegations;

then disciplinary action may be taken against them.

If it is necessary in order to balance conflicting but legitimate rights and needs of students and staff and to safeguard the orderly functioning of the institution, the School might wish to take informal action, even where there has been no formal finding of misconduct. In such cases, no disciplinary record will be kept on students' files.

2.4.3 Initial assessment

Once the School staff receives an allegation of misconduct they will conduct an initial assessment and recommend one of the following options:

- there is no case to answer and no action should be taken;
- that some form of informal resolution such as mediation is appropriate;
- the student is required to attend an informal meeting;
- that a fixed penalty fine should be issued under the summary procedure;
- the case should be referred to a disciplinary panel;
- that an investigation is required before a decision can be made on the appropriate process. An investigating officer will be assigned to conduct a full investigation.

As part of an investigation a student will be invited to an investigatory meeting with the Investigating Officer. This will not be a disciplinary hearing but will be part of the process for deciding whether disciplinary action is warranted. A second member of staff will attend the meeting to take notes. The student will be informed that the meeting notes may be used in a disciplinary hearing. Students will be given 5 working days' notice of the meeting, be given a written specification of the allegations and be told that they have a

right to be accompanied or represented at the meeting by a member of the School.

The recommendation, and the investigation report if relevant, will be provided to the appropriate senior member of staff who will make a final decision on the appropriate procedure to follow. Where there appears to be a clear case of misconduct the matter may be referred directly to a disciplinary panel without investigation.

2.4.4 Precautionary Action

Where the initial assessment identifies an allegation of serious misconduct, or where the School becomes aware that a student is under investigation by the relevant authorities on suspicion of having committed a criminal offence, a full risk assessment will be conducted. The Student & Academic Services Manager, the Registrar or equivalent and the Director of Education will consider whether any risks have been identified that require precautionary action.

The Senior Member of Staff will normally be one of the following:

- Registrar
- Director of Education
- Student and Academic Services Manager
- Programme Leader

Where one or more of the following conditions is satisfied the student may be suspended immediately from any or all of Istituto Marangoni premises and facilities by the Registrar or equivalent who is responsible for the risk assessment:

- the student's continued presence compromises the reputation of the School;
- there is a reasonable suspicion that the student has been supplying illegal drugs;
- there is a risk that the student might harm others;
- there is a risk that the student might cause damage to property;
- there is a risk that the student's continued presence may inhibit a proper criminal or School investigation;
- there is a risk that the student's continued presence may cause serious distress to other students or staff.

Restrictions can include:

- immediate suspension from the School;
- restrictions on the School buildings that the student may visit or the departments and/or services that the student may access;

Normally, students shall be informed that a risk assessment is being carried out and they shall be given an opportunity to submit representations in writing to Student Services about a recommendation that they should be suspended from the School. Where the Student & Academic Services Manager, the Registrar or equivalent and the Director of Education consider that the circumstances of a case justify the immediate suspension of a student, the student may be invited to make representations within 10 working days of the suspension being imposed.

Once restrictions have been imposed and there is no longer any opportunity to submit representations, the student will be informed that they have the right to appeal the restrictions. Any appeal should be submitted within 10 working days to Student Services and it will be considered by the School Director.

The School Director may either decide to retain the existing restrictions, or make some alternative decision that satisfies the institution's over-riding responsibility to ensure the safety, wellbeing and good order of the School. The decision of the School Director shall be communicated to the student in writing and shall be final.

Suspensions that are imposed under this provision shall be reviewed by Student Services no less than once every month. The student can also request a review at any point if they believe there is a material change in the circumstances of the case. If there has been a material change, the

suspension will be referred back to the Student & Academic Services Manager, the Registrar or equivalent and the Director of Education for reconsideration. Suspension is not an assumption of guilt and is not considered a disciplinary sanction. Any breach of a precautionary suspension will be treated as a disciplinary offence.

2.4.5 Informal meeting

Where misconduct is considered to be minor in nature, an informal meeting between the student and a Academic and Student Services Manager may be held to discuss the matter. The outcome of the meeting shall be recorded in a letter from the Academic and Student Services Manager to the student. The letter may be referred to only if there are further concerns subsequently about the student's conduct.

Where the Academic and Student Services Manager considers that there is substance to the allegation, the letter shall normally include a requirement for the student to give a formal undertaking as to his/her future behaviour and a warning about the possible consequences of any further breach of the Student Code of Conduct. Allegations that are dealt with through an informal meeting should not normally then be referred to a disciplinary panel.

If a student does not attend an informal meeting, the Academic and Student Services Manager can either:

- send a warning letter in the student's absence;
- refer the matter to a disciplinary panel.

Students can choose to reject a warning letter and request that instead their case is considered by a disciplinary panel. Any such request must be made within 14 days of the meeting.

2.4.6 Disciplinary and Review Disciplinary Panels

Disciplinary Panel will comprise two eligible members of staff, one of whom will chair the Panel.

For **Review Panels** the chair of the panel shall be the Director of Education. One member of the panel shall be a senior member of staff of the School and the other member of the panel shall be a Student Representative / Student Governor.

At Disciplinary Panel hearings, the Investigating Officer, or a member of staff of the School who has not otherwise been involved in the process, shall present the case to the Disciplinary Panel. Investigating Officers may not be members of disciplinary panels.

In all cases that are referred to a Disciplinary Panel and Review Panel, the student shall receive a letter that sets out:

- a clear specification of the allegation;
- the time, date and place of the disciplinary panel hearing;
- their right to be accompanied or represented at the disciplinary panel hearing by a member of the School (a fellow student or his/ her Student Representative);
- their right to call witnesses, to question these and other witnesses and to submit documentary evidence and/or a written statement;
- a copy of any documentation that will be referred to or made use of during the disciplinary panel hearing;
- in the case of a Review Disciplinary Panel hearing, a notice that potential outcomes of the hearing could include suspension or expulsion from the School.

For Disciplinary Panel hearings, the letter shall be provided no later than 2 working days before the hearing. For Review Disciplinary Panel hearings, the letter shall be provided no later than 10 working days before the hearing.

If a student fails to attend a hearing, the Panel will consider the evidence and decide in the student's absence.

If the student admits the allegation, they may then proceed to make a statement of mitigation. If the student does not make an admission, any statement of mitigation is likely to be given much less weight.

In all cases where the student does not admit the allegation, they shall be given an opportunity to respond to the allegation.

At the conclusion of the Disciplinary Panel hearing, the student, his/her friend or representative, and all witnesses and/or parties to the allegation shall withdraw and the Disciplinary Panel shall reach a decision.

The Disciplinary Panel shall determine whether or not the student has committed the alleged offence. If the Disciplinary Panel determines that the student is guilty, it shall then decide on the appropriate penalty. The decision of the Disciplinary Panel shall normally be notified to the student orally in the first instance, and subsequently in writing. The written notification shall include a summary of the reasons for the decision and shall be sent within 10 working days of the hearing.

A copy of the letter to the student shall be sent to the Director of Education and another copy shall be held on file by Student Services. The file copy shall be held for the duration of the student's registration with Istituto Marangoni and may be referred to in the event that a further disciplinary allegation is made against the student. It should be disposed of when the student has graduated and it should not normally be referred to in references. There may however be some limited circumstances where disclosure may be justified if the matter is directly relevant to the duty of care which is owed to the recipient of the reference, for instance, where the job applied for requires a high degree of personal integrity or involves particular responsibility. As part of its decision, a panel should rule on the length of time for which the panel decision should remain on the student's file, and the extent to which it should be disclosed in a reference.

Where an allegation against a student is upheld, a disciplinary panel may impose one or more of the sanctions that are set out below.

Sanctions available to Disciplinary Panel

Where an allegation against a student is upheld, a Disciplinary Panel may impose one or more of the sanctions that are set out below:

- Either an oral or a written warning, advising of the likely consequences of a further breach of the Student Code of Conduct and requiring the student to give a written undertaking as to their future good conduct;
- A requirement to pay costs in respect of any damages and/or losses suffered by Istituto Marangoni and/or any third parties as a result of the student's actions;
- Withdrawal of specified services and/or exclusion from particular areas of the School, for a period of up to one academic term;
- A requirement to undertake up to 10 hours of non-academic work to make restitution for any situation that they created or contributed to creating.
- A requirement to participate in a programme identified by the disciplinary panel to educate students about misconduct and its consequences.
- A restriction on access to facilities or buildings, or contact with staff and/or other students, for a period not exceeding the remainder of the current academic session, provided that this does not prevent the student's academic progress.
- Suspension from the School for a specified period of time, up to and including three academic terms or an equivalent period.
- Exclusion from particular areas of the School, or School activities, for the duration of a student's enrolment at the School.
- Expulsion from the School.

Students shall have the right to request a Review of the finding imposed by a Disciplinary Panel, on one or more of the following grounds:

- that new information has come to light, which calls into question the validity of the conclusion reached by the disciplinary panel;
- that there was a material irregularity in the conduct of the process;
- that the sanction imposed by the disciplinary panel was disproportionate to the offence committed.

Requests for reviews must be submitted to the Student Services in writing within 5 working days of the date of the written notification of the Panel decision. Reviews in all the cases, except those where the finding of the disciplinary panel is that the student should be suspended or excluded from the School, shall be dealt with by a senior member of staff appointed by the School Director who has had no previous involvement in the case.

Reviews in cases where the finding of the Disciplinary Panel is that the student should be suspended or excluded from the School shall be dealt with by the School Director who has had no previous involvement in the case. Review hearings shall normally be held within 15 working days of the written request being received.

The School shall normally be represented at review hearings by the Investigating Officer.

The senior member of staff who reviews the case may reach one of the following conclusions:

- to uphold the finding of the disciplinary panel and the sanction(s) imposed;
- to uphold the finding of the disciplinary panel, but to lessen the sanction(s) imposed;
- to refer the case for re-consideration to a new disciplinary panel;
- to quash the finding of the disciplinary panel and the sanction(s) imposed.

The decision of the senior member of staff on the Review shall be communicated to the student in writing within 10 working days of the review hearing. A copy of the letter shall be sent to the Director of Education and another copy shall be held by Student Services and Registry.

2.4.7 Students who are convicted of a criminal offence that results in the imposition of a custodial sentence

Where Istituto Marangoni becomes aware that a student has been convicted of a criminal offence that has resulted in the imposition of a custodial sentence, the School Director shall immediately cancel the student's registration with the School and the student's current enrolment(s). If, at the end of the custodial period of his/her sentence, the student wishes to return to the School, s/he must submit a new application in the normal way.

2.4.8 Completion of Procedures

Once all stages, including the review stage, of this procedure have been exhausted, a Completion of Procedures letter will be issued. A student who is enrolled on a Manchester Metropolitan University award and who considers that Istituto Marangoni has not followed and/or applied the Student Code of Conduct and this procedure correctly may then refer the matter to the Office of the Independent Adjudicator for Higher Education, which provides an independent scheme for the review of student complaints.

3. STUDENT COMPLAINTS PROCEDURE

Istituto Marangoni recognises there may be occasions where students wish to raise legitimate complaints relating to their course, or the facilities and services provided by the School. It is important to both students and staff to know that such complaints will be dealt with seriously and transparently, and without fear of recrimination. To ensure this, Istituto Marangoni has in place a Student Complaints Procedure which details procedures and parameters for making a complaint, alongside what action may be taken in response to complaints.

This procedure is designed to ensure that all student complaints are heard and responded to in a manner that is fair, transparent, timely and based on the consideration of relevant evidence. It will safeguard, as far as reasonably practicable, the interests and well-being of any student making a complaint and of Istituto Marangoni staff who may be named or otherwise involved in a complaint.

3.1 Principles and Scope

Through this policy, the School commits to:

- treat complaints with the seriousness they deserve;
- deal with complaints in a timely manner;
- ensure that complainants will not be disadvantaged as a result of making a complaint;
- handle complaints in confidence and only give people the information that is required to investigate and resolve the complaint properly;
- answer all aspects of a complaint and ensure that the response is clear.

3.2 What is covered by the Complaints Procedure?

Istituto Marangoni Complaints Procedure covers learning opportunities for registered students and actions by the School or failures by it to act on services it provides for its students or which are provided by others on its behalf. All information submitted in relation to complaints shall be dealt confidentially, and only disclosed as necessary to progress the complaint. All parties (including students) are expected to honour confidentiality on complaints. All personal information shall be handled in accordance with the School's Data Protection Policy.

Istituto Marangoni undertakes to students that making a complaint in good faith about any aspect of the learning opportunities or services it provides for them will not compromise or otherwise affect their standing with the School, prejudice their progress, or how they are treated by it or its staff.

A complaint may include, but is not limited to:

- Perceived failure by Istituto Marangoni to follow an appropriate administrative process or satisfactorily apply an institutional policy;
- Dissatisfaction with Admissions processes;
- Perceived failure of Istituto Marangoni to meet obligations outlined in Programme Handbooks;
- Concerns about the quality of facilities, learning resources or services provided by Istituto Marangoni;
- Concerns about organisations or contractors providing a service on behalf of Istituto Marangoni (including placement providers);
- Perceived deficiencies in academic provision (e.g. scheduling of classes; amended submission dates; submission procedures for assessed work; inconsistent advice; provision of feedback; quality or frequency of supervision);
- Perceived deficiencies in standards of service, for example, support facilities or administrative services;
- Perceived misinformation about an academic programme;
- Dissatisfaction with the level and availability of pastoral support;
- Inappropriate behaviour of a member of staff or contractor;
- Allegations of harassment, bullying, or victimisation.

Where a student submits multiple complaints relating to the same issue, the School reserves the right to treat the matter as a single complaint.

3.3 Timescales

Complaints should be raised as soon as possible in order to ensure prompt investigation and swift resolution. Students who wish to make a complaint must invoke the informal (stage one) complaints procedure within one calendar month of the incident that has given rise to the complaint. Students who wish to make a formal complaint must do so within three calendar months of the incident that has given rise to the complaint.

Students who have left the School (including recent graduates) may make a formal complaint within three calendar months of their registration ending.

3.3.1 Who can complain

Complaints will normally be dealt with within three calendar months from receipt of a formal (stage two) complaint, but the School reserves the right to make a reasonable extension to this timescale during student vacation periods. For complaints that are about serious matters (for example, involving the health, well-being or personal security of a student and/or other students or staff) the School may

consider whether to take the matter immediately to the formal (stage two) of the complaints procedure. Complaints can be made by existing students including students undertaking placement, students on approved periods of suspension, or recent graduates. Complaints may be raised by individual students, or a group of students can raise a collective complaint if they have experienced the same problem. For complaints from groups of students it is helpful if the group can identify a spokesperson through whom it can communicate with the School. Each member of the group must provide their student ID number and consent to participate in the group complaint. They must also be able to demonstrate that they have been personally affected by the matter.

3.4 Suspension or Termination of a Complaint

If a student's complaint overlaps with other School regulations or policies, advice should be sought from the Academic Registrar about how to progress the complaint, if at all. The progress of a complaint through any stage of this procedure may be suspended for a reasonable period.

The School reserves the right to suspend a complaint's investigation in the event of a student taking the case to law during or prior to engagement with this Procedure. The investigation will resume upon completion of any legal proceedings and outcomes of the process are known. In such cases, the 90-day completion period will be reset.

The School may, in exceptional circumstances, terminate a complaint at any stage where a student's behaviour in relation to the complaint or investigation is deemed unacceptable or disruptive, or where a complaint is deemed to be vexatious or malicious. In such cases, the School may also invoke the disciplinary procedures in the Student Code of Conduct.

3.5 Procedures for handling complaints

3.5.1 Making an Informal (Stage One) Complaint

When a student is dissatisfied with the action or lack of action by the London School to deal with unsatisfactory learning opportunities or services, they should raise their complaint directly with their tutor, their Programme Leader or the person who has provided them with a service that they think is not satisfactory. At this stage, complaints may be made face-to-face, by phone, in writing or by email. Students may appoint a representative to submit the complaint on their behalf. Students are advised to keep a record of any complaints made at this stage. This opens an informal (stage one) complaint, intended to deal with straightforward complaints swiftly and at a local level.

When making an informal complaint the student should explain to the relevant member of School staff or the service provider the reason for their complaint and the resolution they are seeking. A resolution might take the form of one or more of the following: an explanation why something happened in the way it did; an undertaking that there will be no repetition of the cause of the complaint; an appropriate apology from the individual or from the London School or the service provider and which results in a mutually satisfactory outcome.

A member of staff at the London School who receives an informal complaint from a student (including a complaint from a student about a service provided for the School by an independent contractor) will forward it to Quality Assurance Office in order for it to be logged on the School Complaint register and immediately report this to their line manager and the Director of Education, who will advise them how to proceed and ensure that the facts of the complaint are noted. They will also check subsequently whether progress is being made towards resolving the complaint. The School will attempt to ensure that informal complaints are resolved as quickly as possible and within no more than 30 days.

