

istitutomarangoni



ACADEMIC REGULATIONS

Academic Year 2022 • 2023

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1. CONDITIONS APPLICABLE TO THE PROVISION OF EDUCATION SERVICES

When you accept an offer made by Istituto Marangoni, you form a direct contract with the School which is based upon its Terms and Conditions. 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

The School aims to provide all of its students with the support and guidance they need to succeed and realise their potential. The Student Code of Conduct sets out the standard of conduct the School expects of its students so that everyone can undertake their studies in a supportive and non-threatening environment.

The Student Code of Conduct does not deal with academic misconduct, which is addressed in the Student Academic Misconduct Policy. Similarly, it does not cover conduct by staff towards students. Students' complaints about staff conduct must be raised through the Student Complaints Procedure.

Examples in misconduct in this policy are not exhaustive and the procedures established in this policy may apply to breaches of other School policies. Where this is the case, this policy will be referenced accordingly.

The School will always try to act reasonably when dealing with student misconduct. It must also balance the interests of the whole School community and, on occasion, of wider communities with whom it must maintain good relationships. Exceptionally, this might result in action being taken outside of the provisions of the Student Code of Conduct. In such cases, decisions will always be taken by the Registrar, based on such information and advice that they consider appropriate and will be explained to the student accordingly.

2.1 Behaviour that is expected of students

Students are expected:

- to behave responsibly, fostering mutual respect and understanding across the School community;
- to act within the law, not engaging in any activity or behaviour that could bring the School into disrepute;
- to behave and communicate in ways that do not unreasonably offend others. Examples of unreasonably offensive behaviour include without being limited to, using abusive, racist, offensive, discriminatory 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 with whether within the School or outside;
- to treat all School property with respect;
- to comply with requests of members of staff;
- to adhere to the School's Health and Safety policies and to any specific requirements that apply to areas where they work;
- to comply with the code of conduct / regulations governing the use of the Library;
- to observe fire alarms and related procedures, evacuating buildings when alarms sound;
- to tell the Student Services team if charged with, and / or convicted of, a serious criminal offence.

The School works hard to build good relationships with its local communities. It works with accommodation agencies, local representatives, and the police to help make its building and the surrounding areas safe and friendly environments. In that context, students are expected to:

- help support these relationships in the way that they conduct themselves in the surrounding area;
- be considerate to neighbours, especially in relation to noise levels and rubbish;

- be considerate if they are parking close to the School building, so as not to obstruct residents;
- act within the law, not engaging in activity or behaviour that could bring the School into disrepute.

2.2 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.

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 School's 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 considering:

- 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.

Disciplinary action may be taken against a student where one of the following apply:

- they persistently make allegations outside of the Student Complaints Procedure;
- they do not respect the confidentiality of other parties during an investigation;
- they persistently seek to publicise allegations about others that have been resolved or not upheld;
- they are adjudged to have made malicious or vexatious allegations.

To balance the conflicting but legitimate rights and needs of the School community (students and staff) and to safeguard the orderly functioning of the institution, even where there has been no formal finding of misconduct, the School may take informal action where no disciplinary record will remain on students' files.

When the Student Services Team receive an allegation of misconduct, they will undertake an initial assessment and recommend one of the following options:

- there is no case to answer and no action should be taken;
- that an 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;
- an informal meeting between the student and a senior member of staff to discuss the issue;
- 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.

2.2.1 The Student Code of Conduct and Placements

The School requires full disclosure of relevant information in order to approve placements for students. If a student has a serious, relevant, disciplinary record or a related criminal conviction that is not 'spent', their permission will need to be obtained to disclose that information to potential placement providers, so that the providers can decide whether to accept them. Where a student who is in this position does not give permission for such information to be disclosed, the School will be unable to support a placement for them.

Students on placements will be subject to the Code of Conduct and associated procedures of both the School and the placement provider, including the provider's absolute authority to dismiss. Dismissal from a placement for misconduct can constitute either misconduct or serious misconduct under the Student Code of Conduct because it damages, or has the potential to damage, the School's relationship or reputation with an external organisation.

Where dismissal has resulted from a finding of fact made by the placement provider, this will not need to be reopened by the School. The issue for the School will be the seriousness of the offence. Where the placement provider has not gone through a formal disciplinary process, the School may need to invoke its own disciplinary procedures.

If the pre-placement conduct of a student has the potential to damage the School's relationship with a placement provider, the Careers Service may refuse to allow the student to undertake a placement. Where the student is on a programme that includes a placement year, this will result in the student being transferred to a non-placement variant of the programme. MA students may be required to undertake an alternative project instead of a placement. Detailed guidance will be provided to students in programme and related handbooks. Requests for reviews of such decisions will be dealt with under the review procedure in the Student Code of Conduct.

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 for both students and staff to know that such complaints will be dealt with seriously, transparently, and without fear of recrimination. To ensure this, Istituto Marangoni London has in place a Student Complaints Procedure which details the process and parameters for making a complaint, alongside how complaints may be responded to.

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 is reasonably practicable, the interests and well-being of any student making a complaint and of Istituto Marangoni London 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 London Student 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 the confidentiality of complaints. All personal information shall be handled in accordance with the School's Data Protection Policy.

The School confirms that making a complaint in good faith about any aspect of the learning opportunities or services it provides for students 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 London to follow an appropriate administrative process or satisfactorily apply an institutional policy;
- perceived failure of Istituto Marangoni London to meet obligations outlined in Programme / Student Handbooks;
- concerns about the quality of facilities, learning resources or services provided by Istituto Marangoni London;

- concerns about organisations or contractors providing a service on behalf of Istituto Marangoni London (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 or conduct by 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.

Complaints relating to staff conduct will be referred to HR as a disciplinary matter where appropriate.

3.3 Timescales

Complaints should be raised as soon as possible 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.

Only in exceptional circumstances, and with supporting evidence, will complaints be considered outside of these timescales.

Student complaints will normally be dealt with within two 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.

3.3.1 Who can submit a complaint

Student complaints can be made by existing students including students undertaking placement, students on approved periods of suspension, or recent graduates.

Student complaints may be raised by individual students, or a group of students can raise a collective complaint if they have experienced the same problem. In such instances, the group should identify a single spokesperson. 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.

Student complaints can also be made by students on a non-credit bearing course of provision (such as Semester and Short Courses), where the student has access to the same facilities as other students. Students who participate in "one off" courses or students who do not have the same access to facilities as other students are also able to make a complaint under this procedure, however those students will not be able to access the Office for the Independent Adjudicator for Higher Education (OIA) services should their complaint escalate further.

Separate complaints procedures are available for applicants.

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 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 in-

investigation in the event of the complaint pursuing the case to through legal proceedings during or prior to engagement with this procedure. The investigation will resume upon completion of any legal proceedings and where outcomes of the proceedings 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.

Examples of unacceptable or disruptive behaviour could include (but not limited to):

- audio/visual recording of meetings without written permission;
- threatening, intimidating or abusive behaviour towards any member of staff connected with the investigation process;
- any attempt to interfere with the investigation process;
- sending excessive communications, via any medium, to the school team;
- providing false or manufactured evidence or information as part of the investigation process.

In the event of the potential complaint termination, students will be given 14 days' notice with a final chance to respond.

3.5 Procedures for handling complaints

3.5.1 Making an Informal (Stage One) Student 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 or send an email via complaints@istitutomarangoni.com. 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 and are always advised to keep a record of any complaints made at this stage. This opens an informal (stage one) complaint process, 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 about a service provided for the School by an independent contractor) will forward it to Quality Assurance Office 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 the 30-day timeframe.

If the student is not satisfied with the proposed 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) Student 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 Complaint Form. 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. The completed form should be submitted using the dedicated email address (complaints@istitutomarangoni.com). Submission of a Complaint Form shall constitute formalisation of a complaint, and all future correspondence regarding the complaint shall be kept on record. Students who might need further support in completing the Complaint Form may seek help from a representative of Student Services.

Supporting evidence for a formal complaint might include (but not limited to):

- independent medical evidence;
- financial information;
- witness statements;
- material 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 misleading.

In all cases, students making a formal complaint should keep a copy of their Student Complaint Form and each item of supporting evidence that they submit with it: this is for their own subsequent use.

