



Leeds Trinity
University

TAUGHT COURSE ACADEMIC REGULATIONS

Undergraduate Level 6

Postgraduate Level 7

Postgraduate Certificate of Education

Professional Graduate Certificate of Education

2016/2017

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Undergraduate Level 6
Postgraduate Level 7
Postgraduate Certificate of Education
Professional Graduate Certificate of Education
Academic Year 2016/17

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TAUGHT COURSE ACADEMIC REGULATIONS

2016/2017

This document sets out the procedures and regulations governing study for taught students (undergraduates and postgraduates) registered on awards of the Leeds Trinity University. All forms referred to in this document are available from the intranet INFOZONE (<http://intranet.leedstrinity.ac.uk/student-services/infozone>).

Requests for documents in a different format may be made to **Student Administration**.

Questions relating to the interpretation or application of these procedures and regulations should be referred to the Head of Academic Quality.

October 2016

TERMINOLOGY

Awards

Undergraduate taught awards in 2016/17 offered by the University are as follows:

Undergraduate

BA (Hons)	Bachelor of Arts with honours
BSc (Hons)	Bachelor of Science with honours
BA	Ordinary degree of Bachelor of Arts
BSc	Ordinary degree of Bachelor of Science
FD	Foundation Degree
FdA	Foundation Degree of Arts
FdSc	Foundation Degree of Science
DipHE	Diploma of Higher Education
Dip	Diploma
CertHE	Certificate of Higher Education
Cert	Certificate
Prof Dip	Professional Diploma
Adv Prof Dip	Advanced Professional Diploma
Prof Grad Cert Ed	Professional Graduate Certificate of Education

Taught postgraduate awards in 2016/17 offered by the University are as follows:

Postgraduate

MA	Master of Arts
MBA	Master of Business Administration
MSc	Master of Science
PGDip	Postgraduate Diploma
PGCert	Postgraduate Certificate
PGCE	Postgraduate Certificate of Education

Programme of Study

To be eligible for the award of the Degree, a student must fulfil the requirements of a permitted **Programme of Study**. A Programme of Study may be defined as the complete profile of modules a student must study in order to be eligible for an award. Examples of Programmes of Study are: *English and Media*, *Forensic Psychology*.

Credits

Eligibility for the award of the Degree is determined by the accumulation of study **credits**. A full-time undergraduate credit load for a year is defined as 120 credits. For example, a full-time undergraduate student would therefore take 360 credits in a three-year full-time Programme of Study, or in a two-year (accelerated) full-time Programme of Study; 240 credits in a two-year full-time Foundation Degree.

Module

Each Programme of Study is made up of specified **modules**, a module being the smallest component of credit-bearing study. Programmes of Study may contain a mixture of core (or compulsory) modules and option modules (where a student has a choice of modules) to fulfil the requirements of the Programme.

Level

Each module is assigned to a **Level** in accordance with the Framework of Higher Education Qualifications (FHEQ) and which is normally allied to the year of the Programme of Study into which it falls. Undergraduate programmes are taught at Levels 4, 5 and 6 and taught postgraduate programmes at Level 7.

Note: The term 'Head of Department'/'Heads of Departments' is used generically throughout this document to denote the designated senior role in a particular academic entity, be that an institute, a school or a department.

AWARDS FRAMEWORK

Undergraduate Awards

For the Academic Year 2016/17 the following undergraduate awards are offered at Leeds Trinity University:

Award abbreviation	Full award title	FHEQ level*	Credits	Corresponding FQ-EHEA**	ECTS Credit
BA (Hons) BSc (Hons)	Bachelor of Arts with Honours, Bachelor of Science with Honours	Level 6	360 (2 or 3 yr programme)	First cycle (end of cycle) qualifications.	180
Prof Grad Cert Ed	Professional Graduate Certificate of Education		120		60
Adv Prof Dip	Advanced Professional Diploma		60***		
FD (FdA, FdSc)	Foundation Degree (of Arts, of Science)	Level 5	240	Short cycle (within or linked to the first cycle) qualifications.	120
DipHE	Diploma of Higher Education		240		
Dip	Diploma		180		
Prof Dip	Professional Diploma		40***		
CertHE	Certificate of Higher Education	Level 4	120		
Cert	Certificate		40		