If the student is not satisfied with the resolution to their complaint that is proposed or they consider that the matter is not being dealt with in a timely manner (for example, more than 30 days have passed from the point at which they made their informal complaint without a resolution

being proposed) they may escalate the matter and make a formal (stage two) complaint.

3.5.2 Making a Formal (Stage Two) Complaint

A formal (stage two) complaint may be appropriate where the student has declined to engage in the informal complaint stage for good cause; is dissatisfied with the resolution proposed to their complaint at the end of the informal stage; or the grounds for the complaint are serious and/or complex and require a more formal procedure. In this context, 'good cause' may include concern about the safety or well-being of students and others if the matter is not dealt with formally and promptly.

Formal complaints must be raised as soon as possible after the event that has given rise to the complaint: this makes gathering facts easier and evidence more reliable. Formal complaints should normally be raised within three calendar months of the matter that has given rise to the complaint. For the School to make an exception to this requirement the student will need to show good cause as to why they were unable to raise the matter within the normal time.

To make a formal complaint the student needs to complete a complaints form.² The form should detail the grounds for the complaint, together with a statement of what has been done by the student to attempt to resolve the complaint. All supporting evidence must be submitted at this stage as there is no provision to lodge a new complaint or evidence after this stage. When it is completed, the Complaint Form should be sent to the Office of Director of Education. An email address is: Mevin Murden: m.murden@istitutomarangoni.com Students who need help in completing the Complaint Form may seek help from a representative or Student Services.

Supporting evidence for a formal complaint might include:

- Independent medical evidence
- Financial information
- Witness statements
- Material that has been given to the student by the School or a member of staff that describes the service or support they were to receive which the student considers to be have been misleading.

In all cases, students making a formal complaint should make and keep a copy of their completed complaint form and each item of supporting evidence that they submit with it: this is for their own subsequent use. When the student submits their completed complaint form and supporting evidence to the Office of the Director of Education this marks the start of the formal (stage two) complaint procedure.

When a formal complaint has been submitted, the student will receive an acknowledgment, normally within five working days. If the student has not pursued the informal process and does not provide a satisfactory explanation as to why the informal stage has been avoided, the Director of Education may refer the complaint back to the student to be taken through the informal stage.

During all stages of the procedure, students may be accompanied to meetings by a member of the School - usually a fellow student. To avoid any conflict of interest, a student may not be accompanied by an academic or administrative staff member from their department.

3.5.3 The Investigating Officer

The Director of Education will assign a relevant member of the School's academic or professional staff who has had no material contact with the student or the matter under investigation to act as the 'Investigating Officer' for the complaint. For matters to do with any teaching and learning support (including lecturing or tuition), the Investigating Officer is normally the Programme Leader.

The Investigating Officer must be able to undertake the investigation without actual or perceived conflicts of interest. The Investigating Officer will, in the first instance:

- Contact the student to confirm that they will be conducting the investigation;
- Advise any relevant members of staff of the nature of the complaint;
- Obtain any relevant documentation from Stage 1;

- Invite the student to a meeting to review and clarify the terms of the complaint;
- If the student chooses not to attend a meeting, confirm to the student in writing the issue to be investigated.

The purpose of conducting an investigation is to establish the facts relevant to the complaint and to provide a full, objective and proportionate response to the student representing the School's clear position.

All parties shall be given at least 3 working days' notice of a meeting with the Investigating Officer. A meeting may be postponed if a student can provide good reason for non-attendance. Failure or inability of a student to attend a re-arranged meeting will not preclude the Investigating Officer from reaching a conclusion.

Audio and/or visual recording of meetings is not normally permitted. If, due to exceptional circumstances it is agreed in advance that a student is permitted to record a meeting, the recording is confidential and must not be copied or disseminated in any way.

Following completion of an investigation, the investigating Officer shall produce a written report outlining the process followed, details of any evidence gathered and any additional information for consideration. This will then go to the School Director of the final review.

Where a complaint is not upheld, a student will be informed in writing of the reasons.

Where a complaint is upheld, the outcome will provide explicit detail of what action the School will take to resolve the issue and any timescales for implementation.

3.5.4 Completion of Procedure (COP) Letter

The School will issue a Completion of Procedures (COP) letter after the internal complaint procedures have been completed.

The issue of a COP letter serves the following purposes:

- It fixes the date when the student completes the School's internal complaints procedures;
- It clarifies the issues considered by the School under those procedures;
- It advises the student of the possibility of bringing a complaint to the OIA and of the timescale.

If the complaint is not upheld at this formal stage and the student does not request a review, the School will issue a COP letter.

3.5.5 Review (Stage 3) by Manchester Metropolitan University ('The University')

A student may request progression of a case to the Review Stage on the following grounds:

- That the correct procedures were not followed in the consideration of their case through the earlier stages of the procedure;
- That the outcome of the formal stage of the Student Complaints Procedure was not reasonable;
- That there is new material evidence that for good reason was not available at the earlier stages of the Procedure.

Where a student at the London School is studying for a University award and has received an outcome from a formal complaint that they regard as procedurally flawed, unfair or unreasonable they may request a re- view by writing to the Student Case Management Team at the Manchester Met University (emails should be sent to complaintsappeals@mmu.ac.uk) to state this within 10 working days of the date of the written notification of the dismissal of the complaint by the IM School's Director. In their letter to the Manchester Met Student Case Management Team the student should state clearly the grounds for seeking a review.

The review stage is not an opportunity for a rehearing of the original complaint. The review stage does not reconsider the case and no new or additional complaints can be added at this stage.

The senior member of staff with responsibility for the Student Case Management Team will initially consider whether the grounds for Review have been met and retains a right to refuse the Review Stage where:

no prima facie case has been made out in respect of the grounds identified above

The decision made by the Stage 3 Reviewer is final. At this point, internal procedures are completed. If the complaint is

not upheld, a Completion of Procedures letter will be sent to the student. Where a complaint is upheld or part-upheld at Review Stage, a Completion of Procedures letter will only be issued at the request of the student.

3.5.6 Stage Four - Office of the Independent Adjudicator (OIA)

The role of the OIA is to review individual complaints by students against higher education providers. They have no regulatory powers over providers and cannot punish or fine them.

Before the OIA can consider a complaint, a student will need to have taken the complaint through the internal complaints procedures of the provider (stages one, two and three).

Once the student has completed all of the internal procedures, he/she should receive a Completion of Procedures letter from the University.

If the student is not satisfied with this final decision and would like the OIA to review the complaint, he/ she should complete an OIA Complaint Form.³ The OIA must receive a signed Complaint Form within 12 months of the date of the COP.

Examples of the types of complaints the OIA can look at include:

- Academic appeals⁴
- Extenuating circumstances
- Teaching and facilities
- Student accommodation
- Research supervision (though this may be better dealt with as an appeal)
- Welfare
- Discrimination - race, gender, disability, age, sexual orientation or religious belief
- Bullying and harassment
- Placements
- Maladministration
- Procedural irregularities
- Unfair practices
- Disciplinary matters, including plagiarism
- Fitness to practice processes.

3.5.7 Confidentiality / Personal Information

The confidential nature of information provided by students will be respected by the School in accordance with data protection requirements. Normally, such wishes will be respected unless to do so would be against the best interest of the School community or the interest of safety or security to any person.

4. ACADEMIC APPEALS

The academic appeals procedure is governed by the policies and procedures of Manchester Metropolitan University (here, 'the University' means Manchester Met) and applies to:

- The final stage of all undergraduate and taught postgraduate programmes where the recommendation concerning an award is made by an Assessment Board of the University (and thus a Committee of the Academic Board)
- All intermediate stages of programmes where student progress is at the discretion of the University.

This procedure provides for:

- Early resolution of students' assessment-related issues and concerns through a Programme Leader or Student Services drop ins
- Early review of assessment-related matters through the School Exceptional Factors Panel
- Formal consideration of academic appeals through University Appeals Panels
- The review of decisions of University Appeals Panels on limited grounds.

4.1 What is an Academic Appeal?

The Office of the Independent Adjudicator (OIA: <http://www.oiahe.org.uk/>) and the Quality Assurance Agency (QAA: <http://www.qaa.ac.uk/assuring-standards-and-quality>) defines an academic appeal as: 'a request for a review

of a decision of an academic body charged with making decisions on student progress, assessment and awards.' That is, it relates to the outcome of an assessment or an examination, or to a student's progression and may be based on:

- A procedural irregularity in the assessment process
- Bias or perceived bias
- Extenuating circumstances and where, with good reason, the academic body was not made aware of a significant factor relating to a student's assessment when it reached its original decision.

The following are not normally considered to be legitimate grounds for an academic appeal:

- Where academic judgment is questioned. That is, the decision made by academic staff on the quality of the assessed work or on the criteria applied to mark the assessment (rather than the administrative marking process);
- Where a student disagrees with the conclusions reached by the individual or panel which considered his / her mitigating (extenuating) circumstances.

You may find that if you have specific concerns about the services the School provides for your wider learning opportunities, including teaching and supervision, that it would be better to make a complaint rather than an appeal.

Any student who is registered with Istituto Marangoni for an accredited award with the University can make a formal academic appeal as can any student who has recently left the School. Any student making an appeal may do so with the help of a representative.

All students making an appeal should observe the timescale given below.

Where the issues raised affect a number of students, then they may submit an appeal as a 'group appeal'. Here it is useful if one student is nominated as the spokesperson to act as representative for the group.

4.2 Timescale

A student may make an academic appeal within 14 calendar days of publication of grades on the Student Extranet.

A student who has left the School may also make an academic appeal within the same timescale. Students are encouraged to use Programme Leader or Student Services drop ins before beginning a formal academic appeal.

4.3 What are the grounds for Appeals?

A student may use this Procedure where s/he considers that the following grounds apply:

- That his/her performance in examinations or other forms of assessment was adversely affected by exceptional factors which he/she did not submit to the Assessment Board prior to its making a final decision on his/her assessment. In such cases, the student's claim must be supported by acceptable contemporaneous medical or other appropriate evidence. Little or no weight may be attached to medical certificates or other evidence obtained some time after the occurrence of the exceptional factors on which the appeal is based.
- A material error had occurred in the conduct of their assessment, or that examinations or assessments or the proceedings of the Assessment Board or other relevant body were not conducted in accordance with the relevant regulations or that some other material irregularity in the conduct of their assessment had occurred and that the error, conduct or irregularity was of such a nature as to cause reasonable doubt as to whether their result might have been different had it not occurred.

In addition, in all cases that are considered through the formal and the review stages of this Procedure, consideration will always be given to whether there is evidence of bias or perception of bias, and whether the outcome is reasonable and proportionate in the circumstances.

A student may also appeal against a decision of an Assessment Disciplinary Committee, on more or more of the following grounds:

- That there were exceptional factors that he/she did not submit to the Assessment Disciplinary Committee prior to its making a final decision
- That the proceedings of the Assessment Disciplinary Committee were not conducted in accordance with the relevant regulations or that some other material irregularity had occurred and that the conduct or irregularity was of such a nature as to cause reasonable doubt as to whether the decision of the Assessment Disciplinary Committee might have been different had it not occurred.
- That there is a new material evidence that they were not, for valid reasons, able to submit at an earlier stage of the process;
- That the penalty imposed was disproportionate, or not permitted under the procedure.

A student may also appeal against the decision of an Exceptional Factors claim on either or both of the following grounds:

- That the decision on their Exceptional Factors claim was not reasonable (including any decision that their claim or supporting evidence was submitted too late to be considered);
- That the correct procedures were not followed in the consideration of their claim.

4.4 Results Drop in support

After students have been notified of their results, they will be given the opportunity to discuss and clarify their results and / or discuss any concerns with the appropriate staff. Drop in sessions with PLs and / or Student Services are normally held at the School, but in exceptional circumstances, discussion may be by video conferencing, telephone or email. Students are strongly encouraged to make use of the academic support sessions before reaching a decision about whether to proceed with a formal academic appeal.

4.5 How do I submit an Academic Appeal?

All appeals and requests for review of assessment-related matters should be submitted to the University, as the basis for the consideration by the Faculty Exceptional Factors and Assessment Review Panels and the University Appeals Panel. This should be done using an academic appeals form and then submitted by email to the Student Case Management Team (complaintsappeals@mmu.ac.uk) along with supporting evidence. When submitting an academic appeal form via email, please do not forget to include IM Student Services in the email (academic.services.london@istitutomarangoni.com). For more information, please see the link: <https://www2.mmu.ac.uk/student-case-management/guidance-for-students/academic-appeals/>

Checklist for making an Academic Appeal

- Is the issue best dealt with as an appeal or as a complaint?
- Have you submitted the appeal on the correct form?
- Have you included copies of any relevant evidence (please retain copies for your own use too)?
- Have you stated how you would like the issue to be resolved?

Where students decide to pursue a matter relating to the outcome of their assessment, initial review will be undertaken by the Student Case Management team. Where there appears to be an irregularity or error the Student Case Management Team can recommend to the student's Head of Department, Chair of the relevant assessment board, or Programme Leader that this is addressed. If a change to assessment status is approved, the student will be informed of the change and that their appeal will not proceed to the University Appeals Panel unless they request this.

Where a recommendation of the Student Appeals and Complaints Manager is not approved, the case will automatically proceed to the formal stage of the appeals procedure.

The Student Case Management Team may refer all or part of any appeal for consideration through another procedure such as the complaints or Exceptional Factors procedures. Where following initial investigation, an appeal appears to fall outside the permitted grounds for appeal, and it is not directed to another procedure, the appeal will not automatically proceed to the formal stage. In such cases an email will be sent to the student explaining why the appeal falls outside the permitted grounds. Students will have 14 calendar days to request consideration at the formal stage. No further action will be taken on the case unless a request for formal consideration is received.

4.6 What happens to my Appeal?

The formal stage of the academic appeals procedure will be undertaken by University Appeals Panels, which will be convened and chaired by a senior officer nominated by the Registrar and will also include two academic appeal assessors, the President or another elected sabbatical officer nominated by the Manchester Met Student's Union. Only those cases that are considered by University Appeals Panel will be formally recorded as academic appeals. As part of the investigation that is undertaken of every appeal, University Appeals Panels will consider whether there is evidence of bias or perception of bias, and whether the outcome is reasonable and proportionate in the circumstances.

Where the facts and evidence of a case are complex or contentious, the Chair of a University Appeals Panel may invite the student and a representative of the Assessment Board to attend the Panel meeting in order to explain their position. Students will have the right to be accompanied when attending a meeting of a University Appeals Panel.

4.7 Review of Academic Appeal

If dissatisfied with the outcome of the formal stage, student may be able to request a review on certain grounds, which might include:

- There were procedural irregularities at the formal stage of the academic appeal
- The outcome of the academic appeal was perceived as unreasonable in certain material ways
- The student can produce new evidence which, for legitimate reasons, they were unable to provide at the earlier stage of the appeal. The student will need to provide a rationale as to why that evidence was not provided earlier in the process.

The reviewer will be an academic Head of Department who had no previous involvement in the particular case s/he is reviewing. Reviewers will be supported by the Student Case Management Team. In all cases, reviewers will also be asked to consider whether there is evidence of bias or perception of bias.

The review stage does not normally involve a rehearing of the earlier appeal and students are expected to have exhausted the formal stage before seeking a review. Students are expected to seek a review within 14 calendar days of the issue of a COP letter.

4.8 Timescale and communication of decisions

The formal and review stages of this procedure will be completed within 90 calendar days. This 90-day period will begin when a case is received by the central Student Case Management Team.

Summary decisions of the University Appeals Panels, giving the outcome of the appeal with brief details, will normally be sent to students within 7 calendar days of the meeting of the Panel. A report will normally be sent within 28 calendar days of the summary decision. This will identify the evidence used, the findings of fact, the regulations applied, the reason for the Panel's decisions, any remedy that has been identified, and instructions on what to do next.

When an appeal has not been upheld, the student will receive with the report a draft Completion of Procedures (COP) letter and will be given 14 calendar days in which to comment on the report / request a review. If the student does not request a review, then the draft Completion of Procedures letter will become the final COP letter.

Outcomes of reviews will normally be sent to students within 28 calendar days of the central Student Case Management Team receiving the request for a review. Students will also receive a COP letter.

4.9 Can I take the matter further if I am still dissatisfied?

If a student is still dissatisfied with the outcome of his/ her academic appeal after the review stage, he/she is advised to contact the Office of the Independent Adjudicator (OIA <http://www.oiahe.org.uk/>) within 12 months of the date of the COP letter. In considering academic appeals, the OIA will consider whether the University's procedures were properly followed, whether those procedures were s/he is reviewing. Reviewers will be supported by the Student Case Management Team.

In all cases, reviewers will also be asked to consider whether there is evidence of bias or perception of bias.

The review stage does not normally involve a rehearing of the earlier appeal and students are expected to have exhausted the formal stage before seeking a review. Students are expected to seek a review within 14 calendar days of the issue of a COP letter.