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 Investigating Officer 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

A relevant member of the London School academic or professional staff who has had no material contact with the student or the matter under investigation will be assigned to act as the Investigating Officer for the complaint.

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 rearranged 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.

The possibility of engaging in mediation to seek early resolution may be proposed by any party at any point during a Stage 2 investigation. Mediation provides both parties with an opportunity to understand what is driving the complaint, and may be more likely to result in a swift and mutually satisfactory conclusion.

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.

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

Where a complaint is upheld, the outcome will confirm what actions 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 and timescales of bringing a complaint to Manchester Met's review.

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 review by writing to the Student Case Management Team at Manchester Metropolitan University using the dedicated email address complaintsappeals@mmu.ac.uk. This should be done within 10 working days of the date of the outcome letter issued at the Formal Stage 2.

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 request of the Review Stage was submitted late.

Where the Review stage is refused, the senior member of staff with responsibility for the Student Case Management Team will write to the student setting out the reasons for the decision.

The student will receive a decision on whether their request for Review has been accepted. If the request is accepted, the student will normally receive the outcome of the Review within 20 working days of the date the request for a review was submitted.

The Reviewer may decide:

- that following Review of the matter, one or more of the grounds for Review were not met by the student and the outcome of Stage 2 is not changed; or

- one or more of the grounds have been met and would have changed the outcome of Stage 2.

Reviewers may overturn the outcome of Stage 2. Cases where a complaint is upheld on Review may not be returned to Stages 1 or 2 for further consideration. The Reviewer's decision represents the Manchester Met's final decision regarding the complaint.

Where a student complaint is upheld at the Review stage, the outcome must contain detail of what action the School should take to resolve the issue and any appropriate timescales for implementation.

If the student complaint is not upheld a Completion of Procedures letter will be sent to the student. If the 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 student complaint procedures of the provider (stages one, two and three).

An application to the OIA must be made within 12 months of the issue of a Completion of Procedures letter.

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

- Academic appeals.
- 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.

Examples of the types of complaints the OIA cannot look at include:

- admissions, unless the person complaining is a former student of that higher education provider who is applying for re-admission, and the complaint is directly connected to their time as a student;
- academic judgement;
- student employment;
- something that has already been the subject of legal proceedings in a court or tribunal unless those proceedings have been put on hold;
- something that has already been considered by another alternative dispute resolution body.

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 Academic Appeals / Grounds for Academic Appeals

The Office of the Independent Adjudicator and the Quality Assurance Agency 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.'

Students may use this procedure where they consider that the following grounds may apply:

- a material error had occurred in the conduct of their assessment;
- the examinations or assessments or the proceedings of the Assessment Board or other relevant body were not conducted in accordance with the relevant regulations;
- 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.

Students may also appeal against the final decision made using one or more of the following grounds:

- that there was mitigation for their actions that they did not submit prior to the final decision being made;
- that appropriate proceedings 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 final decision might have been different had it not occurred;
- that there is new 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.

Students may also appeal against the decision of an Exceptional Factor 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.

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

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

- to challenge the academic judgment of Assessment Boards in reaching a decision on progression or on the final level of award, based on the marks, grades and other information relating to students' performance;
- to express dissatisfaction with results where a case cannot be made;
- to pursue allegations that poor teaching, supervision or guidance affected performance.

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

Students are encouraged to disclose any disability they feel may be relevant to their case. The London staff will ensure that in managing the operation of this procedure for such students, any reasonable adjustments are made to ensure the students are well supported. However, students cannot use this procedure to request alternative assessment methods that have not been previously identified in a Personal

Learning Plan. A disability does not exempt students from demonstrating achievement in the learning outcomes required for the programme, although an alternative means of assessment may be specified in a Personal Learning Plan. This procedure does not cover complaint which have already or are currently being considered by the Office of the Independent Adjudicator for Higher Education (OIA), a court or tribunal.

4.2 Who can submit an academic appeal

Any student who is registered with Istituto Marangoni London 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 or a member of the Student Services team.

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.

4.3 Timescale

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

Where a request is received later than this and the University Appeals Panel does not consider there are reasonable grounds for the delay the student will be informed that their case has not been considered.

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.

4.4 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 Programme Leaders 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. This should be done using an academic appeals form which should be 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://www.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 Formal Stage of Academic 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 an elected Sabbatical Officer or other student representative of the Students' 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, the student may be able to request a review on certain grounds, which might include:

- 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 cal-

endar 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.

The student will be given 14 calendar days in which to request a review. If the student does not request a review within that time, the decision of the Panel will be confirmed as the final outcome. In these circumstances students can request a Completion of Procedures letter.

Outcomes of any reviews will normally be sent to students within 28 calendar days of the central Student Case Management Team receiving their request for a review. If the appeal is still not upheld the students will receive a Completion of Procedures letter. If the appeal is upheld student can request a Completion of Procedures letter.

4.9 Office of the Independent Adjudicator (OIA)

If a student is still dissatisfied with the outcome of their academic appeal after the review stage, they are advised to contact the Office of the Independent Adjudicator (OIA <http://www.oiahe.org.uk/>) within 12 months of the date of the Completion of Procedures letter. In considering academic appeals, the OIA will consider whether the University's procedures were properly followed, whether those procedures were reasonable, and whether the final decision was reasonable in all the circumstances.

5. STUDENT ENGAGEMENT POLICY

Istituto Marangoni London monitors student engagement through a number of mechanisms in order to identify any issues and address any difficulties at an early stage. The Student Engagement Policy sets out how Istituto Marangoni London 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. All students are required to meet the assessment requirements for their course.

5.1 Support for student engagement

Istituto Marangoni London 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 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

Students are expected to attend and engage with all scheduled and timetabled teaching events (including submission of assessments) throughout their studies. Certain programmes are subject to specific attendance requirements as detailed below:

- Students on Foundation programmes must meet a minimum of 85% attendance each month. Failure to do so will result in further investigation by the Student and Academic Services team. Foundation students with attendance below 70% for 3 consecutive months will have their visa cancelled (if applicable) and their enrolment withdrawn.

- Students enrolled on undergraduate and postgraduate degree programmes should aim to attend the full range of learning events for their course and meet a minimum of 80% attendance on the end of each month. Students who are unable to attend learning events should inform the School and provide evidence where applicable.

All students are required to communicate details about absence by email to attendance.london@istitutomarangoni.com. Students may request an authorised absence from IML Student and Academic Services department. An absence may only be approved if it is unavoidable and will not adversely affect academic progress.

Students on placement or Sandwich year must comply with their workplace regulations on attendance and engagement. Students should maintain contact with their placement tutor and ensure that they respond promptly to communications from school staff. Timesheets should be sent to the school as directed on a regular basis (Postgraduate Programmes – weekly, Undergraduate Programmes – bi-weekly). Failure to engage or meet the expectations of the school and workplace (referrer to Placement/Sandwich Handbook) whilst on placement could result in the termination of studies and time on placement.

Students should ensure punctuality in attendance to timetabled teaching events at all times. Tutors & Programme Leaders reserve the right to refuse entry to timetabled teaching events, should students arrive late. Arriving to a teaching event 10 minutes after the scheduled start of the event is recognised as being late. Attendance is recorded & monitored from the first to the last timetabled teaching event. Students whose attendance raises concerns will be contacted by Student & Academic Services Team. It is the student's responsibility to ensure that their attendance has been correctly recorded at timetabled teaching events and to regularly check their own attendance record.

5.3 Attendance Misconduct

Students should only record their attendance at timetabled teaching events. Students found to be marking themselves or other students' attendance either by request of that student or not will be deemed to be committing attendance misconduct.

The first instance of *Attendance Misconduct* will result in a marked absence on the student's record and a formal written warning detailing the consequences of further misconduct and the expectations for continued attendance.

A second instance or persistent *Attendance Misconduct* will result in an Attendance Misconduct meeting with a member of the Student & Academic Services Team & either the School Registrar or Director of Education.

Students that witness another student committing attendance misconduct should inform a member of the Student & Academic Services team via email.