5. STUDENT ENGAGEMENT POLICY

Istituto Marangoni monitors student engagement through a number of mechanisms in order to identify any issues or difficulties at an early stage. The Student Engagement Policy sets out how Istituto Marangoni supports students to engage fully with their studies, what the School expects of students, how it monitors engagement, and what it will do where students are not engaging.

There is clear evidence to show that to achieve academic success, the majority of students need to engage fully with timetabled teaching sessions and also with the course related learning resources and support materials. In addition, all students must meet the assessment requirements for their course.

5.1 Support for student engagement

Istituto Marangoni supports student engagement in a number of ways:

- through pre-entry and induction information, activities and processes that are designed to ensure that students are familiar with the requirements of their course and know how to access facilities, services and support;
- through high quality teaching and learning experiences;
- through high quality course related learning resources and support materials;
- through a range of academic and welfare support services.

The School monitors student engagement in the ways that are set out in the further sections of this Policy, with the aim of identifying any issues and difficulties at a sufficiently early stage to be able to work with students to facilitate their full engagement with their studies.

5.2 Attendance

Timetabled teaching sessions are an essential part of the student learning experience on all of the courses the School provides. Much of the curriculum content of courses is conveyed through timetabled teaching sessions. Such sessions also give students opportunities to interact with academic staff and other students about course related themes and issues. Where courses have practical or placement elements, attendance at these is similarly central to students' success. The School therefore expects students to attend all timetabled teaching sessions (including practical, workshop and laboratory classes) and placements. **Minimum attendance requirements of 80% is required in order to be compliant with UKVI authority.** The School expects students to engage fully with any attendance registration or monitoring methods that are in place.

Where a student's attendance falls below an acceptable level, the School will draw this to their attention. If their attendance does not improve, the student will be asked to attend a meeting to discuss the situation and to agree what the student and the School will do to bring

their attendance to an acceptable level. If a student's attendance continues to be poor, or if they fail to attend the meeting that has been arranged, further action may be taken under the School's Procedures for Students at Risk of Academic Failure (see section below). Students are expected to let the School know if they are unable to attend their classes for any reason.

5.3 Submission of work

Students are required to submit pieces of academic or practical work on specified dates during the academic year. They might also be required to complete some other form of assessed work, for example, to give a presentation. These pieces of work form part of their final assessment for the academic level on which they are enrolled. Students who do not submit work, or who submit work but receive a low mark for it, are unlikely to be able to achieve an overall pass in their assessment for the academic level.

The School records the submission and non-submission of work by students. This information is made available to staff who teach and support students. Where students do not submit work, or where they submit work but receive a mark of less than 40% for undergraduate and less than 50% for postgraduate for it, they will be contacted by staff to discuss the options they have. If a student fails to submit work on more than one occasion or submits work but receives a mark of less than 20% for it, action will normally be taken under the School Procedure for Students at Risk of Academic Failure (see related section in these regulations).

The School operates a late submission window at all levels of study, whereby a student who has failed to submit a summative assessment by the published deadline may submit within a defined period for a capped mark. Late submissions will be accepted up to five working days after the original deadline. The mark for any assessment submitted during this period shall be capped at 40%. The overall Unit mark will not automatically be capped, and application of such a cap shall not be considered as a reassessment, nor shall it impact upon a student's reassessment opportunities elsewhere in the Unit. Any work submitted more than five working days following the deadline specified shall be marked as 0%, unless the student has received an approved application for exceptional factors.

5.4 Support for Students

If students consider that there are good reasons why they have not been able to meet deadlines for the submission of coursework, they should make their Programme Leader aware as soon as possible so that they can be supported and counselled. They will normally also need to make an exceptional factors claim, by submitting an Exceptional Factors Form (EF1).

For details of the Exceptional Factors procedure, please refer to the Guidance Notes.

If students experience academic or other difficulties, a range of support is available from Student Support Officers.

6. PROCEDURE FOR STUDENTS AT RISK OF ACADEMIC FAILURE

The Procedure for Students at Risk of Academic Failure covers the withdrawal, suspension or exclusion of students within a range of circumstances.

Istituto Marangoni considers that student academic success depends very heavily upon their engagement with their course. The School defines engagement as comprising of attending timetabled teaching sessions, which include lectures, seminars and academic and personal tutorials; other forms of contact with academic and professional services staff that relate to academic study; attending examinations, tests and other assessment activities; submitting coursework; accessing School facilities, including the School Library, and course materials; and participating in field trips and other activities that are a compulsory part of a course. This Policy focuses on two aspects of engagement that the School considers to

be particularly important: attending timetabled teaching sessions and submitting work for assessment.

Students withdrawing from their studies agree to leave their course completely, with no intention of returning at a later date. If students wish to return to the School, they need to complete the admissions process again. Students suspending their studies agree to take time out from their course with the intention of returning to the course at the next available opportunity (usually within one year).

6.1 Withdrawal at the request of the student

Students who are considering withdrawing from the School are advised to discuss the matter with their Academic Tutor or Programme Leader before they make a final decision.

Depending upon the reasons the student has for considering withdrawal, the Academic Tutor or Programme Leader may be able to refer the student to sources of specialist advice and guidance within the School.

Students who wish to discuss the detailed financial implications of withdrawal should be advised to contact Student Services Department in the first instance.

Where a student tells a member of Student and Academic Services Team that they are considering withdrawing from the School, the member of Student and Academic Services Team should inform the relevant Programme Leader and the Director of Education as soon as possible. Where appropriate, the Student and Academic Services Team may either arrange a meeting for the student with the Programme Leader or contact the student by e-mail to draw their attention to the range of advice, guidance and support that is available.

If a student ultimately decides to withdraw, he or she should:

- (i) complete a 'Notification of Withdrawal' form, and submit it to the Student and Academic Services Team;
- (ii) join a meeting with the Director of Education and/or the School Director in which the withdrawal is formalised.

6.2 Withdrawal of a student by the School

Where a student is judged no longer to be in a position to be able to complete the academic work required to secure a pass at the end of the academic year or equivalent session, but where the School would be prepared in principle to re-admit the student to the same course at a future date on the basis of a new application, the student may be withdrawn under the procedure set out below.

Students considered to be at risk of failing at the end of the academic session should receive appropriate information, advice and guidance before the formal withdrawal procedure is initiated, so that they are aware of their situation and of the options available to them. This may take the form of a meeting or an informal letter from the Programme or a delegated Academic or Administrative staff.

Any judgement to withdraw a student should consider a range of factors and be based mainly on evidence of the student's overall level of engagement with the course. The formal procedure will be initiated by the relevant Programme Leader on the basis of a considered view that:

- the student is currently at serious risk of failing at the end of the academic session;
- although the student has not yet reached a point where s/he is no longer able to pass at the end of the current academic session, if the situation is not rectified s/he will have reached that point by the time the formal withdrawal procedure has been concluded (approximately 5-6 weeks from initiation).

The formal procedure will be initiated as a result of evidence of one or more of:

- failure to attend lectures and / or other timetabled elements of a course;
- failure to submit work for formative or summative assessment;

Initially, a warning letter will be sent to the student by the delegated Academic or Administrative staff. The warning letter will state the reasons for the warning, give the student a period of two weeks from the date of the letter to address the matter that has given rise to the warning, and make clear that if this is not done, the student may be withdrawn from the School. The warning letter should also offer the student an opportunity to discuss the matter and should identify any remedial or other support that is available.

If, at the end of the two-week period, the delegated Academic or Administrative staff considers that the student has not responded adequately to the warning letter, a second warning letter will be sent, this time from the Director of Education. The warning letter from the Director of Education will set out those matters in the original warning letter to which the student has not adequately responded, give the student a further period of two weeks in which to rectify the situation, and make clear to the student that, if this is not done, s/he will be withdrawn from the School.

At the end of the further two-week period, the Director of Education will consider whether the student is in a position to complete the academic work required to secure a pass at the end of the academic year or equivalent session. If the Director of Education does not consider that the student is in a position to pass, s/he can either authorise the student's withdrawal, or suspend the student. In cases of withdrawal, the Director of Education will send a letter to the student confirming their withdrawal from the School because s/he is judged no longer to be in a position to be able to complete the academic work that is required to secure a pass at the end of the academic year or equivalent session. The letter will inform the student that s/he may appeal, within one week of the date of the letter, if s/he considers either:

- that there were exceptional factors that they did not disclose at an earlier stage in the process;
- that there was a material error in conduct of the process that was of such a nature as to cause reasonable doubt as to whether the outcome might have been different had the error not occurred; or
- that s/he is able to demonstrate that s/he is not yet at the stage of not being able to complete the academic work required to secure a pass at the end of the current academic session, and that s/he would still be able to secure a pass if s/he engaged with the course as normally timetabled.

The effective date of withdrawal that is given in the letter must be an accurate date of the student's last academic attendance at, or other academic engagement with, the School, and not the date when the formal withdrawal process commenced.

Following issue of the draft Completion of Procedures Letter, Students will be given 14 calendar days in which to request a review. Reviews may be requested on the following grounds only:

- i) that the correct procedures were not followed in the consideration of their case through the earlier stages of the Procedure;
- ii) that the outcome of the formal stage of the academic appeals procedure was not reasonable;
- iii) that there is new material evidence that for good reason was not available at the earlier stages of the Procedure.

If the student does not request a review within that time, the draft CoP letter will become the final CoP letter.

Where an Appeal is upheld and the Panel agrees that a student can continue on a course, but the student does not then engage fully with the course, the student will be withdrawn by the Director of Education with no further right of Appeal.

In cases where a period of at least three weeks has elapsed since the beginning of an academic year or equivalent period and there is no evidence that a student has either attended any classes or engaged in any other way with his or her course, the matter may be progressed immediately to the second stage of the formal procedure.

Where a student initially responds adequately to a warning letter from the delegated Academic or Administrative staff member but then, within a period of six weeks from the date of that letter, gives further cause for concern on academic grounds, a second warning letter will be sent from the Director of Education. Where a longer period of time has elapsed, a further warning letter will be sent.

6.3 Suspension of Studies

Students may need to suspend their studies for a period of time because of ill health, adverse personal circumstances, or for other reasons that prevent them from giving the necessary attention to their academic work. The procedures provide for two categories of suspension of studies:

- suspension of studies at the request of the student;
- suspension of studies by the School.

6.3.1 Suspension of Studies at the request of the Student

Students who are experiencing health or personal problems that are, or that appear likely to be, time-limited may ask to suspend their studies. Suspension of studies should also normally be identified as a possibility by staff in discussions they have with students about withdrawal. Students may be referred to sources of specialist advice and guidance within the School.

Students who wish to discuss the detailed financial implications of suspending their studies should be advised to contact Student Services in the first instance. Student Services will then refer them to the appropriate staff members. Where a student concludes that suspension of studies is the best option for him or her, the student should complete a 'Request for Suspension of Studies' form and submit it to the Student and Academic Services Office. The Programme Leader and the Director of Education will be asked to consider the student's request. If the Programme Leader and the Director of Education consider that the reasons for the request are valid, s/he can agree to a suspension of studies for a period of up to one year, taking account of the implications of the timing and duration of the suspension for the student's engagement with the programme and with assessment and re-assessment opportunities. The student will be informed in writing of the outcome. If a student's request is approved, some further actions will need to be taken.

The expectation is that first requests for suspensions of studies will be approved, except where there are clear reasons for not doing so (for example, because a student appears to be using the suspension of studies procedure to avoid a School disciplinary process, the academic expulsion procedure, payment towards tuition fees or scheduled assessments).

However, requests for suspensions of studies that are made on health grounds or disability must be supported by medical evidence or Personal Learning Plan, respectively. Requests for a second or a subsequent suspension of studies must be approved by the Director of Education and School Director. All such requests will need to be considered carefully. The decision that is made will be based on a range of factors, including the likelihood of the student returning to, and successfully completing, his or her course.

Suspensions of studies may be agreed only where students intend to return either to the course on which they are currently enrolled, or to a different course for which their current units are a valid combination.

If a student wishes to return to take any other course, the suspension of studies procedure may not be used and the matter will have to be dealt with either as a transfer between courses or (if a transfer is not possible or is not approved) as a new application for admission.

Where a request from a student for a second or a subsequent suspension of studies is turned down, the student will be invited to continue on the course. If the student does not do so, s/he will be withdrawn. In such cases, the student will have the right to submit an appeal against being withdrawn. The grounds for appeal are either:

- that there was a material error in the conduct of the process that was of such a nature as to cause reasonable doubt as to whether the outcome might have been different had the error not occurred; or
- that the student is able to demonstrate that s/he is not yet at the stage of being unable to complete the academic work required to secure a pass at the end of the current academic session, and that s/he would still be able to secure a pass if s/he engaged with the course as normally timetabled.

6.3.2 Suspension of studies by the School

Where the Director of Education who has overall responsibility for the course on which a student is enrolled considers that the student is not in a position to be able to complete the academic work that is required to secure a pass at the end of the academic year or equivalent session because of ill health, adverse personal circumstances, or for other reasons that temporarily prevent them from giving the necessary attention to their academic work, the Director of Education may suspend the student's studies for a period of up to one year. The student must be informed in writing of the reasons for

any such proposed suspension of studies and must be given an opportunity to respond. The Director of Education may proceed to suspend the student's studies even if the student disagrees with this course of action. Students may be referred to sources of specialist advice and guidance within the School. Students whose studies are suspended by the Director of Education against their wishes may appeal in writing within one week of the date of the letter from the Director of Education informing them of their suspension of studies. The grounds for appeal are either:

- that there was a material error in the conduct of the process that was of such a nature as to cause reasonable doubt as to whether the outcome might have been different had the error not occurred; or
 - that the student is able to demonstrate that s/he is not yet at the stage of being unable to complete the academic work required to secure a pass at the end of the current academic session, and that s/he would still be able to secure a pass if s/he engaged with the course as normally timetabled.
- Where a student appeals, the Appeal will be dealt with by the appropriate School Board.

7. ASSESSMENT REGULATIONS

One of the guiding principles of assessment is that the work of all students can be fairly and objectively evaluated. In order to ensure this, all students are assessed in accordance with the Assessment Regulations of our validating University which we publish and maintain on our website.

The Regulations set out the rules and procedures that determine a student's final classification, including:

- > How grades for each unit and final degree classification are calculated;
- > Pass marks for undergraduate and postgraduate programmes;
- > The number of credits required to progress to each level of study;
- > Requirements and practicalities in relation to reassessment.

7.1 Types of assessment

Formative assessment

Formative assessment is used to check, diagnose (ongoing), monitor, evaluate how students are learning as they go through a process of learning or study.

Formative assessment is also known as **Assessment for Learning**: a diagnostic process providing information about student achievement, **which allow teaching and learning to change in relation to the learner needs** and recognises the important role of feedback in the learning experience.

Formative assessment of student learning will provide ongoing feedback to:

- individual students who can use formative feedback to identify their strengths and weaknesses and target areas that need more work or better understanding;
- teachers who need to know which students are struggling or which content / concepts are proving difficult for the learners;
- the person / team providing the teaching or facilitating learning who can then modify their teaching and students' learning 'in-course' and in time for future iterations of the unit.

Formative assessment:

- occurs during instruction;
- to improve/ to enhance learning;
- not graded;
- provides information needed to adjust learning while still occurring;
- relates to the achievement indicators (Learning Outcomes) and is action oriented.

Examples of formative assessment include (but are not limited to):

- explain a concept to the tutor or fellow students;
- produce a draft of an assignment.

Summative assessment

Summative assessment is used to evaluate what students have learnt by the end of a unit of study.

Summative assessment consists in making judgements about students' summative achievements for selection, certification, warranting (KNIGHT, 2006) institutional accountability and quality assurance.

Summative assessment is also known as **Assessment of Learning**.

Examples of summative assessments include:

- a formal examination
- a final project or presentation (can include group as well as individual)
- a paper, dissertation or essay
- a performance, exhibition etc.

Summative assessment:

- occurs after instruction
- to prove learning
- graded
- provides information about the amount of learning occurred at a particular point.

7.2 Undergraduate Assessment Regulations

The assessment scheme for a unit shall comprise an approved combination of summatively assessed elements and shall be determined with respect to the learning outcomes of that unit.

All elements of summative assessment within a unit shall be marked out of 100. The weighted average mark for the unit shall then be calculated from the marks for the individual elements of summative assessment. The weighted average mark for the unit shall also be expressed as a mark out of 100.

Marks are expressed as whole numbers, with standard rounding conventions applied to two decimal places. Unit/ Award marks with a weighted average of x.49 and below will be rounded down to the nearest integer. Those with a weighted average of x.5 and above will be rounded up to the nearest integer.

Summative assessment marks shall be subject to internal, and where appropriate external, moderation before final confirmation by the relevant Assessment Board, in accordance with the Procedures for the Verification, Marking & Moderation of Assessments.

All unit marks are subject to formal ratification by an Assessment Board. Ratification by an Assessment Board shall preclude any further consideration of the marks or awards at a later stage, except where a material error, failure to follow due process or serious academic or other misconduct is subsequently identified, or where a student is found to have valid Exceptional Factors entitling them to reassessment.

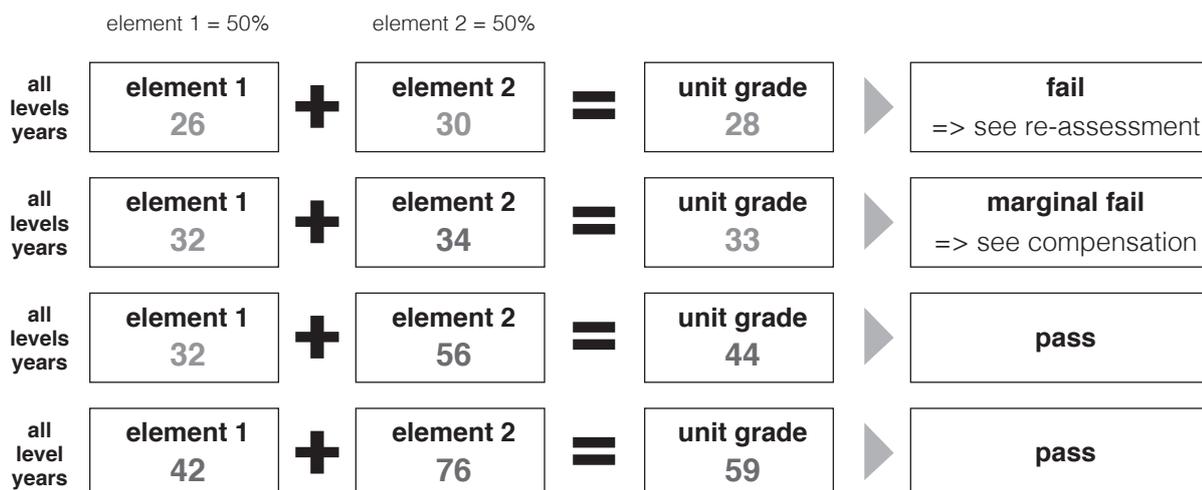
The School has in place a range of mechanisms and penalties for handling plagiarism and other forms of Academic Misconduct. Where serious misconduct is proven after a student's completion of study, the Academic Board retain the authority to retrospectively revoke an award.

7.2.1 Grading system

The same Undergraduate Assessment Regulations will also be applicable for Foundation (level 3) students.

Mark	Outcome	Descriptor (to achieve The banding on the left)
0-29	Fail	Learning Outcomes have not been achieved
30-39	Marginal Fail	Some Learning Outcomes but not all have been achieved at threshold level
40-49	Pass	All Learning Outcomes have been met at a minimum level
50-59	Pass	All Learning Outcomes have been met at an adequate level
60-69	Pass	All Learning Outcomes have been met at a very good level
70-100	Pass	All Learning Outcomes have been met at an excellent level

7.2.2 Visual Representation of Undergraduate Assessment regulations



7.2.3 Progression

Students' progression through programmes shall be determined by their performance in the summative assessments in the units on which they are enrolled. Students at all levels of an undergraduate programme must successfully complete or pass by the application of compensation all units at that level before progressing to the next level. Students may, however, undertake up to 30 credits from the subsequent level of study prior to their progression being confirmed by an Assessment Board. Subject to that definition, students may enroll concurrently on units at different academic levels within their programme.

A unit shall be passed at level 3, 4, 5 and 6 when a student achieves a weighted average mark of 40 or more for the summative assessment(s) associated with the unit.

Students shall receive compensated passes in whole units up to a total value of 30 credits at levels 3, 4, 5 and 6 where they achieve a weighted average mark in the Marginal Fail category (30% to 39%) for the summative assessment(s) within that unit, and have achieved an overall average of 40% or greater across the full 120 credits of the level of study. For the purposes of determining whether a student is eligible for compensation, the level average should be calculated using uncapped marks.

Where a student at any level is eligible for compensation in units amounting to more than 30 credits, the unit(s) with the highest average mark(s) shall receive a compensated pass up to the total of 30 credits. Where the application of compensation at Level 6 would have a detrimental impact on a student's final degree classification, the student shall be entitled to undertake reassessment. Compensation shall be applied on the first occasion that a student becomes eligible for it, subject to the above criteria. Students with an incomplete credit profile for a particular level of study will not be considered for compensation. Where multiple units are eligible for compensation, the units compensated shall be those most advantageous to the student. For example, if the highest compensable unit mark is for a 15-credit unit and the second highest is for a 30-credit unit, the 30-credit unit should be compensated.

Students who receive a compensated pass in a unit shall be granted the credits associated with the unit. The mark that is recorded for the unit shall be the actual mark achieved.

Where students transfer between programmes, the assessment status of any individual unit(s) on the new programme that the student has already taken as part of a previous programme shall not change as a consequence of the transfer.

The School operates a late submission window at all levels of study, whereby a student who has failed to submit a summative assessment by the published deadline may submit within a defined period for a capped mark. Late submissions will be accepted up to five working days after the original deadline. The mark for any assessment submitted during this period shall be capped at 40%. The overall Unit mark will not automatically be capped, and application of such a cap shall not be considered as a reassessment, nor shall it impact upon

a student's reassessment opportunities elsewhere in the Unit. Where, following a late submission, a student has approved Exceptional Factors that cover the original submission period, the mark for the assessment will revert to the original, uncapped, grade.

Students shall not be entitled to undertake reassessment in any element(s) with a capped mark of 40% applied as a result of late submission.

Any work submitted more than five working days following the deadline specified shall be marked as 0%, unless the student has received an approved application for exceptional factors.

The unit mark that falls into the marginal fail category is a subject to compensated pass.

Students shall receive compensated passes in whole unit at first, second and third year, or Intensive courses where they achieve a weighted average mark in the Marginal Fail category (30% to 39%) for the summative assessment(s) within that unit. Students on undergraduate courses shall receive a compensation pass for a unit only if the unit mark falls in the marginal fail category (30%-39%, and if they have achieved an overall average of 40% or greater across the level of study. A compensated mark shall be applied only once per academic year.

Normally if a student has more than one grade in the marginal fail range, only the highest one will be compensated.

In the case of a compensated mark, the recorded mark shall be the actual mark achieved.

Failing students enrolled on three-year programme may request to repeat their year of study, but only once per academic year, and no more than twice during the whole course.

Failing students enrolled on intensive programmes may request to repeat their year of study, but only once in their career.

7.2.4 Re-assessment

Students shall always be required to undertake re-assessment in units in which they have not achieved a weighted average mark of at least 30 in levels 3, 4, 5 and 6.

Students shall also be required to undertake re-assessment in units at levels 3, 4, 5 and 6 where they have a mark in the Marginal Fail category but where compensation cannot be applied.

Where a student does not achieve the weighted average mark that is required to secure a pass in a unit and cannot be considered for compensation, they shall be re-assessed only in those elements of assessment within a unit that they have failed, except where the approved Programme Specification specifically prescribes otherwise. The mark for any unit in which a student is re-assessed shall be capped at 40 for units at level 3, 4, 5 and 6.

For all re-assessment, the highest mark achieved for each element in any attempt should be used when calculating the new weighted average mark.

Where students have achieved a weighted average mark of 40 or higher in a unit at level 3 or 4, they may not be reassessed in

any part of the unit, except where the Programme Specification specifically prescribes otherwise. Where students have achieved a weighted average mark of 40 or higher in a unit at level 5 or 6, they may not be reassessed in any part of the unit, except where the Programme Specification specifically prescribes otherwise, or where there are approved Exceptional Factors as per Regulation "9. Exceptional Factors".

No re-assessment shall enable students to attain a unit mark above the pass level, except where they have been permitted to be re-assessed as if for the first time due to approved Exceptional Factors.

Students shall have an automatic right to one re-assessment opportunity in a unit. Students unable to redeem the initial failure following reassessment will fail the programme and be withdrawn from the School.

Where students fail in up to and including 105 credits in a standard academic period for the programme on which they are registered, they will be required to undertake re-assessment between the end of that standard academic period and the beginning of the next, as long as the relevant Assessment Board determines that the necessary access to facilities and/or support can be provided.

Where students fail in 120 credits within a standard academic period for the programme on which they are registered, they will be entitled to be re-assessed contingent upon their having attained a weighted average of 20% or greater in at least one Unit.

Those students who meet these criteria for 120 credits of re-assessment will be required to undertake re-assessment with attendance in the next standard academic period.

If it is established through the Exceptional Factors Procedure that a student's absence, failure to submit work or poor performance in all or part of an assessment for an award was due to illness or other exceptional factors found valid on production of acceptable evidence, the student shall have the right to be re-assessed as if for the first time in any or all of the elements of assessment. If an assessment affected by exceptional factors was itself a second attempt, the student shall be permitted to be reassessed again as if for the second time.

Where a student has approved Exceptional Factors that do not cover all failed elements of assessment within a unit, the unit mark shall not be capped where, following reassessment, the mark(s) from the first sit of the element(s) not covered, produce a weighted average unit mark of 40 or above.

Where a student requires reassessment in an examination at any level, and where Exceptional Factors have been approved for the first assessment or the standard reassessment period, an alternative reassessment shall be provided for the student to attempt in advance of the commencement of the subsequent academic year, except where this is explicitly prohibited by a Professional, Statutory or Regulatory Body. Any alternative reassessments must be approved by the External Examiner to ensure that they permit the Unit Learning Outcomes to be achieved.

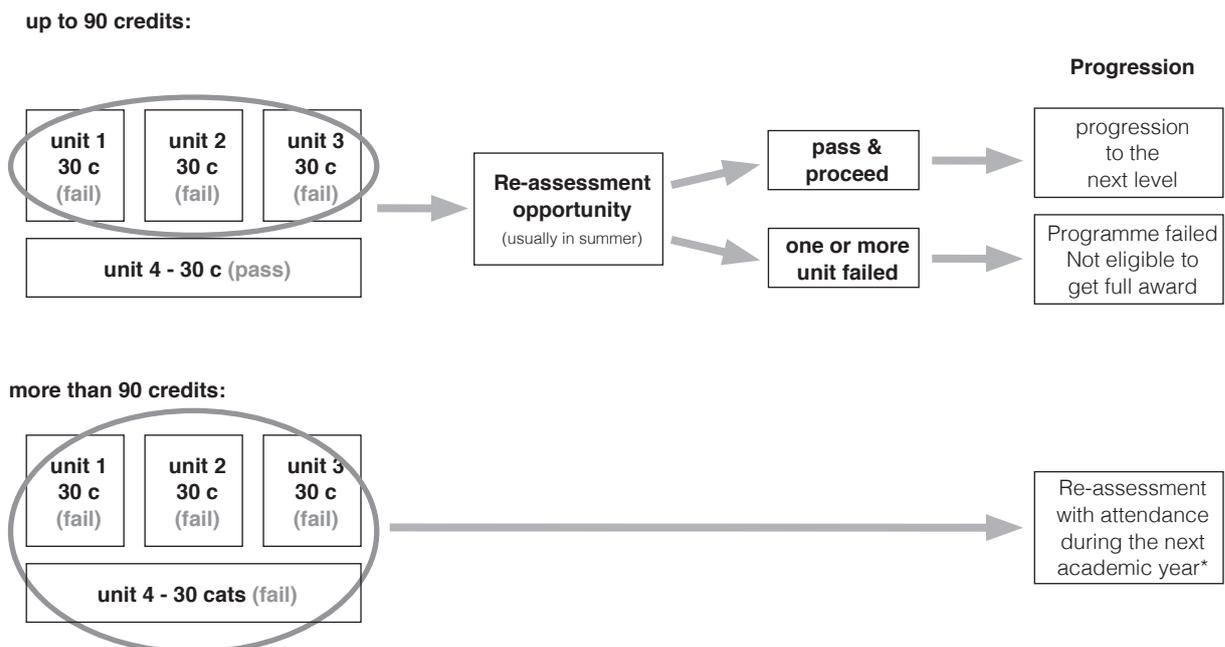
Where a student at Level 3 or 4 has approved Exceptional Factors having already achieved a Unit weighted average of 40% or greater through earlier assessment, that student will be recorded as having passed the Unit and shall not be permitted to undertake further assessment within the Unit.

For the award of a Bachelor's degree where a student at level 6 has not completed one element of a 15 or 30 credit unit because of approved exceptional factors, the Assessment Board may allow the mark for the other assessment in the unit that the student has completed to stand as the mark for the unit as a whole, provided that, in the academic judgement of the Board, the student has demonstrated that he/she has met the learning outcomes for the programme through the assessment that he/she has completed. In such cases, the student will not have a further assessment opportunity in the unit. The decision of the Board to apply this regulation should not affect the classification.

In cases where it is not practicable for a student to be reassessed in the same elements and/or by the same methods as at the first or any subsequent attempt, including for elements that are no longer current within the programme for which they are registered, the relevant Assessment Board shall make appropriate alternative arrangements. Any alternative (re) assessments must be approved by the External Examiner to ensure that they permit the Unit Learning Outcomes to be achieved.

Where appropriate, and subject to an approved Personal Learning Plan (PLP), reasonable adjustments to assessments shall be made for students with a disability. Wherever possible, such reasonable adjustments shall enable the student to undertake the standard assessment task. Where the nature of a student's disability makes it impossible for a certain form of assessment to be used, the relevant Head of Department must ensure that any alternative assessment is of the same standard and presents a comparable level of challenge.

7.2.5 Visual Representation of Undergraduate Reassessment Regulations



*Subject to attain a weighted average of 20/100 or greater in at least one unit.

7.2.6 Repeat Assessment

A student who has failed any individual unit is entitled to repeat that unit with attendance on one occasion only.

7.2.7 Award and Classification of a BA (Hons) Degree

To qualify for the award of a Bachelor's degree with Honours, students must achieve passes or condoned passes in whole units to the required credit value at each of levels 4, 5 and 6. To qualify for the award of a Bachelor's degree at the Pass level (a Pass Degree), students must meet all of the following requirements:

- achieve passes or compensated passes in whole units to the required credit value at each of levels 4 and 5;
- achieve a mark of 40% or higher in at least 60 credits at Level 6;
- achieve the programme learning outcomes;
- satisfy the overall requirements for a Pass Degree (that are set out in the programme specification).

Calculation of the Final Grade

The classification that is awarded to a student shall be determined by applying whichever of the two classification methods set out below is more beneficial to the student:

Method 1: Weighted average classification

The classification shall be determined according to an overall weighted average mark (M), which shall be calculated for each student based on a contribution of 25% of the weighted average from units at level 5 combined with 75% of the weighted average from units at level 6. The resulting overall weighted average, expressed as a mark out of 100, shall then be applied to the following classification table to determine the class of degree to be awarded:

- An overall weighted aggregate mark from 70% to 100% will lead to the award of a First Class Honours Classification
- An overall weighted aggregate mark from 60% to 69% will lead to the award of a Class Two, Division One (Upper Second) Honours Classification
- An overall weighted aggregate mark from 50% to 59% will lead to the award of a Class Two, Division Two (Upper Second) Honours Classification
- An overall weighted aggregate mark from 40% to 49% will lead to the award of a Third Class Honours Classification

Method 2: Profiling Classification

The classification shall be determined with reference only to the marks in level 6 units, according to the following classification table:

Credit Profile (from 120 credits at Level 6)	Together with minimum mean mark in Level 6 units	Honours Classification
At least 60 credits with marks \geq 70%	68%	First Class
At least 60 credits with marks \geq 60%	58%	Class Two, Division One (Upper Second)
At least 60 credits with mark \geq 50%	48%	Class Two, Division Two (Lower Second)
At least 60 credits with mark \geq 40%	40%	Third Class

A student who does not qualify for the award of a Bachelor's degree with Honours may, once s/he has exhausted all of the re-assessment opportunities to which s/he is entitled, be awarded a Pass without Honours, contingent upon having been assessed in whole units to the value of 120 credits at level 6 and upon their passing of whole units to the value of 60 credits at level 6.

7.3 Postgraduate Assessment Regulations

Students must pass or otherwise be credited with the specified number and level of credits for any award for which they are eligible in order to gain that award. A final award shall only be granted to students who have demonstrated achievement of the learning outcomes for the programme on which they are registered.

Manchester Met courses: Students may normally take a maximum of 120 taught credits in a standard academic period for the programme on which they are registered, and a maximum of 180 credits in a 12-month period.

The assessment scheme for a unit shall comprise an approved combination of summatively assessed elements and shall be determined with respect to the learning outcomes of that unit.

All elements of summative assessment within a unit shall be marked out of 100.

The weighted average mark for the unit shall then be calculated from the marks for the individual elements of summative assessment. The weighted average mark for the unit shall also be expressed as a mark out of 100.

Marks are expressed as whole numbers, with standard rounding conventions applied to two decimal places. Unit/Award marks with a weighted average of $\times 0.49$ and below will be rounded down to the nearest integer. Those with a weight average of $\times 0.5$ and above will be rounded up to the nearest integer.