5.4 Student Route Visa and Student Visa Attendance

Istituto Marangoni is required to be compliant with UKVI and Home Office procedures in line with the expectations of licensed sponsors. Student attendance is monitored and recorded in compliance with UKVI requirements and in line with the responsibilities of visa sponsorship. Visa students are expected to remain in attendance to a sufficient level, in line with UKVI's expectations. Visa students that miss five consecutive days of timetabled teaching events without notifying Student & Academic Services, will be contacted by the Student & Academic services team as a first stage intervention.

Students engaging by remote/distance learning are expected to maintain appropriate contact as detailed in this policy. Students engaging remotely are liable for further intervention or withdrawal if they do not engage with their course appropriately for a period of 30 days or more.

Students engaging with their learning in person or through an in-country hybrid model are subject to the appropriate contact thresholds detailed in this policy. These students are also liable for further intervention or withdrawal if they do not engage with their course appropriately for a period of 60 days or more.

A student that misses ten consecutive days of timetabled teaching events without giving notice to Student & Academic services, will be given a 5-day deadline to respond with details of the reasons for non-attendance. If sufficient re-engagement occurs, the student will be monitored and continue their studies.

Failure to engage with intervention attempts, to sufficiently justify significant absence, or to sufficiently re-engage following intervention will result in a report to UKVI, cancellation of a student's visa and withdrawal from their programme of study.

5.5 Attendance Warning Communication

The Student & Academic Services Department will issue formal warnings to students who are not meeting attendance requirements. A PDF copy of the letter will be sent to the student's IML email account and personal email account registered on the Student Data Management system. An Attendance Concern Letter will be normally issued as a reminder of attendance engagement requirements.

A First Academic Warning Letter will be usually issued if the student fails the conditions of their "attendance concern letter". A Second (final) Academic Warning Letter will be issued if the student fails the conditions of their "first academic warning letter".

An Intent to Terminate Registration Notification will be issued if the student fails the conditions of their "second academic warning letter".

An Exceptional Factors Panel may decide, on the basis of extenuating circumstances presented by the student, to set aside a formal warning. Where this is case, this will be communicated in writing to student by the Student & Academic Services Team.

If you are unsure of any of the information contained within this document, please email:

academicservices.london@istitutomarangoni.com

5.6 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 the School 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 days after the original deadline. The mark for any assessment submitted during this period shall be capped at 40% on Levels 3, 4, 5 and 6 or 50% for students on Level 7. 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.

5.7 Support for Students

If students consider that there are good reasons why they have not been able to meet deadlines for their 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 London considers that students' 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 academic 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 Programme Leader or Student and Academic Services team before they make a final decision.

Depending upon the reasons the student has for considering withdrawal, students might be referred to use specialist advice and guidance available 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, they 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 Registrar in which the withdrawal is formalised.

6.2 Withdrawal of a student by the School

The School has in place a range of mechanisms for supporting student success and managing engagement with programmes of study. However, there may be occasions where a student is judged to be at risk of being unable to complete the required academic work to a sufficient standard to secure a pass at the end of the academic year.

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 Leader or a delegated Academic or Administrative staff.

Any judgement to withdraw a student should consider a range of factors and be based 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 they are no longer able to pass at the end of the current academic session, if the situation is not rectified they 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.

The Student and Academic Services department will issue formal warnings to students who are not meeting attendance requirements. A PDF copy of the letter will be sent to the student's IML and personal email accounts registered on the Student Data Management system. The process is as follows:

- An Attendance Concern Letter will be normally issued as a reminder of attendance engagement requirements.
- A First Academic Warning Letter will be usually issued if the student fails the conditions of their "Attendance Concern Letter".
- A second (final) Academic Warning Letter will be issued if the student fails the conditions of their "First Academic Warning Letter".
- An Intent to Terminate Registration Notification will be issued if the student fails the conditions of their "Second Academic Warning Letter".

An Exceptional Factors Panel may decide, on the basis of extenuating circumstances presented by the student, to set aside a formal warning. Where this is the case, this will be communicated in writing to the student by the Student and Academic Services team.

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 to 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 their 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 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 and Academic Services department in the first instance. Student Services will then refer them to the appropriate member of staff.

Where a student concludes that suspension of studies is the best option for them, the student should complete a 'Request for Suspension of Studies' form and submit it to the Student and Academic Services team. 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, they 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 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 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. UNDERGRADUATE 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 assessments

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 feedback to:

- individual students 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 proven to be difficult for the learners;
- the person / team providing the teaching or facilitating learning who can then modify their teaching and students' learning experience in time for future iterations of the unit.

Formative assessment:

- occurs during instruction;
- to improve/ to enhance learning;
- is not graded;
- provides information needed to adjust learning while still occurring;
- relates to 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 provides clear indications 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
- is graded;
- provides information about the amount of learning occurred at a particular point.

7.2 Undergraduate Assessment Regulations

The following Assessment Regulations apply to all foundation and undergraduate programmes as well as all assessments, at whichever point in a programme they are undertaken, that formally contribute to the recommendation of academic credit or an award. The Assessment Regulations are updated annually to ensure ongoing appropriateness to institutional requirements and sector expectations. These Regulations shall be applied so as to ensure equality of treatment of students regardless of their mode of study and the number of credits that they have studied over each contributing assessment period.

7.3 Period of Student Registration

The minimum time for which a student may be registered on a programme and gain the award to which it leads shall not be less than the length specified in the relevant Programme Specification.

For students enrolled on a course from the academic year 2020-2021 onwards, the maximum period of registration for a student registration shall be the standard duration of the programme plus an additional two years. For students who commenced their programme prior to the academic year 2020-2021, there shall be no maximum period of registration, subject to units having been completed within a period of time consistent with ensuring the currency of the curriculum.

Students are required to renew their registration on a programme annually. If students do not renew their registration, the registration shall lapse. A student whose registration on a programme has lapsed may be considered for readmission to the same programme, as long as the lapse in registration was not a consequence of academic failure.

A student may submit a request to the Student Services department for study suspension. If the reasons for the request are valid, a formal study suspension will be applied 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 reassessment opportunities. Decisions regarding second or subsequent requests for suspension should be made by the Director of Education.

7.4 Practice Credits

Where a period of assessed practical training, placement, supervised work experience contribute to a Sandwich Degree, they shall attract practice credits based on the benchmark of 120 credits representing not less than 36 weeks of student training, placement or work experience.

There a student commences upon, but for not successfully complete, a period of placement which contributes formally to the credit requirements of a Sandwich Degree, their enrolment shall revert to the standard degree. In such instances, there shall be no obligation for the School to provide a reassessment opportunity or alternative placement of equivalent length except where the student is granted deferred assessment.

7.5 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

7.6 Assessments

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. Awards shall only be granted to students who have demonstrated achievement of the Learning Outcomes for the programme on which they are registered.

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 assessments 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.

Unit marks are expressed as whole numbers, with standard rounding conventions applied to two decimal places. Unit marks with a weighted average of x49 and below will be rounded down to the nearest integer. Those with a weighted average of x5 and above will be rounded up to the nearest integer. There shall be no rounding applied in the determination of students' eligibility for compensation, continuation or eligibility for a particular award classification.

Summative assessment marks shall be subject to internal and, where appropriate, external moderation before consideration by the relevant Assessment Board.

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 submits a successful late request for deferred assessment.

7.7 Visual Representation of Undergraduate Assessment Regulations

	element 1 = 50%		element 2 = 50%		unit grade	
all levels years	element 1 26	+	element 2 30	=	28	fail => see re-assessment
all levels years	element 1 32	+	element 2 34	=	33	marginal fail => see compensation
all levels years	element 1 32	+	element 2 56	=	44	pass
all level years	element 1 42	+	element 2 76	=	59	pass

7.8 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 level 4 must achieve a weighted average of 40% and successfully complete, or pass by the application of compensation, 90 credits at the same level in order to continue to the next level. Students at level 5 and above must successfully complete, or pass by the application of compensation, all units at the level before continuing to the next level.

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. However, the units selected for the compensation should be those most advantageous to the student. For example, if the highest compensation 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 even though it is the lower of the two. Where the application of compensation at Level 6 would have 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 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.

7.9 Late Submissions

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 seven 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 else-

where in the Unit. Where one part of an assessment with multiple submission points is submitted late, the late cap shall be applied to the full assessment. The late submission window does not apply to reassessments or to time-constrained assessments such as exams or tests.