Summative assessment marks shall be subject to internal and, where appropriate, external moderation before final confirmation by the relevant Assessment Board, in accordance with the School's Procedures for the Verification, Marking and Moderation of Assessments.

All unit marks are subject to formal ratification by an Assessment Board. Ratification by an Assessment Board shall preclude any further consideration of the marks or awards at a later stage, except where a material error, failure to follow due process or serious academic or other misconduct is subsequently identified, or where a student is found to have valid Exceptional Factors entitling them to reassessment.

The School has in place a range of mechanisms and penalties for handling plagiarism and other forms of Academic Misconduct. Where serious academic misconduct is proven after a student's completion of study, the Academic Board retain the authority to retrospectively revoke an award.

7.3.1 Grading System

Mark	Outcome	Descriptor (to achieve the banding on the left)
0-39	Fail	Unit Learning Outcomes not achieved
40-49	Marginal Fail	Most unit Learning Outcomes achieved at threshold level
50-59	Pass	Adequate criteria have been met as directed in the brief, a basic understanding demonstrated
60-69	Pass	Adequate criteria have been met as directed in the brief; a developed understanding has been demonstrated in a well-structured manner
>70	Pass	A demonstration of additional ideas and approach expanding on those directed in the brief. High level of understanding and creativity

7.3.2 Visual Representation of Postgraduate Assessment Regulations

	element 1 = 50%		element 2 = 50%	=	unit grade	⇒	assessment result
all levels years	element 1 38	+	element 2 40	=	38	⇒	fail => see re-assessment
all levels years	element 1 42	+	element 2 48	=	45	⇒	marginal fail => see compensation
all levels years	element 1 42	+	element 2 66	=	54	⇒	pass
all level years	element 1 52	+	element 2 86	=	69	⇒	pass

7.3.3 Progression

Students' progression through programmes shall be determined by their performance in, and engagement with, the summative assessments in the units on which they are enrolled. A unit shall be passed when a student achieves a weighted average mark of 50% for the summative assessment(s) associated with the unit. Students shall be entitled to receive compensated passes in taught whole units where they achieve a weighted average mark in the marginal fail category (40% to 49%) for the summative assessment(s) associated with such unit(s), and have achieved an overall average of 50% or greater across the total taught credits for the relevant award. For the purposes of identifying whether a student is eligible for compensation, the average across the total taught credits should be calculated using uncapped marks. Students with an incomplete taught credit profile will not be considered for compensation.

Where multiple units are eligible for compensation, the units compensated shall be those most advantageous to the student. For example, if the highest compensable unit mark is a 15-credit unit and the second highest is for a 30-credit unit, the 30-credit unit should be compensated.

A compensated pass in a unit may not be a sufficient prerequisite for an associated unit within a programme. Where this is the case, it shall be made clear in the approved Programme Specification for the programme. Where a unit must be passed and may not be compensated, this shall be specified in the approved Programme Specification.

Students who receive a compensated pass in a unit shall be granted the credits associated with the unit. The mark that is recorded for the unit shall, however, be the actual mark achieved. The School operates a late submission window at all levels of study, whereby a student who has failed to submit a summative assessment by the published deadline may submit within a defined period for a capped mark. Late submissions will be accepted up to five working days after the original deadline. The mark for any assessment submitted during this period shall be capped at 50%.

The overall Unit mark will not automatically be capped, and application of such a cap shall not be considered as a reassessment, nor shall it impact upon a student's reassessment opportunities elsewhere in the Unit. Where, following a late submission, a student has approved Exceptional Factors that cover the original submission period, the mark for the assessment will revert to the original, uncapped, grade. Students shall not be entitled to undertake reassessment in any element(s) with a capped mark of 50% applied as a result of late submission.

Any work submitted more than five working days following the deadline specified shall be marked as 0%, unless the student has received an approved application for exceptional factors.

7.3.4 Reassessment

Students shall always be required to undertake re-assessment in units in which they have not achieved a weighted average mark of at least 40%. Students shall also be required to undertake re-assessment in units where they have a mark in the marginal fail category but where compensation cannot be applied. Where a student does not achieve a weighted

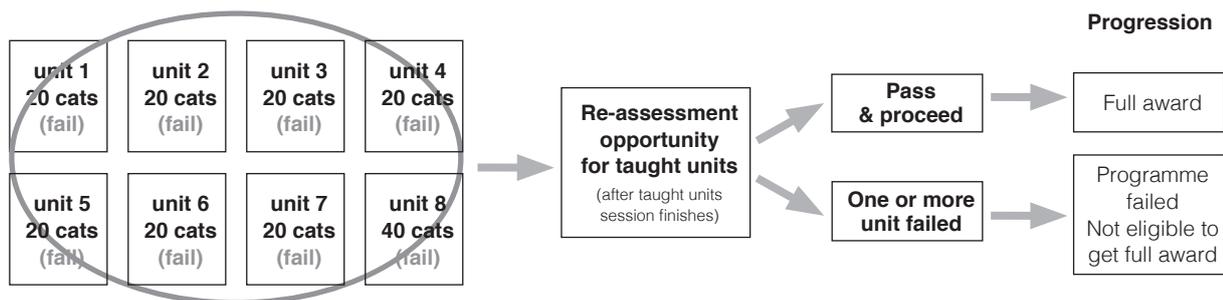
average mark of at least 50% for a unit, and cannot be considered for compensation, they shall be re-assessed only in those elements of assessment within a unit that they have failed, except where the approved Programme Specification specifically prescribes otherwise. For all re-assessment, the highest mark achieved for each element in any attempt should be used when calculating the new weighted average mark. Where students have achieved a weighted average mark of 50% or higher in a unit, they may not be re-assessed in any part of the unit, except where the Programme Specification specifically prescribes otherwise or where there are approved Exceptional Factors as per Regulation "9. Exceptional Factors". Students shall have an automatic right to one opportunity of reassessment in all units. Students unable to redeem the initial failure following reassessment will fail the programme and be withdrawn from the School.

The mark for any unit in which a student is re-assessed shall be capped at 50%. If it is established through approved Exceptional Factors that a student's absence, failure to submit work or poor performance in all or part of an assessment for an award was due to illness or other exceptional factors found valid on production of acceptable evidence, the student shall have the right to be re-assessed as if for the first time in any or all of the elements of assessment.

If an assessment affected by exceptional factors was itself a reassessment, the student shall be permitted to be reassessed again as if for the second time.

Where a student has approved Exceptional Factors that do not cover all failed elements of assessment within a unit, the unit mark shall not be capped where, following reassessment, the mark(s) of the element(s) covered by Exceptional Factors, when combined with the mark(s) from the first sit of the element(s) not covered, produce a weighted average unit mark of 50 or above. Where a student requires reassessment in an examination, and where Exceptional Factors have been approved for the first assessment or the standard reassessment period, an alternative reassessment shall be provided for the student to attempt, except where this is explicitly prohibited by a Professional, Statutory or Regulatory Body. Any alternative reassessments must be approved by the External Examiner to ensure that they permit the Unit Learning Outcomes to be achieved. Where appropriate, and subject to an approved Personal Learning Plan (PLP), reasonable adjustments to assessments shall be made for students with a disability. Wherever possible, such reasonable adjustments shall enable the student to undertake the standard assessment task. Where the nature of a student's disability makes it impossible for a certain form of assessment to be used, the relevant Program Leader and the Director of Education must ensure that any alternative assessment is of the same standard and presents a comparable level of challenge. In cases where it is not practicable for a student to be reassessed in the same elements and/ or by the same methods as at the first or any subsequent attempt, including for elements that are no longer current within the programme for which they are registered, the relevant Assessment Board shall make appropriate alternative arrangements. Any alternative (re)assessments must be approved by the External Examiner to ensure that they permit the Unit Learning Outcomes to be achieved.

7.3.5 Visual Representation of Postgraduate Reassessment Regulations - Manchester Met courses



7.3.6 Awards and classification

The approved Programme Specification for each taught postgraduate programme leading to, or incorporating, the award of a Postgraduate Certificate, a Postgraduate Diploma or a Master's Degree shall state explicitly the learning outcomes to be met by students in order to achieve each award.

Postgraduate Certificates, Postgraduate Diplomas and Master's Degrees may be awarded at Pass level, with Merit, or with Distinction.

For an award to be made at Pass level, a student must pass or otherwise be credited with all of the units that make up the specified number and level of credits for the award.

For a Postgraduate Certificate, Postgraduate Diploma or Master's Degree to be awarded with Merit, a student must gain an overall average of 60%.

For a Postgraduate Certificate, Postgraduate Diploma or Master's Degree to be awarded with Distinction, a student must gain an overall average of 70%.

Where the Assessment Board is satisfied that there is sufficient evidence of the student's achievement, or this evidence is subsequently obtained, the student may be granted the award for which he or she is a candidate, with or without Merit or Distinction as appropriate. In order to reach a decision an Assessment Board may assess the candidate by whatever means it considers appropriate.

8. EXCEPTIONAL FACTORS

Throughout their studies, students are required to complete and submit, or sit, a wide range of assessments. This will require students to balance their workload and time management skills to ensure that assessments are submitted to stated deadlines.

However, the School recognises that illnesses and difficult or distressing life events do occur, outside of students' control, and that it is a normal part of life to have to manage these and continue with work or study. Such circumstances may prevent students from completing assessments and any Exceptional Factors should be considered when determining students' results. The Exceptional Factors policy determines how, and against what criteria, students can make formal submission for consideration of any Exceptional Factors that they consider have affected their performance in assessment.

The purpose of this procedure is:

- (i) to clarify the types of serious adverse events and / or circumstances that the School will consider as Exceptional Factors and to set out the process by which Exceptional Factors claims are to be submitted and considered;
- (ii) to ensure fair and equitable treatment of all students when considering Exceptional Factors, including appropriate provision for disabled students and those with chronic conditions.

8.1 What are Exceptional Factors?

Exceptional Factors are exceptional, short-term events which have a serious impact on a student's assessment in

one of two ways:

(i) Preventing the student from attending, completing or submitting an assessment on time;

(ii) Significantly affecting performance in an assessment.

Exceptional Factors are serious events which impact upon performance.

Exceptional Factors must be:

- Severe: The event or circumstance must have had a serious impact on assessment performance;
- Unexpected: The student must have had no prior knowledge that a particular event would occur;
- Unpreventable: There must have been no reasonable steps that the student could have taken to prevent the event or circumstance from occurring;
- Relevant: The event or circumstance must have occurred at the time of the assessment or during the period immediately leading up to the assessment;
- Evidenced: The claim for Exceptional Factors must meet the requirements for independent documentary evidence that are outlined in this policy.

It is important to note that even if extremely difficult or distressing events have occurred, these are not in themselves Exceptional Factors.

There must also be evidence of a demonstrable adverse effect on academic performance, which may take various forms, including:

- That the student has been unable to submit work by a deadline date or attend a presentation, test or examination;
- That the event or circumstances have meant that the student has underperformed in the assessment task;
- Changes in circumstances.

Long-term life and other circumstances may come within the scope of the Exceptional Factors procedures if there is a serious, unpredictable and unpreventable increase in their severity at the time of the assessment or in the period immediately leading up to the assessment. Full independent documentary evidence in support of the exacerbation of the circumstances (not just evidence of the circumstances themselves) would be required.

Exceptional Factors are (for example):

- Illness / Injury / Hospitalisation
- Bereavement (close relative)
- Personal / emotional problems due to a trauma
- Victim of a crime
- Court attendance.

8.2 What are not Exceptional Factors?

All students are expected to conduct their work and study with maturity and diligence, and to cope with what could be reasonably considered normal life events. In addition, students should try to avoid situations which might otherwise lead to Exceptional Factors claims, and should try to limit adverse effects on academic performance.

Exceptional Factors are not a substitute for academic performance and should not be submitted as an insurance against possible poor performance. The acceptance of Exceptional Factors will not result in individual marks being raised.

Examples of situations which could have been avoided, or in relation to which a student could have acted to limit the impact of the circumstances, include:

- late submission of coursework / missed deadlines (after 5 working days after the deadline);
- non-availability of books or other resources;
- lost or not backed-up coursework;
- financial problems (other than cases of the most extreme hardship);
- house moves, family celebrations or other events where the student either has control over the date or may choose not to participate;
- problems with postal delivery of work (students are advised to obtain receipts for assessments submitted in this manner);
- normal work commitments reducing time available for study or coursework;
- appointments (legal, medical, etc) which could be re-arranged;
- a long-standing condition, such as susceptibility to hay fever;
- misreading the examination timetable;
- over sleeping / alarm clock not going off causing a student to be late for or miss an exam or assessment;
- holidays or travel.

Long-term life circumstances such as a disability or a chronic/ ongoing medical condition are not dealt with under the Exceptional Factors Procedures. If a student has a disability or medical condition that may affect their assessment, they should seek advice from the School at the beginning of their studies, so that a suitable Personal Learning Plan (PLP) can be drawn up. Where appropriate, a PLP may include adjustments to the normal assessment requirements.

Where a student with a long-term life circumstance experiences an Exceptional Factor that is unrelated to their disability, then the student must submit a claim under the normal procedures outlined below.

If a disability or a chronic / ongoing medical condition worsens significantly, or such a condition develops following the commencement of the programme of study, students should seek advice from the School. In some cases, this may result in a revised PLP being prepared for the student.

8.3 Submission of Independent Evidence

Claims for Exceptional Factors will not be considered unless they are supported by independent documentary evidence. Please note that owing to the Covid-19 pandemic, the requirements set out below will not apply during Term 1 2020. The decision will be made before the end of the term about whether they will be reinstated for Terms 2 and 3 in 2021.

The Exceptional Factors Form (see Appendix 1 "Forms and Templates") may be submitted even if the documentary evidence is unavailable at the time of submission; however, the EF1 must include the date when the evidence will be available (no later than 5 working days following submission). The claim will be considered once the documentary evidence has been received. If it is judged that the evidence could have been reasonably expected to have been submitted on time, then the claim will be rejected.

Likewise, evidence must be obtained when the Exceptional Factors are present. Post-dated evidence will not be accepted unless it can be demonstrated that the evidence could not have been obtained at the time.

Independent evidence would normally be on headed paper written and signed by an appropriate third party, giving details of the circumstance, its dates and /or duration, and, where possible, its impact. An appropriate third party would be one who knows the student in a professional capacity or one who can verify the circumstance from a position of authority (e.g. police officer, solicitor, doctor...) and who is in a position to provide objective and impartial evidence. The School reserves the right to check on the validity of the document(s) submitted by contacting the third party directly.

All evidence must be provided in English (Istituto Marangoni London) or English/French (Istituto Marangoni Paris). If

the documentary evidence is not in the above-mentioned languages, it is the student's responsibility to ensure that it is accompanied by a translation which has been certified as correct by a Public Notary or translated by an accredited translator (i.e. be a member of the Association of Translation Companies).

Students are advised to keep their tutor(s) informed of Exceptional Factors and ask them to provide a supporting statement on their application if relevant and appropriate.

A student must submit medical evidence in support of an Exceptional Factors claim related to illness. Any medical certificates / notes must:

- relate specifically to the dates and duration of the illness;
- contain a clear medical diagnosis or opinion and not merely report the claim that the student felt unwell, nor report any claim that there was reason to believe that the student was ill.

Neither the School nor any of its officers will undertake to obtain medical certificates on behalf of students.

The School will not normally consider claims for Exceptional Factors that relate to long-standing controlled conditions. This is because the student would normally have had the benefit of experience, medical knowledge or help to control the condition.

8.4 Submission Procedures

Normally, a claim is made by means of an Exceptional Factors Form (EF1) completed by the student. Where exceptionally a student is unable to complete the EF1 for valid reasons, it may be submitted by an appropriate 3rd party. All claims must be submitted on the EF1 for all units affected. Only Exceptional Factors reported in this way will be taken into account. Discussing Exceptional Factors with members of staff does not constitute a submission of a claim for Exceptional Factors.

The EF1 should record exactly which elements of assessment have been affected and link them to the particular unit(s) for which they have been set.

Students are expected explain why the circumstances were serious and how they affected her or his performance in, ability to attend, complete on time, or submit the element of assessment. The explanation should also relate the dates of the circumstance(s) and the assessment(s) carefully to the reasons given.

Each EF1 submitted will be considered on one occasion only.

Therefore, a separate EF1 with supporting documentation must be completed and submitted on each separate occasion for each period of assessment to which the Exceptional Factors relate.

Any notification of Exceptional Factors must show that their timing was such that it might have adversely affected assessment and must include evidence of the timing.

If there are Exceptional Factors which adversely affect a range of assessments, or if there are non-academic reasons which will adversely affect performance over a longer period, the student may wish to discuss some other course of action with the relevant Programme Leader / Tutor.

This may include intercalation or repeating the level of study.

8.4.1 Confidentiality / Personal Information

The confidential nature of information provided by students will be respected by the School in accordance with data protection requirements. Normally, such wishes will be respected unless to do so would be against the best interests of the School community or the interests of safety or security to any person.

8.4.2 Retrospective Claims

Retrospective claims are not permitted. Students who have access to the internet via a smartphone or other device, must submit a claim in advance of, or on the assessment / assignment submission day. Submission after the date of an assessment / assignment will only be considered if compelling documentary evidence is provided. An example of a compelling argument is that the student was hospitalised and could not access their phone.

Claims will not be accepted after the publication of results following the meeting of the Assessment Board.

8.4.3 Appeals

When students receive a decision on their Exceptional Factors claim they will have the right to submit an appeal against the decision through the Academic Appeals procedure. An appeal must be submitted within 10 days of the decision being issued.

8.5 Consideration of Exceptional Factors

Exceptional Factors claims are dealt with on a case by case basis. Exceptional Factors reviewers (normally Academic and Student Services Manager together with the Director of Education) have delegated authority from Academic Board, via the Assessment Board, to consider and make decisions on Exceptional Factors.

Reviewers decide whether the circumstances described by students are valid Exceptional Factors or not, and assess whether or not they are likely to have adversely affected performance. Reviewers notify these decisions to students and to the appropriate Assessment Board.

In making a decision relating to an Exceptional Factors claim, Reviewers shall take account of:

- whether the Exceptional Factors cited are genuinely circumstances beyond the student's control or ability to foresee, and whether they may seriously impair the student's assessment attempt;
- the severity of the event or circumstance;
- the length of time it lasted;
- the closeness in time of the event or circumstance to the assessment(s);
- whether all / other assessment(s) might be equally affected;
- whether there is verifiable and current third party evidence to support the request for deferral;
- In the case of coursework submission, to determine where appropriate a revised submission date.

Decisions taken through the Exceptional Factors procedure shall be accepted by the Assessment Board without discussion.

A record shall be kept of all cases considered through the Exceptional Factors procedure and the decisions made.

8.6 Approval of Exceptional Factors

Students will normally receive a response to their Exceptional Factors claim within 5 working days of submission.

If it is decided that a student's absence, failure to submit work, or poor performance, was due to a valid and acceptable cause, the normal outcomes are:

- For the student be assessed or reassessed as if for the first time, or without further penalty if already reassessed, in the unit in any or all of the assessments which were adversely affected. This will apply irrespective of whether the student has passed or failed the assessment concerned. This means that the student has another assessment opportunity, without being affected by Exceptional Factors.
- In cases where Exceptional Factors claims relate to coursework, the student may be offered an extension to the published submission date.

If the student has already achieved a pass mark and is claiming underperformance, then the student will be given the opportunity to take the assessment or reassessment again as if for the first time. Outcomes of assessment will be determined in accordance with the School's Assessment Regulations; and if the assessment or reassessment has not been taken or submitted then the student will be given the opportunity to sit or take that assessment at the next available opportunity.

Students with Exceptional Factors would normally be required to undertake an assessment as if for the first time (or second / third time in the case of Exceptional Factors affecting reassessment), unless they were unlikely to be able to complete further assessment as a consequence of the circumstances. In such cases, the Fitness to Study Policy will apply.

A student whose health (or other) problems have prevented her / him making academic progress in the previous session, for example, in a second repeat of Year 1, will be referred to the Fitness to Study Policy to identify a suitable course of action.

If it is decided that a student's absence, failure to submit work, or poor performance was not caused by Exceptional

Factors, or that the claim and / or evidence provided does not demonstrate Exceptional Factors, the claim will not be accepted.

The decision taken through the Exceptional Factors procedure is final and any challenge to these decisions must be submitted via the Academic Appeals Procedure.

8.7 Student Sickness Certification Procedure

Students must inform Student Services regarding absence due to illness as soon as possible.

Medical Certificates or other signed statements are only required where a student is:

- absent due to illness for 7 or more days and / or
 - absent due to illness from an examination or assessment
- Illnesses of one to six days duration should be reported to the Student Services using the Student Self Certificate for Absence due to Illness.

9. PROCEDURE FOR HANDLING ACADEMIC MISCONDUCT

Assessment, in any form, is the means by which the School tests whether a student has achieved the objectives of their programme of study and the standards of an award. It is a fundamental principle that students are assessed fairly and on equal terms.

Any attempt by a student to gain unfair advantage over another student in the completion of assessment or to assist someone else to gain an unfair advantage shall be considered as academic misconduct.

The School has a duty to ensure that the highest academic standards are maintained in the conduct of assessment. The proper discharge of this duty is essential to safeguard both the legitimate interests of students and the School's reputation. Alleged academic misconduct which threatens the integrity of the School's assessment procedures and the maintenance of its academic standards is viewed as a serious offence and will be thoroughly investigated.

The School has the authority to impose penalties on students who are found to have committed acts of academic misconduct in any form of assessment. Such acts may include cheating, plagiarism, collusion or other forms of attempting to gain an unfair advantage.

In cases of academic misconduct, it is not necessary for intent to be proven. It is sufficient that the particular act has occurred. A case will be considered on the basis of evidence. Where it is suspected that any form of academic misconduct has been committed, all evidence must be collected, collated and, prior to consideration of the case, made available to those hearing the case and to the student. It is the student's responsibility to provide such evidence to a representative.

Penalties for academic misconduct range from failing a student in part or all of his/her assessment(s), to recommending expulsion of the student in the most extreme cases.

9.1 Definition

Academic misconduct is defined as any action or omission by a student that has the potential to give an unfair advantage in any assessment.

Misconduct can be defined under two headings:

- Offences relating to formal written invigilated examinations;
- Offences relating to assessed work other than written examinations.

In addition to written coursework this includes: practical work, models, garments, sculptures and artwork, final projects.

The indicative definitions given below are not intended to constrain or determine the findings of fact by Assessment Disciplinary Committees and there may be other acts or behaviours that result in a student being penalised through this procedure.

9.2 Offences relating to assessed work

Offences relating to assessed work other than written examinations, many of which will be regarded as plagiarism, include, but are not limited to, the following:

- unacknowledged incorporation of another person's work;
- unacknowledged summarising of another person's work;

- unacknowledged and/or unauthorised use of the ideas of another person;
- copying the work of another person with or without that person's knowledge or agreement and presenting it as one's own;
- the representation of another person's work, without acknowledgement of the source, as one's own;
- the presentation of data in reports, projects, research degree theses etc based on experimental work falsely purported to have been carried out by the student, falsified data or data obtained by unfair means;
- the submission as entirely his/her own of collaborative work;
- the completion of work with another person which is intended to be submitted as a candidate's own unaided work;
- actions which enable another student to access / copy all or part of his / her own work and to submit it as that student's own unaided work;
- the use of third parties and/ or websites to attempt to buy assessments or answers to questions set;
- gaining access to any unauthorized material relating to an assessment prior to the release date of such information;
- using materials created by others and passed off as the student's own;
- the inclusion in coursework of any material which is identical or similar to material which has already been submitted for any other assessment within the School or elsewhere, for example, submitting the same piece of coursework for two different units;
- the provision of falsified information that has the potential to give a student an unfair advantage.

9.3 Offences relating to formal invigilated examinations

Offences relating to formal invigilated examinations may include, but are not limited to, the following:

- non-compliance with examination regulations;
- copying or attempting to copy from any other candidate during an examination;
- communicating during an examination with any person other than the invigilator(s) or other authorised members of staff except insofar as the examination regulations may specifically permit this, e.g. in group assessments;
- introducing into the examination room or being in possession of any written or printed material(s) or any electronically stored information unless expressly permitted by the examination and/or assessment regulations;
- being in possession of, or obtaining access to, a copy of an examination question paper in advance of the date and time for its authorized release (this covers both 'seen' and 'unseen' papers);
- disruptive behaviour in an examination;
- being party to personation, where an individual assumes the identity of another person with intent to deceive, for example, by sitting or attempting to sit an examination or test in the place of the student who should be sitting it;
- continuing to write after the invigilator has announced the end of the examination;
- the provision of falsified information that has the potential to give a student an unfair advantage.

9.4 Examination Regulations

A schedule of formal, timed examinations, which will show the date and time and location of each examination, will be published at least 10 working days before the date of any examination shown in the schedule other than in exceptional circumstances (including, but not limited to, examinations being rescheduled due to evacuation, late acceptance of Appeals, etc.). Students shall be responsible for ensuring that they are aware of the assessment requirements for the programme on which they are registered, including the timing, location and venue of any invigilated examinations.

Candidates for invigilated examinations:

- shall be present at least ten minutes prior to the starting time of examinations;
- shall be admitted to the examination room upon instruction by the invigilator(s) and may enter at any time during the first thirty minutes of the examination;

- shall not be permitted to enter the examination room after the first thirty minutes of the examination;
- shall not leave the examination room during the first thirty minutes of the examination or the last fifteen minutes of the examination except in an emergency;
- shall present their student card;
- shall comply with any notices and/or instructions issued prior to, at the commencement of and/or during an examination relevant to their conduct;
- Shall comply with any instructions given to them during the course of the examination(s) by the invigilator(s);
- shall not remove any item of examination stationery from the examination room, except for the examination question paper.

Where it is not permitted to remove the question paper this shall be explicitly stated on the front page.

- shall not use any stationery other than that issued specifically for the purpose of the examination, or which they have been instructed to bring with them and is stored in a transparent pencil case only;
- shall not bring to or use in an examination any form or type of calculator, computer, tablet, smartphone or smartwatch, except such as has been specifically permitted for the examination;
- shall not use any unauthorized book, dictionary, manuscript or other aid;
- shall not communicate with other students during the course of the examination;
- shall not access any cases, bags, book or personal belongings which are not permitted for the examination, and shall place these in an area specified for this purpose by the invigilator(s);
- shall not take any food or drink except for bottled water into examinations;
- shall ensure all telephones or other communication devices are switched off and are expressly prohibited from keeping them on their person or accessing them in any way during the examination.

The timing of invigilated examinations shall be by a clock or clocks visible to the examination candidates and the invigilator(s); alternative arrangements shall be made for students whose disability makes this impractical.

Should it be necessary to evacuate the examination room for whatever reason, candidates shall do so upon the instruction of the invigilators at the time and shall leave all examination papers, scripts, answer books, equipment and any other material related to the examination on their desks or examination work areas. They shall also leave any personal belongings deposited in the area specified unless instructed otherwise by the invigilators, and they shall assemble in such place and in such manner as the invigilators shall instruct and without communicating with each other in any way on the subject of the examination. The invigilators shall at all times have the authority and discretion to instruct examination candidates in such a way as they may deem appropriate having regard for the safety of the candidates under the circumstances prevailing at the time.

There shall be a minimum of one invigilator present for the duration of an invigilated examination at which multiple students are sitting, and in addition there shall be present at the commencement of the examination such staff as may be necessary for the purpose of verifying the accuracy of the examination question paper(s) and for issuing, orally or otherwise, any instruction with regard to any apparent error therein.

Invigilators shall have the authority to exclude from any examination a candidate whose conduct in the opinion of the invigilator warrants this and to refer the matter to the Assessment Disciplinary Committee.

Students who fail to attend any examination or assessment must produce at the earliest opportunity evidence detailing the reasons for the absence, in line with the Procedure for Consideration of Exceptional Factors.

9.5 Developmental Engagement

For students undertaking studies at levels 3 and 4 where academic misconduct is not extensive and is a first offence,

the Programme Leader will meet with the student to inform him / her of the details of the academic malpractice that may have occurred.

The student will be strongly advised to have a representative present at the Meeting.

Prior to the meeting, the student will be informed of the nature of the issue and provided with supporting information.

The student will be notified that if academic malpractice occurs in the future it will be dealt with through a formal meeting with the Director of Education and penalties will be imposed. As the meeting with the Programme Leader is developmental in nature, students should be advised how to avoid malpractice in the future, or should be referred to the Student Services for further support with assignment completion. The Programme Leader must complete a formal report which will outline the advice given, and be signed by both the student and Programme Leader. A copy should be given to the student and a copy retained for filing. A log of such meetings will be maintained in order to take appropriate action if further offences occur and provide the basis for reporting on this procedure across the School.

9.6 Penalties for academic misconduct

Re-assessments in units that are failed as a consequence of academic misconduct shall be capped at 40% for undergraduate courses and at 50% for Level 7 Master's programmes, subject to the number of re-assessment opportunities permitted under the Assessment Regulations not being exceeded. Where serious academic misconduct is found to have occurred, a student may be excluded from the School.

In case of assessed work other than written examinations, suspected incidents of academic misconduct will be investigated by the academic member of staff marking the assignment. If, having reviewed the evidence, there is no case to answer, no record of academic misconduct will be reported on the mark sheet or on the student's record. However, if having gathered the documentation relating to the case, there is evidence that a student has committed acts of academic misconduct, the full set of documentation must be referred to the relevant Programme Leader. Documentation must include the relevant assignment (annotated if appropriate), an indication of where misconduct is believed to have occurred and additional evidence to support the case for misconduct.

The following tariff of penalties shall be applied to students found to have committed acts of academic misconduct in assessed work other than examinations. The tariff indicates the appropriate level of engagement, which will depend on the severity of the offence and the potential penalty that may be imposed.

The tariff indicates the appropriate level of engagement, which will depend on the severity of the offence and the potential penalty that may be imposed.

9.6.1 Offences relating to assessed work other than written examinations

In all cases, suspected incidents of academic misconduct will be investigated by the academic member of staff marking the assignment. If, having reviewed the evidence, there is no case to answer, no record of academic misconduct will be reported on the mark sheet or on the student's record. However, if having gathered the documentation relating to the case, there is evidence that a student has committed acts of academic misconduct, the full set of documentation must be referred to the relevant programme leader. Documentation must include the relevant assignment (annotated if appropriate), an indication of where misconduct is believed to have occurred and additional evidence to support the case for misconduct.

The following tariff of penalties shall be applied to students found to have committed acts of academic misconduct in assessed work other than examinations. The tariff indicates the appropriate level of engagement, which will depend on the severity of the offence and the potential penalty that may be imposed.

Students on Level 3 or 4 of Undergraduate Programmes

Type of Misconduct	Penalty
First offence where the plagiarism or collusion does not represent more than 20% of the element of the assessment	Assignment marked and no cap applied (Type of engagement: Developmental Engagement)
First offence where the plagiarism or collusion is greater than 20% of the element of the assessment	Written Warning and a mark of 0 – With no opportunity to rework assessment – for the element carried forward (Type of engagement: Formal Meeting with Head of Department) Second offence of any degree in any unit within the same programme of study
Second offence of any degree in any unit within the same programme of study	Further Written Warning and a mark of 0 – with no opportunity to rework assessment – for the element carried forward (Type of engagement: Formal Meeting with Head of Department)
Any subsequent offence anywhere within the same programme of study	Mark of 0 for all the units the student has taken so far at that level, and imposition of a 40% cap on unit marks in all further units taken at that level (Type of engagement: Formal Meeting with Head of Department)

Students on Level 5 or 6 of Undergraduate Programmes

Type of Misconduct	Penalty
First offence at any academic level where the plagiarism or collusion does not represent more than 20% of the element of assessment	Assessment element mark capped at 40% (Type of engagement: Formal Meeting with Head of Department)
First offence at any academic level where the plagiarism or collusion represents more than 20% of the element of assessment	Mark of 0 for the element of assessment (Type of engagement: Formal Meeting with Head of Department)
Any offence at Level 5 or 6 where there is any previous offence recorded in a lower academic level	Mark of 0 for the unit concerned (Type of engagement: Formal Meeting with Head of Department)
Any offence at Level 5 or 6 where there is any previous offence recorded in the same academic level	Mark of 0 for all elements of assessment previously undertaken at that level, and 40% cap on all unit marks at the level (Type of engagement: Assessment Disciplinary Committee)

NOTE: Where an Assessment Board agrees to allow a student who is subject to the penalties described above to repeat

ab initio units on which he/she has been enrolled, or an equivalent group of units, the assessments taken by the student shall be as if for the first time, but the unit marks achieved shall be capped at 40%.

Students on taught Postgraduate Programmes

Type of Misconduct	Penalty
First offence	Element(s) of the unit in which academic misconduct occurred must be resubmitted and passed. Both the element and unit marks shall be capped at 50% (Type of engagement: Formal Meeting with Head of Department)
Any subsequent academic misconduct	Student deemed to have failed the programme (Type of engagement: Assessment Disciplinary Committee)

9.6.2 Offences relating to formal written invigilated examinations

The following tariff of penalties shall be applied to students found to have committed acts of academic misconduct in any form of invigilated examinations. The tariff indicates the appropriate level of engagement, which will depend on the severity of the offence and the potential penalty that may be imposed.

The type and nature of the misconduct must be taken into consideration when deciding on the penalty for the behaviour. The tariff

below should normally be used for acts of misconduct. However, where an act of misconduct is such that it places other students or staff at significant risk or it risks the reputation of the School, any other appropriate penalty including the expulsion of the student may be considered. In such cases the Assessment Disciplinary Committee must always hear the case.