Where, following a late submission, a student has an approved request for an extension that covers 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 an extension.

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

7.10 Re-assessment

Where at level 4 student does not pass at least 90 credits and / or achieve a 40% level average, they shall be reassessed in every failed assessment of every failed unit.

Students at levels 3, 5 and 6 shall always be required to undertake reassessment where they have not achieved a weighted average of at least 30%. They shall also be required to undertake reassessment where a marginal fail unit mark cannot be compensated.

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 at level 4 are eligible to continue on the programme as per above regulations, they may not be reassessed in any part of a unit. Where students have achieved a weighted average mark of 40% or higher in a unit at levels 3, 5 and 6, they may not be reassessed in any part of the unit, except where the Programme Specification prescribes otherwise, or where they make a successful request for deferred assessment.

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 extensions.

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 60 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.

Students who have failed more than 60 credits and less than 120 credits will repeat the failed units without attendance the following academic year. They may request to repeat with attendance instead: any such request is subject to considerations regarding programme level and unit availability.

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 reassessed contingent upon their having attained a weighted level average of 20%. Those students who meet this requirement for 120 credits of reassessment will be required to undertake reassessment with attendance in the next standard academic period. Where students have been granted deferred assessment in some or all of the failed units, the students shall be permitted to undertake summer reassessment irrespective of the number of credits failed.

Where a level 4 or 5 student has not passed the year and is either granted deferred assessment or has an Academic Appeal covering the summer reassessment period, they shall be allowed to carry no more than 30 failed credits into

the new academic year. The reassessments(s) must take place close to the start of term. Where students have either applied for a deferred assessment or submitted an appeal after their respective deadlines, this option shall not be made available.

Where a student has to repeat the year with attendance and a unit is no longer running, that student shall take the new equivalent unit.

Where a student is repeating the year without attendance, they shall be attached to the old units and curriculum, and will join the new version of the programme upon continuing to the next level.

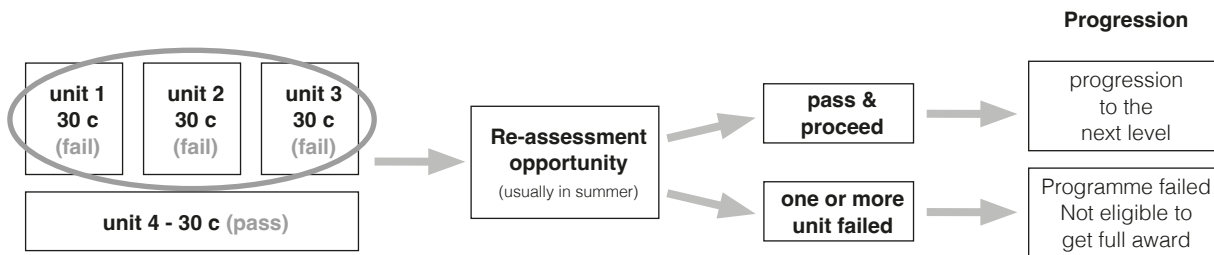
Where a student has failed 120 credits and is due to repeat a level of a course that has been taught out, the student can be transferred to a cognate programme where one exists. Any units on the new programme shall be capped as appropriate. Where no cognate programme exists, the Assessment Board shall have the authority to approve exceptional reassessment arrangements.

A student may only repeat units with attendance on one occasion. If, due to being granted deferred assessment, a student is permitted to repeat a unit again, it must be without attendance.

Where a student is capped at 0 as a penalty for academic misconduct, entitlement to reassessment shall be based on whether they have used the single permitted reassessment opportunity. Should misconduct have been proven on a student's reassessment attempt, no further assessment opportunity shall be offered unless it is subsequently established through the Assessment Mitigations Policy that the student is entitled to deferred assessment.

7.11 Visual Representation of Undergraduate Reassessment Regulations

up to 90 credits:



more than 90 credits:



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

7.12 Deferred Assessments

It is established that a student's absence, failure to submit work or poor performance in all or part of an assessment was due to illness or other mitigating factors found valid on production of acceptable evidence, the student shall have the right to be reassessed as if for the first time in any or all of the elements of assessment. If the assessment affected was itself a reassessment, the student shall be permitted to be reassessed again but the reassessment shall be capped.

Where a student has failed a unit and their entitlement to deferred assessment does not extend to all failed assessments, the unit mark should not be capped if the resit marks from the deferred assessment(s), combined with the marks from the original attempt(s) of the other assessment(s), gives a weighted average greater than 40% at levels 3, 4, 5 and 6. A successful application for deferred assessment will entitle a student to additional reassessment attempts but shall not remove any cap applied as a penalty for academic misconduct. Where a student at level 6 has not completed on element of a 15 or 30-credit unit because of mitigating circumstances, 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 met the Learning Outcomes for the programme. 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 assessed 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, reasonable adjustments to assessments shall be made for students with a disability. Where appropriate, 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, a relevant Programme Leader must ensure that any alternative assessment is of the same standard and presents a comparable level of challenge.

7.13 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, students must achieve passes or compensated passes to the required credit values. The classification that is awarded to a student shall be determined by applying whichever of the two classification methods set out below.

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 weighted averages shall be formed by combining the marks for each course unit at that level according to the credit values of the course unit. The resulting overall weighted average, expressed as a mark out of 100, shall then be applied to the following classification information 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.

Where students have undertaken course units at Level 5 or at Level 6 with a total value of more than 120 credits, the weighted average shall be calculated using the marks from all core units and the highest scoring option course unit marks up to a total value of 120.

Where candidates for a Bachelor's degree with Honours, including outgoing exchange students or students who have been exempted from credits through the Policy for the Recognition of Prior Learning, have not undertaken 120 credits at Level 5 of the same programme, a modified form of the Method One classification shall be used, in which 120 credits at Level 6 shall contribute 100% of the Overall Weighted Average Mark (M).

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 120 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 they have exhausted all of the re-assessment opportunities to which they are entitled, be awarded a Pass without Honours, contingent upon having been assessed in whole units to the value of 60 credits at level 6.

8. POSTGRADUATE ASSESSMENT REGULATIONS

These Assessment Regulations apply to all taught postgraduate provision delivered by the School and those apply to all assessments, at whatever point in a programme they are undertaken, that formally contribute to the recommendation of academic credit or an award. The Assessment Regulations are updated annually to ensure ongoing appropriateness to institutional requirements and sector expectations.

These Regulations shall be applied so as to ensure equal of treatment of students regardless of their mode of study and the number of credits that the have studies over each contributing assessment period.

Students registered on a programme leading to the award of a Master's Degree who do not obtain the required credits for the Master's award shall be granted whichever of a Postgraduate Certificate or a Postgraduate Diploma shall be appropriate, provided that they have gained the required credits and demonstrated achievement of the Learning Outcomes specified for that interim award in the Programme Specification.

Students who receive a Postgraduate Certificate award shall be entitled to apply for admission to a cognate programme leading to a Postgraduate Diploma or a Master's Degree; and students who receive a Postgraduate Diploma award shall be entitled to apply for admission to a cognate programme leader to a Master's Degree.

8.1 Period of Student Registration

The minimum time for which a student may be registered on a programme and gain the award to which it leads shall

not be less than the minimum length specified for the Programme in the Programme Specification.

For students enrolled on a programme from the academic year 2020-2021 onwards, the maximum period of registration for a student shall be the standard duration of the programme plus an additional two years. For students who commenced their programme prior to the academic year 2020-2021, there shall be no maximum period of registration, subject to units having been completed within the period of time consistent with ensuring the currency of the curriculum.

Students shall be required to renew their registration on a programme annually. If students do not renew their registration, the registration shall lapse. A student whose registration on a programme has lapsed may be considered for readmission to the same programme, as long as the lapse in registration was not a consequence of academic failure.

Students may apply for a study suspension by submitting a request to the Student Services team. If the reasons for the request are valid, the request may be approved 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 reassessment opportunities. Decisions regarding second or subsequent requests for suspension should be made by the Director of Education.

8.2 Practice Credits

Periods of assessed practical training, placement or supervised work experience may attract practice credits based on the benchmark of 120 such credits representing not less than 1200 hours of student training, placement or work experience. Where the assessment of practice is accommodated within the academic credit structure, it shall comply with the regulations that apply to academic credits generally.

8.3 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

8.5 Assessment

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.

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.

Unit marks are expressed as whole numbers, with standard routing conventions applied to two decimal places. Unit marks with a weighted average of x49 and below will be rounded down to the nearest integer. Those with a weighted average of x5 and above will be rounded up to the nearest integer. There shall be no rounding applied in the determination of students' eligibility for compensation or a particular award classification.

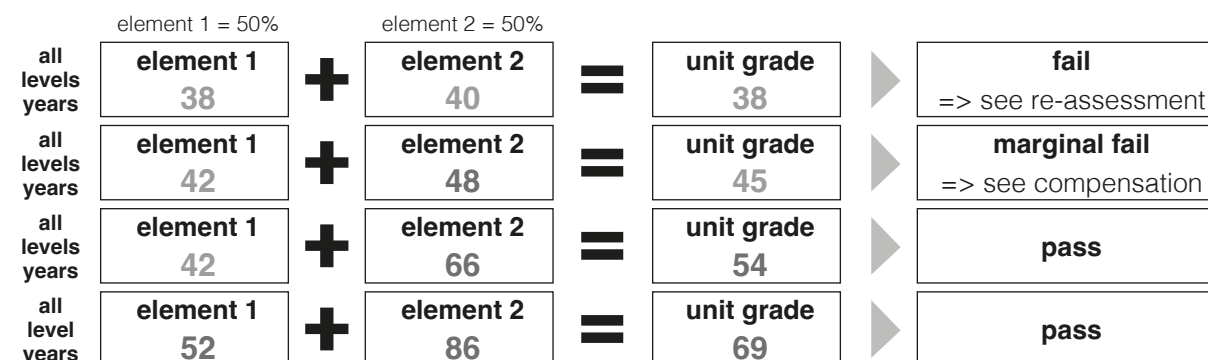
Summative assessment marks shall be subject to internal and, where appropriate, external moderation before confirmation by the relevant Assessment Board.

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 submits a successful late claim for deferred assessment.

8.6 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. For the award of PGCert, a student will be allowed compensated passes in a maximum of 15 credits for the 60 total taught credits; for the award of PGDip a student will be allowed compensated passes in a maximum of 30 credits for the total 120 taught credits; for the

8.4 Visual Representation of Postgraduate Assessment Regulations



award of Master's student will be allowed compensated passes in a maximum of 30 credits for the total 120 taught credits. Where a student is eligible for compensation in course units amounting to more than the maximum limit, the unit(s) with the highest average mark(s) shall receive a compensated pass up to the total number of credits stated above. 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 pre-requisite 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.

8.7 Late Submission

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 seven days after the 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 one part of an assessment with multiple submission points is submitted late, the late cap shall be applied to the full assessment. The late submission window does not apply to reassessments or to time-constrained assessments, such as exams or tests. Where, following a late submission, a student has an approved request for an extension that covers 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.

8.8 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 the student is entitled to deferred assessment. 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%.

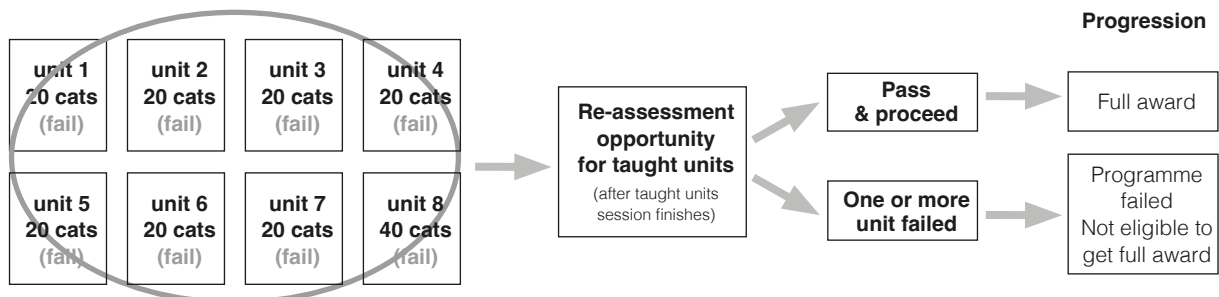
8.9 Deferred Assessment

If it is established through approved Assessment Mitigation Policy 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 was itself a reassessment, the student shall be permitted to be reassessed again but the reassessment shall be capped. Where a student has failed a unit and their entitlement to deferred assessment does not extend to all failed assessments, the unit mark should not be capped if the resit marks from the deferred assessment(s), combined with the marks from the original attempt(s) of the other assessment(s), gives a weighted average greater than 50%.

Where appropriate, and subject to an approved Personal Learning Plan, reasonable adjustments to assessments shall be made for students with a disability. Where 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 Programme Leader 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 arrangements must be approved by the External Examiner to ensure that they permit the unit Learning Outcomes to be achieved.

8.10 Visual Representation of Postgraduate Reassessment Regulations - Manchester Met courses



8.11 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%.

Except where the relevant Programme Specification confirms otherwise, academic credit can only be counted once. A student who has been given an interim exit award and is successfully readmitted, whether to the same programme or to a different programme for which the credit already completed will count towards the final award, must surrender their award back to the School prior to enrolment.

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.

Where the Assessment Board does not have enough evidence of the student's performance to decide upon the award for which the student was a candidate (or a lower award where one is available), but is satisfied that but for illness or other valid cause the student should have reached the standard required, it may make an Aegrotat award. Where such an Aegrotat award is made, a student shall be permitted to re-submit, within a period of one year, for the original classified award.

9. ASSESSMENT MITIGATION PROCEDURE

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 outcomes following the Assessment Mitigation Procedure should be considered when determining students' results. The Assessment Mitigations policy determines how, and against what criteria, students can make formal submission for consideration of any exceptional circumstances 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 circumstances and to set out the process by which claims are to be submitted and considered;
- (ii) to ensure fair and equitable treatment of all students when considering exceptional circumstances, including appropriate provision for disabled students and those with chronic conditions.

9.1 What are exceptional circumstances?

Exceptional circumstances 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 circumstances are serious events which impact upon performance.

Exceptional circumstances 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 circumstances must meet the requirements for independent documentary evidence that are outlined in this policy.

If a student has a disability or medical condition that may affect their ability to study and fulfil their potential they should seek advice from the Student and Academic Services department as soon as possible to see if it is appropriate for a Personal Learning Plan to be put in place. Where a disabled student, or one with a long-term medical condition, experiences an exceptional circumstance that is unrelated to their disability / medical condition then the student can submit a claim under the normal School procedures outlined below. There must 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.

Examples of exceptional circumstances include (but are not limited to):

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

9.2 What are not exceptional circumstances?

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 circumstances claims, and should try to limit adverse effects on academic performance.

Exceptional circumstances are not a substitute for academic performance and should not be submitted as an insurance against possible poor performance. The acceptance of Exceptional circumstances 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.

9.3 Submission of Independent Evidence

Independent evidence should normally be provided via a verifiable document, written and signed by an appropriate third party. The document should give details of the circumstance, its dates and / or duration and, where possible, its impact.

If the documentary evidence is not written in English, 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.

A student must submit medical evidence in support of an evidenced extension request 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 only that the patient reported that they felt unwell.

The School will not undertake to obtain medical certificates on behalf of students.

Students with disabilities / long-term health conditions

If a student has a disability or medical condition that may affect their ability to study and fulfil their potential they should seek advice from the Student and Academic Services department as soon as possible to see if it is appropriate for a Personal Learning Plan to be put in place.

Students with a Personal Learning Plan which allows for adjustments to coursework deadlines should speak to the Student and Academic Services team if an extension is required due to their already recognised condition.

Where a disabled student, or one with a long-term medical condition, experiences circumstances that are unrelated to their disability / medical condition then the student can submit a request under the normal procedure outlined below.

9.4 Submission Procedures

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

The form 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 to explain why the circumstances were serious and how they affected their performance or inability to complete their assessment 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 exceptional circumstances form submitted will be considered on one occasion only.