Students on Undergraduate Program of study

Type of Misconduct	Penalty
First offence	Written Warning and mark of 0 – with no opportunity to rework assessment – for the assessment being undertaken at the time of the misconduct carried forward (Type of engagement: Formal Meeting with Head of Department)
Any second offence within the same programme of study	Unit mark of 0 (Type of engagement: Formal Meeting with Head of Department)
Any subsequent offence within the same programme of study	Mark of 0 for all units undertaken at that level, and imposition of a 40% cap on unit marks in all further units to be taken at that level (Type of engagement: Formal Meeting with Head of Department or the Assessment Disciplinary Committee where the offence may result in expulsion from the programme)

Students on Postgraduate Programmes

Type of Misconduct	Penalty
First offence	Mark of 0 for unit in which academic misconduct occurred (Type of engagement: Formal Meeting with Head of Department)
Any subsequent academic misconduct	Student deemed to have failed the programme (Type of engagement: Assessment Disciplinary Committee)

9.7 Mitigation

When considering any case of academic misconduct, the student will be invited to submit a plea of mitigation, which they may either submit prior to or at the commencement of a formal hearing. Such a plea will be regarded as an admission of Academic Misconduct. Exceptional Factors submitted as mitigation after a meeting has taken place will not be considered. Where a student admits misconduct prior to a formal hearing, the meeting shall not normally be convened. In such cases, the Director of Education will consider the matter and impose an appropriate penalty. If a student submits a plea of mitigation prior to a developmental engagement that engagement will still take place, as its purpose is developmental and supportive. It is incumbent upon Directors of Education to consider whether or not a particular penalty should be applied or lessened in the light of any statement of mitigation submitted by a student and/or any other factors deemed relevant. Directors of Education will normally be guided by the Policy and Procedure for Consideration of Exceptional Factors when considering pleas of mitigation. It should be noted, however, that most circumstances that result in Exceptional Factors being approved for a student will not provide sufficient basis for a plea of mitigation to an Assessment Disciplinary Committee.

9.8 Expulsion of students

A student may be excluded from the School for academic reasons. Where, having examined the case before it, the finding of the School is that the student should be excluded from the programme, the Head of Department shall send a letter to the student informing them of the decision and that they may appeal the decision using the Academic Appeals Procedure. Where a student is expelled for academic reasons, his/her enrolment with the School shall be cancelled. Expelled students may not transfer to another academic programme within the School, or return to study on the original programme.

9.9 Turn it in

Turn it in is a web-based plagiarism prevention system that scans students' work for evidence of plagiarism. It accesses resources online, like journals and magazines and also previously submitted student work. In most cases students must submit their written work online, print the report (which might take up to 24 hours to generate in some cases) and submit it with the hard copy of the assessment. The information whether the assessment requires turn it in report is indicated in the Unit Handbook.

At the beginning of the Academic year students will have a workshop on how to use the software. There are also some video available online:

Turn it in website: https://guides.turnitin.com/01_Manuals_and_Guides/Student_Guides/01_Quick_Start_Guide

Few things to remember when using Turn it in:

- It does not make a judgement whether a student's work is plagiarised, it simply shows the sources that were used. The work is considered and concluded by the tutor, and in accordance with the Manchester Met rules and regulations
- Uploaded work 'stays' on the TII server and is used in consideration of the future student work.
- Only the final TII report needs to be printed and not the whole 'originality check' extended report.
- In some cases, the report might take up to 24 hours to generate.

10. FITNESS TO STUDY POLICY AND PROCEDURE

The School is committed to supporting students, and seeks to develop a positive and safe environment that enables them to engage with their studies and achieve to the best of their ability. The Fitness to Study policy is intended to inform and guide the School's response to situations where there are concerns that a student is not well enough to study, including situations where a student is unaware that they are not well enough to study.

Fitness to Study is concerned with an individual's capacity to participate fully and satisfactorily as a student in relation to their academic studies, and to the School community in general. It applies to student activities on School premises, during study/ research activities off it (for example, field work or placements); and to any other situation where conduct is brought to the attention of the School, which suggests a reasonably foreseeable risk to the health, safety or wellbeing of the student or others.

The policy is intended to be supportive but recognises that there will be a small number of cases where students do not engage with, or are unable to agree with, the support/ reasonable adjustments that are offered, and where consequently it may no longer be feasible for them to continue their studies.

At the point where the School considers a student may need to be suspended or required to withdraw from study the case will no longer be covered by 'Fitness to Study' policy and should be considered under the 'Procedure for Students at Risk of Academic Failure'; or the 'Student Code of Conduct', as judged appropriate.

10.1 Purpose and Scope of this Policy

This policy aims to:

- provide an appropriate and co-ordinated response by academic and support staff in circumstances where it is deemed a student may benefit from extra support due to ill health, and where it is not considered appropriate to apply other internal procedures such as the 'Student Code of Conduct' and the 'Procedure for Students who are at Risk of Academic Failure'.
- To encourage early intervention and active collaboration between all staff in implementing reasonable adjustments and managing situations where there are concerns regarding fitness to study.

Advice can be sought from Student Services at any point there is a concern about a student but generally a student's fitness to study may be a cause for concern as a result of a wide range of circumstances, including (but not restricted to) the following:

- a student's academic performance or personal conduct is causing concern, and is thought to be the result of an underlying physical or mental health problem;
- a student is routinely making applications through the Exceptional Factors process stating health issues, or what is thought could be the result of an underlying physical or mental health problem;
- behaviour is exhibited which although usually dealt with as a disciplinary matter, may be known to be, or suspected to be, the result of an underlying physical or mental health difficulty;
- a student's health issues are adversely affecting the health, safety or wellbeing of others;
- a student's health issues are adversely affecting the ability of others to engage successfully in learning, teaching or assessment;
- a student has told a member of staff that they have concerns about their fitness to study;
- concerns about the student's fitness to study are raised from a third party, for example a friend, housemate, a parent or other family member, or medical professional, either whilst the student is at School or engaged in School organised activities, such as placement or field trips.

10.2 Links to the School's procedure for the consideration of Exceptional Factors

High volume of students submits claims through the School's Exceptional Factors process each year. There is particular concern about those students who make multiple

applications and appear to be struggling to progress satisfactorily with their studies.

Student Services who support the Exceptional Factors process keep a record of claims and will flag up to Programme Leaders those students who are submitting multiple claims in any given year. Checks will also be made to see if these students have disclosed a disability and/or whether they have a Personal Learning Plan (PLP).

The Programme Leader will meet with the student to identify any action which may need to be taken to reduce the student's dependency on Exceptional Factors. Further advice may be sought from other staff members about the types of support that could be put in place for the student. At this point, it may be decided to enter the student into stage one of the fitness to study process.

10.3 Procedure

The procedure has two stages, based on the degree of concern and/or the perceived seriousness of the situation.

The procedure can be entered at either level, however in most cases students will enter at stage one before escalation to stage two.

a) Stage One – Informal Stage

The majority of emerging concerns can be dealt with in an informal manner through the usual School support mechanisms. At this stage the focus should be on ensuring that the student is aware of the support available to them, and how to access this support.

Concerns that develop within an academic environment should be reported to the relevant Programme Leader and Student Services.

The relevant Programme Leader will contact the student with the intention of raising and discussing specific issues and concerns and offer appropriate support.

The Programme Leader may check any relevant documents pertaining to the student such as exceptional factor claims, and personal learning plan, and consult with relevant colleagues such as the Director of Education, Student Services and Registrar (or equivalent) to determine the full scope and nature of the concerns.

The student will be invited in for a discussion, which will be conducted in a supportive and understanding manner by the Programme Leader. A record of the concerns, the actions agreed, and a review period should be determined as part of this initial process. The review period will normally be between 2 and 6 weeks, but will be determined by the Programme Leader and student concerned.

The student may be asked to moderate their behavior and/or to seek help with presenting issues by making an appointment for support, for example with the SEN Tutor, an educational psychologist etc.

The student will be invited to another meeting at the end of the review period. It is expected that in most cases students will have responded positively and taken advantage of the support available, and no further action will be required. If, however, concerns remain, the student can remain in stage one, and be invited to another review meeting at a mutually agreed time.

The student can remain in stage one, with regular review meetings planned in, as long as the Programme Leader feels this approach is working. If, however, the Programme Leader feels further action is required, the student can be moved into stage two.

b) Stage Two – Continuing concerns initiate a Review Panel (RP)

If in the view of the Programme Leader there is enough concern to warrant moving the student into stage 2 of the process, he or she will consult with Student Services and the Director of Education to discuss whether the cause for concern meets the threshold for a Review Panel meeting. If it does, the student will be given notice of the Review Panel, and informed of the purpose of the meeting.

The student will also be informed they can submit any medical evidence or (other documents they think relevant) to the panel in advance of the meeting.

The purpose of the Review Panel will be to ensure that:

- the student is made fully aware of the nature of the concerns which have been raised;

- the student's views are heard and taken account of;
- an action plan is drawn up with a suitable review period. This may include the student being referred for a medical assessment, either to their doctor, a consultant in the national health system or to a qualified mental health advisor or psychiatrist;
- the action plan is sent to the student within 7 days of the Review Panel and a record kept on the student's file;
- the student is informed of the possible outcomes if serious concerns remain.

The outcomes available to the RP are:

- to agree that no further action is required if the situation has been resolved;
- to monitor the student formally for a specific period of time. In this case, an action plan will be agreed with the student detailing any steps the student will need to take; and the support to be provided to the student, and further RP panel meeting (s) will be arranged to review progress, as agreed by the chair of the panel;
- to recommend a specific academic arrangement be put in place which may include a suspension of studies or a view that the student should be required to withdraw. The panel will endeavour in the first instance to reach agreement with the student on such arrangements.
- If agreement cannot be reached the case will be considered under the 'Procedure for Students at Risk of Academic Failure or the 'Student Code of Conduct' if it is decided the actions of the student has potentially constitute misconduct.

11. ASSESSMENT ARRANGEMENTS FOR DISABLED STUDENTS

11.1 General principle applying to the approved variation of assessment for disabled students or for exceptional cases.

A 'Disabled Student' is any student who comes within the current definition of disability outlined in the national legislator provisions and has disclosed their disability to the School.

A disabled person is "someone with a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities". Usually, at least one of the following areas must be substantially affected: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand, understanding of the risk or physical danger.

So-called 'hidden impairments are covered, such as, mental health problems; and "specific learning difficulties" such as dyslexia, dyscalculia, Attention Deficit Hyperactivity Disorder (ADHD) and Asperger's Syndrome.

Conditions such as diabetes, asthma, and epilepsy are also covered.

NB. Anyone diagnosed as having cancer, HIV infection or multiple sclerosis is covered from the point of diagnosis rather than once symptoms start to show.

Students should disclose to the School at the earliest opportunity any disability they may have requiring learning support to enable them to engage fully and satisfactorily with their academic programme and its associated assessments. Disabled students shall be assessed on equal terms with other students and in all cases students must demonstrate achievement and fulfilment of the programme's required progression and award learning outcomes through a method or methods approved by the Assessment / Academic Board or the Chair of the Board acting on its behalf.

Assessment / Academic Boards must consider disabled students' assessment results in the normal manner without adjustment, except where it can be shown that the student disclosed a disability in good time, but appropriate support was not put in place. In such cases they should make allowances for this in accordance with these regulations and guidelines and the School's assessment and other academic regulations.

Should, for whatever reason, a student's disability not be known in time for appropriate learning support to be put in place and/or for appropriate assessment adjustments to

have been made, and the Board considers the performance of the student to have been adversely affected by the disability, then the student should submit an exceptional factors claim so that the factors affecting performance in examinations can be taken into consideration.

If a disabled student is unable to be assessed by the normal methods (as set out in the Programme Specifications), the Programme Leader may approve the variation of the methods as appropriate, bearing in mind the objectives of the programme and the need to assess the student on equal terms with other students and having regard for the School's and the programme's assessment and progression principles and regulations. The Chair of the relevant Assessment / Academic Board may vary the methods of assessment on the Board's behalf and consult with the External Examiner where circumstances so warrant.

Disabled students' marks or grades for assessments shall not be raised or otherwise modified because of their condition/impairment.

The normal length of a student's programme (as specified in the Programme Specifications) may be extended where the student's difficulties make it appropriate to do so without additional financial burden. Prior to approving extensions, consultation with the Student Services is necessary to ensure provisions for disability related support are reviewed. The length of extension shall be determined having regard for the student's circumstances and needs and for any relevant professional advice received.

In order to be allowed to undergo assessment through other than the normal methods, disabled students must have provided relevant professional / specialist evidence to the School. Following discussion with a Student Services Adviser, a Personal Learning Plan will be drawn up. This must be considered and agreed by the relevant Programme Leader or his/her nominee, who will, where necessary, discuss it with the Director of Education or other senior academic manager with responsibility for the programme.

The Personal Learning Plan will also identify the student's responsibilities in the process. Personal Learning Plans, and any recommendations made in connection there with, to vary a student's methods of assessment, shall have regard for the student's programme learning and assessment requirements as set out in the Programme Specifications. Where it is felt that a proposed adjustment may not be reasonable, advice should be sought from the Student Services in the first instance.

11.2 Guidelines

Istituto Marangoni is committed to the principle of employing inclusive assessment methods which are both appropriate to course academic objectives and commensurate with meeting the additional support needs of those being assessed. In order to do so equitably, these guidelines and the procedures which follow them should be complied with.

a. Disabled students, including students with specific learning difficulties, should inform the School of these in good time so as to enable School staff to respond appropriately to their needs and to initiate arrangements for organising their examinations. Normally this should be brought to the attention of the Student Services in good time. Where through, for example, late diagnosis a student's disability and/or specific learning difficulty is not known to the School in good time for alternative assessment methods to be considered and implemented for that student, then the student's assessments may be deferred until such time as this can be done.

b. Students should ensure that their Programme Leader, relevant tutors and other staff are aware of their disability and discuss with them any variation in assessment conditions which may have been recommended in their Personal Learning Plan (see paragraph "Personal Learning Plan" below).

c. Wherever possible, disabled students should undertake the same assessments as others undertaking the course. The usual way of making a reasonable adjustment is to consider the effect of a student's disability will be to vary the assessment conditions rather than content or method. For example, a scribe may be provided, the time allowed for the examination may be extended or the examination

paper may be presented in an alternative form. Where the nature of the disability makes it impossible for a certain form of assessment to be used, the Director of Education must ensure that any alternative form of assessment is of the same standard and presents a comparable level of challenge.

d. When adjustments to assessment conditions have been made or alternative forms of assessment used to take account of disability, no further adjustment should be made at the marking stage as marking criteria must relate solely to a student's demonstration of achievement and fulfilment of the required learning outcomes.

e. Disabled students should be assessed in such a way that they are neither systematically penalised nor systematically advantaged. In order to make judgements as to the nature and extent of the variation in assessment methods appropriate to any particular candidate, the relevant Director of Education should make use of all the information available, including taking advice from relevant agencies within and outside the School where appropriate.

11.3 Procedures

Specific arrangements should be identified at the beginning of the student's programme or as close thereto as possible but this will depend, *inter alia*, on knowledge at that time of the student's disability. However, it is recognised that this is not always possible; there may be changes in the effect of a disability; a student may only have become aware of the disability after they have begun their studies; and, from time to time, alternative arrangements will need to be made for students with temporary injuries or sudden illness.

Disabled students should contact the Student Services in good time so that all aspects of their learning and study support needs can be identified and a Personal Learning Plan prepared. Students should present appropriate documentary evidence of their condition such as:

- a written statement or report from a registered medical practitioner
- a diagnostic report provided by a chartered, educational psychologist, or an individual qualified in assessing students with specific learning difficulties. Further information on whether reports are appropriate can be sought from the Student Services.

11.3.1 Personal Learning Plan (PLP)

Personal Learning Plans (PLP) should be prepared by Learning Development Advisers in conjunction with the student concerned having regard for his/her programme learning and assessment requirements as set out in the Unit Handbooks. The PLP should indicate suitable modifications to assessment arrangements to minimise the impact of the student's disability on assessment performance.

An individual PLP should also indicate any specific provision considered appropriate for assignments undertaken on a continuous assessment basis as well as for formal written examinations.

Students who require alternative arrangements due to sudden illness or injury should contact their Director of Education or Programme Leader as soon as possible and provide supporting medical evidence. The Director of Education or Programme Leader should consult with School Student Services before approving alternative arrangements to ensure the arrangements can be implemented. Where, for valid reason, it is not possible to make alternative arrangements in such cases, the DE may arrange for the assessment(s) concerned to be postponed.

11.3.2 Practical Arrangements

Agreed PLP modified examination arrangements may have implications for time schedules, invigilation procedures, room arrangements and the provision of examination papers in particular formats. It is important, therefore, that those responsible for examination arrangements are informed in good time of any special requirements.