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

Any notification of exceptional circumstances 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 circumstances 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. If students require assistance with submitting their claim they should contact the Student and Academic Services department.

9.4.1 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.

9.4.2 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. Claims should be made within one week (7 days) of an assessment taking place or being due for submission. Claims received after this point will be considered if compelling documentary evidence is provided. An example of a compelling argument is that the student was hospitalised. No claims will be accepted after the publication of results.

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

9.5 Consideration of Exceptional Circumstances

Exceptional circumstances claims are dealt with on a case by case basis. Exceptional circumstances 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 circumstances.

Reviewers decide whether the circumstances described by students are valid exceptional circumstances 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 circumstances claim, Reviewers shall take account of:

- whether the exceptional circumstances 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 Assessment Mitigation procedure shall be accepted by the Assessment Board without discussion.

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

9.6 Approval of Exceptional Circumstances

Students will normally receive a response to their exceptional circumstances claim within 14 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 circumstances claims relate to coursework, the student may be offered an extension to the published submission date.

The decision taken through this process is final, and any challenge to these decisions must be submitted through the Academic Appeals Procedure. An appeal must be submitted within 14 days of the decision being issued.

Where a level 4 student has passed the level of study, that

student will not be permitted to undertake further assessment at that level, irrespective of any claim for deferred assessment.

In line with the Assessment Regulations, where a final year undergraduate student has been approved for deferred assessment, an Assessment Board may allow the mark from one assessment to stand for the mark of a 15 or 30-credit unit. In such cases, the student will not have a further assessment attempt.

A student who has been prevented from making sufficient academic progress due to health or other problems may be referred into the Fitness to Study procedure.

9.7 Student Sickness Certification Procedure

Students must inform Student and Academic Services department 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 and Academic Services department using the Student Self Certificate for Absence due to Illness.

10. PROCEDURE FOR HANDLING ACADEMIC MISCONDUCT

Academic misconduct occurs when a student does not follow good academic practice in an assessment, thereby gaining unfair advantage and undermining academic standards. It is a fundamental principle that students are assessed fairly on equal terms. Any attempt by a student to gain unfair advantage in the completion of an assessment or to assist someone else to gain unfair advantage, is considered to be academic misconduct.

The School takes academic misconduct very seriously and has mechanisms in place to identify when it may have taken place. Where academic misconduct is suspected, it will be investigated in all cases. The investigation may determine that there is no case to answer, or if poor academic practice can be addressed through further training. In the most serious cases, the penalty can be expulsion from the School.

The procedure applies to all registered students.

All disciplinary aspects of the procedure apply solely to academic misconduct that has taken place within summative assessment, which includes (but is not limited to) formal examination, group work, essays, projects and dissertations. When academic misconduct is identified within formative assessment, it will not be taken forward to a formal misconduct investigation. It will instead, be addressed through academic feedback and may lead to more developmental engagement to ensure that the student is able to maintain academic integrity at summative assessments.

10.1 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.

10.2 Common Forms of Academic Misconduct

Common form of Academic Misconduct include:

- **Plagiarism:** there is no minimum threshold for plagiarism. The penalties for plagiarism relate to the context and impact on the academic submission of the plagiarised element(s). Consideration will be given to the impact that the plagiarised content has on the overall mark that the submission would have obtained had the plagiarism not been identified. This is a matter of academic judgement. Software such as Turnitin, or other packages to identify academic similarity reports, are indicative tools. A high or low similarity score does not result automatically in either action or inaction.
- **Self-plagiarism:** it is submission by the student of work or large elements of work that has been submitted previously for academic credit in a different part of the course. Students wishing to include content that has been marked previously as part of another submission, must cite and reference their previous work. There is no minimum threshold for self-plagiarism. The penalties for self-plagiarism relate to the context and impact on the academic submission of the plagiarised element(s). Consideration will be given to the impact that the plagiarised content has on the overall mark that the submission would have obtained had the plagiarism not been identified. This is a matter of academic judgement. Software such as Turnitin, or other packages to identify academic similarity reports, are indicative tools. A high or low similarity score does not result automatically in either action or inaction.
- **Contract cheating:** it is the purchasing of work compiled by another person and submission as if it was the student's own. This is a severe form of academic misconduct and will normally result in exclusion from the School.

10.3 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.
- failures to follow accepted procedures or to exercise due care in carrying out responsibilities for avoiding unreasonable risk or harm to humans, animals used in research, the environment, the proper handling of privileged or private information on individuals collected during research.

10.4 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.

10.5 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 smart-watch, 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.

10.6 The Academic Misconduct Investigation

This procedure is the same for both minor and major cases of academic misconduct. Severe cases such as suspected contract cheating is managed by Programme Leaders or the Director of Education.

Where a potential case of academic misconduct has been identified, the student will be invited to attend an Academic Misconduct Investigation Meeting. The person conducting the meeting is known as the Investigating Officer.

The student will be provided with 5 working days' notice of the meeting. The student may bring a representative to the meeting, normally a Student Representative of their class. Legal representation at the Investigation stage is not normally permitted.

The student will be provided with the material that will be considered at the meeting and will be provided with at least 5 working days to consider the information presented. The student will be expected to attend the meeting. If the student does not attend, and does not attempt to make alternative arrangements, the meeting can take place in the student's absence. Where the student had advised that they are unable to attend, one further appointment will be made. If the student is unable to attend for a second time, the investigation meeting can proceed in the student's absence.

All cases will be considered on the basis of evidence. The standard of proof at any stage of the investigation is that the School is satisfied that, on the evidence available, the student's responsibility for the academic misconduct is more likely than not.

At the meeting, the Investigating Officer will present the full facts of the case to the student, explain the potential penalties and make it clear that the offence will be retained on the student's formal record. The student will be given the

opportunity to present their case and to provide any supporting evidence or information that the student may wish to submit which, in their view, may have led to the alleged misconduct occurring.

The student can be advised verbally at the end of the meeting of the Investigating Officer's conclusion as to whether academic misconduct has been proven or not proven. If the Investigating Officer concludes that academic misconduct has been proven, any imposition of penalties will be communicated after the meeting has concluded and will not normally be given verbally at the meeting.

10.7 Minor Cases

Poor academic practice by students who are at an early stage in their academic journey will be dealt with in a supportive, developmental way. The developmental process for minor cases may also be used to address poor academic practice in formative assessment, at any level of study and irrespective of a student's history.

Minor cases are restricted to the first offence for students studying at Levels 3 and 4 or students who have been away from Higher Education for more than 4 years.

The poor academic practice does not constitute a significant element of the submission or does not substantially influence the grade that the student may otherwise have received had the poor practice not been identified.

Where a case is considered by the Investigating Officer to rest within the Minor category, developmental activity can take place at the earliest opportunity, without requiring prior confirmation. This does not preclude the possibility of an imposition of other potentially serious penalties. This would arise where, for example, the team were in possession of other information that is material to the case, but not known to the Investigating Officer at the time of the Investigation meeting.

At the meeting, the student and the Investigating Officer will discuss the poor practice. The exact nature of the developmental engagement is a matter of academic judgment, but it is expected to involve advice on how to resolve the specific issues identified, broader guidance on good practice, and signposting of further information and resources.

There will be no penalty for the student and the assessment will go forward as marked. However, the case will be noted on the student's academic record and the student advised of this action.

10.8 Major Cases

Major cases apply to any student who has received (within the past 4 years) previous experience of higher education either at this or another institution. For any examples of major cases, please do refer to examples in previous paragraphs. This includes, but is not limited to, self-plagiarism, collusion, plagiarism, exam cheating, and falsification of data. Contract cheating will always fall under the Severe category and is addressed below.

Penalties are determined and administered based on the information provided following the investigation meeting. When considering the level of penalty, the team will access the student's academic record to determine whether the student has had a prior record of academic misconduct (including Minor cases) and to check on their level of study, the credit value of the unit, and credit weighting of assessment under consideration.

Their Programme Leader will inform the student of the penalty. The student will also be provided with the summary of the case outcome and details of how the penalty has been calculated. The student will be provided with information on how to appeal, and on what grounds.

10.9 Severe Cases

The main type of Severe case is contract cheating, where a student commissions a third party to do some or all of a piece of work. Other types of Severe cases could include large-group collusion and cheating, and large-scale falsification of data. The fault penalty of a Severe offence is normally expulsion.

The procedure for Severe cases can be instigated at an early stage where, for example, contract cheating is discovered or suspected, or if there has been major disruption of an examination. There is no need to await the completion of local investigations before instigating the procedure for Severe cases.

The investigation of the case will include a disciplinary interview with the student, undertaken by the Director of Education, Registrar and their Programme Leader. The student will be invited to a hearing and will be given a minimum of 5 working days' notice of the interview. At the hearing meeting, the student will be invited to make a statement and present any additional evidence that the student considers to be relevant to the case.

The Panel may conclude that an offence has been committed but does not fall into the category of Severe, or may conclude that no offence has been committed. In these cases, the Panel will make a recommendation regarding the application of any penalty. The student will be notified in writing following the Penalty hearing. This will include details of how to appeal and upon what grounds.

10.10 Appeals

A student who is in receipt of a penalty decision from a Minor, Major or Severe case has the right to appeal against the decision. The appeal should be made within 14 working days of the date on which the decision outcome is set. The grounds on which a student can appeal are:

- that a decision made at any stage of the process was unreasonable;
- that there was a material and/or procedural irregularity in either the investigation or the penalty setting, which has prejudiced the student's case;
- additional evidence has come to light since the investigation which could not have expected to have been produced at the time of investigation of the case. This could include significant events affecting the student which directly lead to the academic misconduct.

The Appeals Panel will normally consider the full written appeal submitted by the student, including any supporting evidence, without the student present. There may be occasions where the Appeals Panel considers it important to invite the student to attend a Panel meeting. Should this be the case, the student will be invited to attend with a representative and will be given at least 5 working days' notice. The appeal stage should normally be considered within 30 days of receipt of the appeal.

The Appeals Panel will produce a report of its deliberations and the rationale for its decisions. This will be made available to the student when notifying the student of the Panel's decision and will include information regarding the Review Stage.

10.11 Reviews

Reviews will take account of all factors, i.e. findings, context and mitigation. Reviews will also examine the way in which the investigation was conducted and the extent to which other factors were taken into consideration when allocating penalties and considering appeals.

The grounds for Review are the same as the grounds for appeal:

- that a decision made at any stage of the process was unreasonable;
- that there was a material and/or procedural irregularity in either the investigation or the penalty setting, which has prejudiced the student's case;
- additional evidence has come to light since the investigation that could not have expected to have been produced at the time of investigation of the case.

A student may request a Review of the decision made by the Appeals Panel within 14 working days of the outcome of Appeal letter being sent. Outcomes will be sent by email. The Review stage will normally be completed within 30 days of the receipt of the request for Review.

On the basis of this holistic analysis the Reviewer will reach

a judgment as to whether:

- procedures were followed correctly;
- all evidence was taken into consideration;
- judgment was applied impartially and consistently;
- the penalty was proportionate to the offence.

The Reviewer will then advise on whether the case outcome should stand or whether it should be re-considered by the Appeals Panel. If the Appeals Panel re-considers the case, it will do so in the absence of attendance by the Student. The Reviewer will produce a summary of the rationale for their decision. The student will be informed of the Reviewer's decision and the rationale and will be advised on their right to appeal to the Office for the Independent Adjudicator.

10.12 Office of the Independent Adjudicator

At the conclusion of the School's internal processes, the student shall be issued with a Completion of Procedures letter. A student who is dissatisfied with the outcome of their case may submit a complaint to the OIA under the rules of its scheme within 12 months of the issue of the Completion of Procedures letter. Information on the process can be obtained directly from the OIA at <http://www.oiahe.org.uk>

10.13 Penalties for Academic Misconduct

Exceptional Factors and/or repeating units

Students who are subject to Academic Misconduct penalties but also have approved Exceptional Factors for the assessment attempt, will be allowed a further reassessment opportunity in accordance with the Exceptional Factors procedure, but the assessment will normally be capped in line with the penalties for Academic Misconduct below.

10.14 Eligibility for Reassessment

Penalties and marks will be considered by the Assessment Board who will decide on the eligibility to re-sit. If the offence is committed as part of a resubmission of an assessment, and where the opportunity is provided for in the penalties below, the opportunity will normally be given to resubmit for a second time, subject to approval by the Assessment Board. Resubmissions will normally be at the next opportunity, usually the resit period. However, resubmissions may be approved to occur at a later date.

10.15 Severe Offences

The default penalty for a proven Severe offence is normally expulsion. In addition, the type and nature of other forms of academic misconduct must be taken into consideration when deciding on the penalty for the behaviour identified. The tariff below should normally be used for acts of misconduct. However, where an act of misconduct is such that it takes 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 Panel will hear the case and may determine that the penalties below do not reflect the severity of the misconduct. In such cases, the Panel may recommend more severe penalties be imposed, including expulsion from the School.

10.16 Minor Offences

First offence for students studying at Levels 3 or 4 or students studying at any level who have been away from Higher Education for more than 4 years. The poor academic practice does not constitute a significant element of the submission or does not substantially influence the grade that the student may otherwise have received had the poor practice not been identified. Penalties for such minor offences include:

- developmental engagement;
- assignment marked without the identified elements being included for assessment;
- no cap applied;
- penalty noted on the student's file.

Major Offences for students on Level 3 or 4 for Undergraduate Programmes

Type of Misconduct	Penalty
First offence where the poor academic practice does constitute a significant element of the submission or would have substantially influenced the grade that the student may otherwise have received had the poor practice not been identified	<ul style="list-style-type: none"> • Written warning and mark of 0 for the element of assessment; • Opportunity to be reassessed for the element in the resit period (or at an appropriate future point) subject to agreement by the Assessment Board; • The reassessment will be capped at 40%.
Second offence in any unit whilst registered on any programme of study in the School	<ul style="list-style-type: none"> • Further written warning and a mark of 0 for the element of assessment; • If resubmission is required in order to progress, the unit mark will be capped at 40%.
Any subsequent offence anywhere whilst registered on any programme of study in the School	Mark of 0 for all 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.

Major Offences for Students on Levels 5, 6 and 7 of Undergraduate Programmes

Type of Misconduct	Penalty
First offence where the poor academic practice does not constitute a significant element of the submission or does not substantially influence the grade that the student may otherwise have received had the poor practice not been identified.	Element of assessment mark capped at 40%.
First offence where the poor academic practice does constitute a significant element of the submission or would have substantially influenced the grade that the student may otherwise have received had the poor practice not been identified.	<ul style="list-style-type: none"> • Mark of 0 for the element of assessment; • Opportunity to be reassessed for the element in the rest period (or at an appropriate future point) subject to agreement by the Assessment Board; • The reassessment will be capped at 40%.
Any offence at Level 5 or 6 where there is any previous offence recorded in a lower academic level	<ul style="list-style-type: none"> • Mark of 0 for the unit concerned; • Opportunity to be reassessed for the element in the resit period (or at an appropriate future point), subject to agreement by the Assessment Board; • The reassessment will be capped at 40%.
Any offence at Level 5 or 6 where there is any previous offence recorded in the same academic level	<ul style="list-style-type: none"> • Mark of 0 for all elements of assessment previously undertaken at that level, and 40% cap on all unit marks at the level; • Opportunity to be reassessed for the elements awarded a mark of 0 during the resit period (or at an appropriate future point) subject to agreement by the Assessment Board; • The reassessment(s) will be capped at 40%.

Major Offences for Students on Taught Postgraduate Programmes

Type of Misconduct	Penalty
First offence where the student has been away from Higher Education for more than 4 years	<ul style="list-style-type: none"> • Developmental engagement; • Assignment marked without the identified elements being included for assessment; • No cap applied.
First offence where the student has been in Higher Education within the past 4 years	Element(s) of the unit in which academic misconduct occurred to be resubmitted in the resit period (or at an appropriate future point) subject to agreement by the Assessment Board. Both the element and unit marks will be capped at 50%.
Any subsequent academic misconduct	Student deemed to have failed the programme.