The following are examples of common arrangements:

- a) Time-related changes
- Additional time allowances: The extent of additional time allowances will depend on the needs of the individual student. Normally, the additional time allowed will range from 15 minutes to 30 minutes per hour but even this may

be exceeded in exceptional cases where a professional recommendation has been made to that effect.

- Rest breaks: Some students may need rest breaks during the examination. This may be to relieve pain or to attend to personal needs. In general, 10 minutes per hour may be allowed for rest breaks. The scheduling of these may be determined in advance. Alternatively, they may be taken when required by the student, timed by the invigilator and added onto the time allowed for the examination.
- Flexible schedules: In some cases, disabled students may require flexibility in the scheduling of examinations. For example, some students may find it difficult to manage a number of examinations in quick succession and need to have examinations scheduled over a period of days.

b) The Use of Specific Personnel

- Interpreter: Students who use sign language may require an interpreter at the start of an examination if instructions are delivered orally.
- Reader: Students who are unable to read print or students who access auditory information better than visual information may require a reader. Additional time should be allowed due to the extra demands involved. The invigilator will usually act as a reader for the student and a separate room will need to be made available
- Scribe: Disabled students with restricted ability to write, type or maintain the posture required for writing or students who present information better in oral than written form may require a scribe. The Student Services will assist in providing details of trained scribes who can provide this support. Additional time, normally not more than up to 50% extra, should be provided for examinations dictated to a scribe and a separate room and invigilator will be necessary for the examination.
- Personal Care Attendant: Some students may be accompanied by a personal care attendant. Arrangements should be made for such an attendant to be able to sit in close proximity to the student and invigilators should be informed of the role of the personal care attendant.

c) Assistive Technology

Specific equipment may need to be available to the student in an examination. Such arrangements often include the use of personal computers and word processors, voice activated software and screen readers. Where assistive technology is required, arrangements should be made in consultation with the student, the Student Services and IT.

The use of a computer in written examinations is not normal practice and a recommendation for one to be used can only be made where there is sufficient evidence of the nature and extent of the effect of the student's condition. Where a computer is used, it must be disconnected from all networks and any discs to be used by the student must be checked to ensure that they are free from any material that would give the student an unfair advantage in the examination.

d) Oral Examination

Where appropriate, the assessment of a disabled student may be augmented by an oral examination ("viva voce") conducted by internal examiners approved for this purpose by the Assessment / Academic Board or Chair acting on the Board's behalf.

e) Assistance Dogs

By law, Assistance Dogs (guide dogs, hearing dogs, and service or seizure alert dogs) may be brought into School buildings under the control of their owner and within specific guidelines.

Staff and students are required to give advance notice of their intention to bring an assistance dog onto the premises. This will enable the School to carry out any risk assessments that may be necessary in order to enable the owner, the dog, the rest of the students and staff to remain safe.

When a student requests to bring an assistance dog on to School Campus, they should contact Student Services.

An assistance dog must:

- Be trained and registered by the appropriate national association or an equivalent organisation in another country.
- Have the appropriate ID book, documentation which contains information about the owner and their dog, details of the training organisation who trained the dog and its owner.

- Have a formal identification in the form of branded jackets or lead slips, if required by the national legislation.

The School must be satisfied that:

- The animal is a registered Assistance Dog and relevant training has been provided.
- The owner agrees to abide by the Assistance Dog responsibilities.

Students and staff members should ensure that when on campus:

- Their dog is clearly identifiable by the use of branded jacket/lead/harness when on duty.
- Their dog is covered by full public liability insurance (a copy of which should be provided to Student services).
- Their dog is under the owner's control at all times.

High standards of hygiene, in relation the assistance dog and associated waste, are maintained. This applies to

bedding and food and water dishes to avoid contamination in food areas and an impact upon others wellbeing in the School Environment.

Staff and students should not:

- Feed, pet or praise Assistance Dogs.
- Deliberately distract or startle an Assistance Dog.
- Separate or attempt to separate an Assistance Dog from the person using the animal's service unless given express permission.

It is useful to note that seizure alert dogs are trained to behave differently when they detect a potential seizure, which can make them appear as though they are misbehaving.

Staff and students who bring animals onto campus without permission, other than Assistance Dogs, will be asked to remove the animal from campus immediately.



Appendix 1

Forms and templates

Student and Academic Services

Notification of Withdrawal Form

To be completed by the student:

ID Number: _____ Surname: _____
First Name(s): _____ Course attended: _____
Year of Course: _____ Class: _____
Proposed withdrawal date: _____

Student Withdrawal Questionnaire

Please tick one of the boxes below:

- | | |
|---|---|
| <input type="checkbox"/> Visa refusal | <input type="checkbox"/> Course was too demanding |
| <input type="checkbox"/> Health related problems | <input type="checkbox"/> Did not receive financial aid |
| <input type="checkbox"/> Personal family problem | <input type="checkbox"/> To attend a different college |
| <input type="checkbox"/> Job schedule | <input type="checkbox"/> Courses not sufficiently challenging |
| <input type="checkbox"/> Relocating | <input type="checkbox"/> Unhappy with the tutors |
| <input type="checkbox"/> Enrolment and tuition fees were more than I could afford | |

Comments:

1) Meeting with Academic Student Services staff / Program Leader

Name of Istituto Marangoni staff member/PL: _____

Date of meeting: _____

Comments:

Istituto Marangoni staff member/PL signature _____

2) Meeting with Director of Education/School Director

Date of meeting: _____

Comments:

Agreed withdrawal date: _____

Student's signature _____ SD / DE signature _____

Student and Academic Services

Request for Suspension Form

To be completed by the student

ID Number: _____ Surname: _____

Forename: _____ Course attended: _____

Year of Course: _____

Proposed start date for Suspension of Studies: _____

Proposed date of return: _____

Please completed this form and return it to your Programme Office with a written statement of the reasons why you wish to suspend your studies.

Programme Team

Date of Receipt _____

Approved by:

Director of Education _____

School Director _____

If the request is approved, please also provide the information below

Agreed date of Suspension _____

Expected date of return _____

Course Code _____ Occ Code (only London students) _____

Amend QLS (only London students) _____

Inform student's academic tutor and Programme Leader.
Write to student to confirm suspension date.

Student Authorisation form

Information

Parents, guardians and other individuals who pay fees often request information regarding your attendance and grades from Istituto Marangoni. Istituto Marangoni takes your privacy very seriously and will only disclose your personal information in accordance under the Data Protection Act 1998 under the jurisdiction of the English court.

If you are happy for Istituto Marangoni to disclose personal information regarding:

- whether or not you have attended scheduled classes, but not the reasons for any absence(s), and
- your assessment results and grades to a named person(s), then please complete this form, to authorise such disclosures during your studies.

Please note that this form is entirely optional and you do not have to complete this form if you do not wish to do. However, some sponsors will expect this information as part of their sponsorship. More details on how Istituto Marangoni deals with your personal information can be found in our [data protection policy].

Authorised persons

This information will only be given to the authorised person(s) you identify below:

1. Full name

2. Full name

Password

Istituto Marangoni requires you to set a password that must be provided when disclosing information to an authorised person contacting us by telephone. Please keep this password secret and only disclose the password to the above authorised persons, if you wish to change your password, please let us know.

Password

Consent

I _____ Enrolled on the programme

Hereby consent to Istituto Marangoni disclosing my personal information to the authorised person(s), upon their request, for the duration of my studies in accordance with this student authorisation form.

Student signature

Date

You may withdraw your consent to any disclosures to these authorised persons at any time. Should you wish to do this, please contact the Academic Student Service office:

> academicervices.london@istitutomarangoni.com (for students enrolled in the London School)

> academicervices.paris@istitutomarangoni.com (for students enrolled in the Paris School)

Exceptional Factors Submission



This form is for students seeking an extension or another assessment opportunity for their summative assessments, as their performance has been impacted due to Exceptional Factors. Full support guidance on the Exceptional Factors procedure and information on the University Assessment Regulations can be found at the following link: <https://www2.mmu.ac.uk/student-case-management/guidance-for-students/exceptional-factors/>

If you require further advice and guidance, please see a Student Support Officer or visit the Student Union Advice Centre.

Step 1. Please fill in your Personal Details below. Please tick where appropriate.

Name:	MMU ID:
Course Title:	Contact Number:
Attendance Mode? <input type="checkbox"/> Full Time <input type="checkbox"/> Part Time <input type="checkbox"/> Distance Learner <input type="checkbox"/> Without Attendance	
Do you have a Personal Learning Plan? <input type="checkbox"/> Yes <input type="checkbox"/> No	Year:

Step 2 - What are you applying for?

Please Tick

I need an extension to a piece of work.	
I cannot complete/attend the assessment. I want to defer it for re-assessment.	

Step 3 - What pieces of work does this apply to?

Unit Title	Unit Code*	Type of Summative Assessment*	Title of Work	Due Date

*The code can be found in Moodle next to your Unit titles

**Type of Summative Assessment can be Coursework, Examination, Class Test, Presentation, Practical, or Lab Test

Step 4 - Please tell us of your circumstances by including a supporting statement.

It is **essential** that you describe on a separate piece of paper the full nature of circumstances affecting you and include this with the form. This can be typed or written. Explain how the circumstances affected your performance in the assessment(s) identified (e.g. time was lost, concentration was affected, a task could not be completed, etc.)

Step 5 - Include evidence that supports your case.

It is **essential** that evidence is included to support your claim; e.g. if you are submitting on the grounds of a medical condition then evidence of the condition will be necessary. **Please note that if you submit your Exceptional Factors claim without evidence this will not be considered and it will not be retained by the Student Case Management Team.** Therefore, please only submit when your application includes the following:

- Your E/F form
- Appropriate evidence
- Personal statement

All evidence must be genuine – any evidence that is found to be fraudulent will be considered a serious offence under the Student Code of Conduct.

Step 6 - Contribution by members of staff.

If you feel that a specific member of staff can contribute to your claim then you can ask them to write a supporting statement. This step is **optional**.

Message to staff - If a student has discussed this claim with you and has asked you to comment in writing, and if you have sufficient knowledge to help evidence this claim, please write or type a signed statement to be included with the form. A printed e-mail is also acceptable.

**Step 7 - Sign the Submission Statement and submit the form to Student Hub by email to Student and Academic Services:
>academicervices.london@istitutomarangoni.com (for students enrolled in the London School)
>academicervices.paris@istitutomarangoni.com (for students enrolled in the Paris School)**

(a) Confidentiality

In accordance with the Data Protection Act 2018, we are required to gain your consent to the following:

- To hold some elements of the information you have provided on an electronic database;
- To disclose the information that you have provided to authorised members of the University staff as required for the reasonable purposes connected with the investigation in the case of an Appeal or Complaint.

By signing here, you confirm that you agree with the above statements and indicate your consent for the information provided to be used as detailed above.

(b) False Claims

The submission of a false claim or fraudulent documentation is a serious offence under the Student Code of Conduct. The University reserves the right to check on the validity of the document(s) submitted by contacting the third party directly.

I agree with the statements contained in (a) above and confirm that the information which I have given is true and that I have read and understood the Procedures for the Submission of Exceptional Factors.

Your Signature

Date

FOR OFFICE USE ONLY

Exceptional Factors Accepted / Rejected

Comments

--

Director of Education Signature

Date

MANCHESTER METROPOLITAN UNIVERSITY

Academic Appeals Form



If you need any advice on submitting an appeal, you should contact the Students' Union Advice Centre on:



0161 247 6533 /



s.u.advice@mmu.ac.uk /



www.theunionmmu.org/your-advice-centre/

You may also find the guidance on the Student Case Management team website useful: <https://www2.mmu.ac.uk/student-case-management/guidance-for-students/academic-appeals/>

Please email the form and any necessary documentary evidence to the Student Case Management team at complaintsappeals@mmu.ac.uk

If you are appealing against withdrawal by the University the form can be found at: <http://www.mmu.ac.uk/academic/casq/regulations/withdrawal-students.phpa>

1. Personal Details		
Mr/Ms	Name:	MMU ID:
Programme Title:		
Address (Please do not give an address you might be moving from in the near future):		
Contact Phone Number:		
Contact Phone Number:		
<i>(Please note - all communication about your appeal will be sent by email)</i>		

2. Disability, Specific Learning Difficulties or Long-term Health Conditions
Are you Disabled or do you have a Specific Learning Difficulty (such as Dyslexia) or a long-term health condition that you believe is relevant to your appeal? (Please select one of options):
<input type="checkbox"/> No, I do not - <i>Proceed to section 3</i>
<input type="checkbox"/> Yes - <i>Please give further details below:</i>

3. What Are Your Grounds for Appeal?		
<i>Appeals can only be granted on the following grounds:</i>		Please tick
Appeals against the decision on an Exceptional Factors claim:		
<i>(please provide a copy of your Exceptional Factors form, your Statement & Evidence and the Exceptional Factors decision when you submit this form)</i>		
1a.	The decision on your Exceptional Factors claim was not reasonable.	
1b.	The correct procedures were not followed in the consideration of your Exceptional Factors claim.	
Material irregularity.		
2.	There has been a material irregularity in the conduct of the assessment which casts reasonable doubt on the validity of the result. You will need to explain what material irregularity has occurred and how it has affected your assessment.	

Appeals against a decision of an Assessment Disciplinary Committee (for Academic Misconduct, e.g. plagiarism):

3a.	There was mitigation for your actions that you did not submit to the Assessment Disciplinary Committee prior to its making a final decision.	
3b.	The proceedings of the Assessment Disciplinary Committee were not conducted in accordance with the relevant regulations or some other material irregularity occurred.	
3c.	There is new material evidence that you were not, for valid reasons, able to submit at an earlier stage of the process.	
3d.	That the penalty imposed was disproportionate, or not permitted under the procedure.	

4. Supporting Information

4.1 - Which Units and Assessments Were Affected?

Unit Name and Code (You can find this on your results letter, or on MyResults)	Assessment(s)

4.2 - What Remedy Are You Seeking?

4.3 - What evidence have you included?

If your Appeal relates to an Exceptional Factors claim decision:

- please provide a copy of your Exceptional Factors form, your Statement & Evidence and the Exceptional Factors decision when you submit this form
- If you have new evidence, you should submit this with another Exceptional Factors claim.

All evidence must be genuine – any evidence that is found to be fraudulent will be considered a serious offence under the Student Code of Conduct.

4.4 - Supporting Statement

- You will need to explain the reasons for your appeal and the effects of this on your assessments.
- Continue on a separate sheet if necessary.

5. Important Information - Please read before submitting

Date Form Completed:

By submitting this form you agree to the following:

1 - Privacy Notice

The Manchester Metropolitan University ('the University') is the Data Controller in respect of the personal data you provide via this form. The University is registered as a Data Controller with the Information Commissioner's Office (ICO), and manages personal data in accordance with the General Data Protection Regulation (GDPR) and the University's Data Protection Policy. The University will use the data in order to investigate your appeal. The content of your appeal will be shared with relevant University staff as appropriate to facilitate this investigation.

Your appeal data will be retained by the University until the conclusion of your complaint plus six years. The data will be stored securely by the University, and will not be shared with any third parties; the exception being if you refer a complaint to the [Office of the Independent Adjudicator](#), there may be a need to share personal data with them in order to respond accordingly. If you have any queries about this privacy notice or the processing of your personal data in managing the appeal process please contact the Central Student Case Management team: E-mail: complaintsappeals@mmu.ac.uk, Tel: 0161 270 1095. For further information about the processing of your personal data by the University and your data subject rights please see the [Student Privacy Notice](#).

2 - False Claims

Submission of false or fraudulent documentation is an academic offence, which will be dealt with under the University's Student Code of Conduct. The University reserves the right to check on the validity of the document(s) submitted by contacting the third party directly.

Student Complaints Form

1. PERSONAL DETAILS

Mr/Ms	Name:	Student ID:
Course:		
Correspondence address:		
		Post Code
Contact Tel. No.:	IM email address:	

2. BACKGROUND

Have you already taken any action or spoken to anyone in an attempt to resolve this matter?
If yes, please give details, including the outcome: (Please attach any relevant correspondence)

3. DETAILS OF YOUR COMPLAINT

The following sections will ask for details of your complaint. Please try to be as specific as possible.

Please explain the nature of your complaint, including details of incidents or events if appropriate:
What was the effect of this?

Please indicate what outcome or action you are seeking as a result of raising this complaint?

4. Important Information - Please Read Before Submitting

Date Form Completed: _____

By submitting this form you agree to the following:

CONFIDENTIALITY

All information submitted in relation to complaints shall be dealt confidentially, and also disclosed as necessary to progress the complaint. All parties (including students) are expected to honour confidentiality of complaints. All personal information shall be handled in accordance with the Data Protection Policy.

FALSE CLAIMS

You also need to be aware that making any false claims is a serious matter, which may have serious consequences under the University's Student Code of Conduct. Please ensure that the information you have given in this complaint form is a true statement of facts.