10.17 Offences relating to event-based assessments (eg time-limited 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	<ul style="list-style-type: none"> • Written warning and mark of 0 for the assessment being undertaken; • Opportunity to be reassessed for the element in the resit period (or at an appropriate future point) subject to agreement by the Assessment Board; • The reassessment will be capped at 40%.
Any second offence within the same programme of study	<ul style="list-style-type: none"> • Unit mark of 0; • Opportunity to be reassessed for the element(s) awarded the unit mark of 0 in the resit period (or an appropriate future point) subject to agreement by the Assessment Board; • The reassessment will be capped at 40%.
Any subsequent offence anywhere whilst registered on any programme of study in the School	<ul style="list-style-type: none"> • Mark of 0 for the unit in which academic misconduct occurred; • Opportunity to be reassessed for the element in the resit period (or at an appropriate future point) subject to agreement by the Assessment Board; • The reassessment will be capped at 50%.

Students on Postgraduate Programmes

Type of Misconduct	Penalty
First offence	<ul style="list-style-type: none"> • Mark of 0 for the unit in which academic misconduct occurred; • Opportunity to be reassessed for the element in the resit period (or at an appropriate future point) subject to agreement by the Assessment Board; • The reassessment will be capped at 50%.
Any subsequent academic misconduct	Student deemed to have failed the programme.

10.18 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 Student and Academic Services 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.

11. 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.

11.1 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 and Academic Services department 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 problems;
- a student is routinely making applications through the Assessment Mitigation 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.

11.2 Links to the School's procedure for the consideration of exceptional circumstances

High volume of students submits claims through the School's Assessment Mitigation 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 and Academic Services team who support the Assessment Mitigations 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 circumstances. 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.

11.3 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 a members of the Student and Academic Services team.

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 and Academic 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 and Academic 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. A student whose case is to be considered will be notified in writing, a minimum of 5 working days prior to the date of the meeting, of the following:

- the ground(s) for calling the meeting;
- the membership;
- the right to be accompanied / represented at the hearing by a friend or representative;
- to submit documentary evidence to the meeting;
- the content of any documentation intended to be used or referred to in the meeting or as part 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.

The formal recommendation will be sent to the student normally within 5 working days of the panel meeting to set out

its decision and the reasons for the decision taken. The report from the Panel will set out the following:

- the recommendations made by the Panel;
- the reasons for reaching the Panel's decision;
- why the decision was considered proportionate, indicating why alternative outcomes were considered and discounted.

A student has a right to request a review of a recommendation of suspension or withdrawal. Students can request a review on one or more of the following grounds:

- that the procedures were not followed properly;
- that the Panel reached an unreasonable decision;
- that the student has new material evidence that they were unable, for valid reasons, to provide earlier in the process;
- that there was bias or reasonable perception of bias during the procedure.

Request for review must be submitted within 10 working days of the written decision being issued. If after 10 working days no review request has been received the suspension or withdrawal will be actioned. Only in exceptional circumstances, and with supporting evidence, will late review requests be accepted.

The review stage is not a rehearing of the original case. The reviewer will consider the documents considered by the Panel, the outcome and any additional evidence or written representations supplied by the student(s) requesting review. The reviewer will not meet with the student.

The reviewer can make one of the following decisions:

- to confirm the earlier decision;
- to change the earlier decision;
- to refer the case back for further consideration at the formal stage.

The review decision will be sent to the student in writing within 15 working days of the review request being submitted. Unless the case is referred back to the formal stage the decision will include a Completion of Procedures notification. This allows a student to apply to the Office of the Independent Adjudicator (OIA) for Higher Education to review their case. An application to the OIA must be made within 12 months of the issue of a Completion of Procedures letter.

12. ASSESSMENT ARRANGEMENTS FOR DISABLED STUDENTS

12.1 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 and Academic 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 member of the Student and Academic Services team, 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 therewith, 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 and Academic Services in the first instance.

12.2 Guidelines

Istituto Marangoni is committed to the principle of using 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 and Academic 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.

12.3 Procedures

Specific arrangements should be identified at the beginning of the student's programme or as soon as possible but this will depend, Please delete it 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 and Academic 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.

12.3.1 Personal Learning Plan (PLP)

Personal Learning Plans (PLP) should be prepared Please delete it 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 the Student and Academic 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 Director of Education may arrange for the assessment(s) concerned to be postponed.

12.3.2 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 and Academic 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 and Academic Services and IT.

The use of a computer in written examinations is not a 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 the School, they should contact the Student and Academic Services team.

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 and Academic 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 to School without permission, other than Assistance Dogs, will be asked to remove the animal from the School 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 Circumstances 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 circumstances. Full support guidance on the Assessment Mitigation procedure and information on the University Assessment Regulations can be found on Manchester Met website.

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:
Is your exceptional circumstances claim related to the condition outlined in your PLP? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If your claim relates to the condition outlined in your PLP have you spoken to your Departmental Disability Co-ordinator before submitting this claim form? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Service to discuss this further? <input type="checkbox"/> Yes <input type="checkbox"/> No	

Step 2 - What are you applying for?

Please Tick

I need a 5-working day extension to a piece of work.	
I need an extension of longer than 5-working days (please specify how long you need).	
I cannot attend the assessment. I want to take it at a later date.	

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:

- What has happened
- What impact has it had on you personally
- How it has impacted on your performance in the assessment(s)

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 circumstances 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 exceptional circumstances 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 - Sign the Submission Statement and submit the form by email to IM London Student and Academic Services team.

(a) Data Protection

The University is the Controller for the personal information you submit within this form.

We use the information submitted to process your exceptional factors case and to issue you with an outcome. Your information may also be shared with a Fitness to Study Panel in order that, where necessary, they may provide you with additional support, fulfil our duty of care to you, and to assess your continued suitability to study.

Furthermore, where information submitted as part of this process indicates:

- A failure to adhere to professional standards and / or professional unsuitability, it may be necessary to make a disclosure of relevant information to a professional, statutory or regulatory body in accordance with the University's Procedure for the suspension and expulsion of Students from programmes on the grounds of professional unsuitability.
- Activity which is judged to be criminal, it may be necessary to make a disclosure of relevant information to a law enforcement agency.

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.

This processing and potential disclosures of personal data fulfils core functions of the University as a public authority in accordance with s124 of the Education Reform Act and is conducted in the public interest, as such we rely upon the General Data Protection Regulation Article 6(1)(e) 'public task' lawful basis to conduct this processing.

Where you have provided us with your consent we will obtain and process relevant disability information from the Disability Service in order to assist us in assessing your exceptional factors application.

Your claim data will be retained by the University until the conclusion of your exceptional factors claim plus six years in accordance with the University's Retention and Disposal Schedule.

If you have any queries about the processing of your personal data in managing the exceptional factors application process please contact the Exceptional Factors Team: E-mail: ef@mmu.ac.uk, Tel: 0161 247 6968. The University's Data Protection Officer can also be contacted using the dataprotection@mmu.ac.uk e-mail address.

For further information about the processing of your personal data by the University and your data subject rights please see the University's main Student Privacy Notice.

(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

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

1. Personal Details		
Title (eg. Ms, Mr):	Name:	MMU ID:
Programme Title:		
Address (Please do not give an address you might be moving from in the near future):		
Contact Phone Number:		
Preferred Email Address:		
<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:		
Exceptional Factors reference number:		
<i>(Please provide your claim reference number when you submit this form. This reference was provided to you when you submitted your claim via the Online Portal. If your claim was not submitted via the Online Portal please provide a copy of your Exceptional Factors form, statement, evidence, and outcome 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.	

3. Supporting Information	
3.1 - Which Units and Assessments Were Affected?	
Unit Name and Code (You can find this on your results letter, or on MyResults)	Assessment(s)
4.1 - What Remedy Are You Seeking?	
4.2 - What evidence have you included?	
<p>If your Appeal relates to an Exceptional Factors claim decision:</p> <ul style="list-style-type: none"> • Please provide your claim reference number when you submit this form. This reference was provided to you when you submitted your claim via the Online Portal. • If your claim was not submitted via the Online Portal 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 a new Exceptional Factors claim and include your new evidence. <p><i>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.</i></p>	
4.3 - Supporting Statement	
<ul style="list-style-type: none"> • 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.