Postgraduate Awards

For the Academic Year 2016/17 the following postgraduate awards are offered at Leeds Trinity University:

Award abbreviation	Full award title	FHEQ level*	Credits	Corresponding FQ-EHEA**	ECTS credit
MA	Master of Arts	Level 7	180	Second cycle (end of cycle) qualifications.	Min. 60 Typical range: 90 - 120
MBA	Master of Business Administration		180		
MSc	Master of Science		180		
PGDip	Postgraduate Diploma	120			
PGCert	Postgraduate Certificate	60			
PGCE	Postgraduate Certificate of Education	60			

* FHEQ Framework for Higher Education qualifications.

** FQ-EHEA Framework for qualifications of the European Higher Education Area.

*** Work Based Learning Awards

UNDERGRADUATE PROGRAMMES

1 Admissions Regulations

1.1 Entry to Undergraduate Programmes

To enter any undergraduate Programme of Study an applicant must satisfy either the General Requirement, or the conditions for Admission by Credit Transfer also known as 'Recognition of Prior Learning' (RPL).

1.1.1 The General Requirement

Applicants for entry to Level 4 of a **full-time** undergraduate honours Programme of Study must:

- (i) apply through UCAS, specifying a Programme to which entry is sought, AND
- (ii) satisfy the minimum entry requirement¹ of Leeds Trinity University, AND
- (iii) satisfy the admissions requirements of the Programme to which entry is sought, AND
- (iv) receive a formal offer from the University of a place in the specified Programme.

International applicants applying through the Tier 4 sponsorship scheme must meet specific requirements, in addition to the general requirements, and should refer to the University's website for the additional specific requirements which will apply (<http://www.leedstrinity.ac.uk/study/international/Pages/default.aspx>).

Applicants for entry to Level 4 of a **part-time** undergraduate Programme of Study must apply directly to the University AND satisfy the requirements (ii)-(iv) above.

1.2 Admission with Recognition of Prior Learning and Claim for Credit

The Institution has in place an Admission with Recognition of Prior Learning scheme. Applicants who do not meet in full the General Entry Requirement (1.1.1) may apply to the scheme to be considered for Admission with Recognition of Prior Certificated Learning or Recognition of Prior Experiential Learning or a combination of both in place of all or part of the General Requirements of entry. In addition, candidates may also use the Recognition of Prior Learning scheme to claim for exemption and gain credit from parts of the programme for which they are applying.

1.2.1 Approval of Admission with Recognition of Prior Learning or Claim for Credit

Approval of any application will be considered on an individual basis and subject to the following conditions:

- (i) completion of a 'Recognition of Prior Learning' form
- (ii) discussion of the application with the relevant Admissions Tutor
- (iii) submission of evidence to support the application
- (iv) agreement of the Admissions Tutor.

Student Administration will notify the applicant of the outcome of their application.

Full details of the scheme and the procedures are available from Student Administration.

1.2.2 Impact on Full-Time/Part-Time Status

In some instances Admission with Recognition of Prior Learning may have an impact on a student's registered status on the Programme of Study and a consequent impact on eligibility for a student loan. For this reason it is important that the discussion with the relevant Admissions Tutor is undertaken as referred to in 1.2.1 (ii) above.

1.2.3 Impact on Degree Classification and Award of Merit or Distinction

In some instances Admission with Recognition of Prior Learning may have an impact on the calculation of Degree Classification and Award of Merit or Distinction, where applicable for the

¹ Normally passes in two subjects at A level (or equivalent) and GCSE English

Programme of Study. For this reason it is important that the discussion with the relevant Admissions Tutor is undertaken as referred to in 1.2.1 (ii) above.

Full details of the scheme and the procedures are available from Student Administration.

1.2.4 **Admission Deadline**

To be eligible for credit, a student must normally enrol on, and commence study in, any module in any semester no later than the end of the second week's teaching of that module.

2 **Programme Planning**

Each registered student is responsible for planning the details of his/her Programme, within the regulations of the University and the requirements of each Programme. Advice is available for each student throughout his/her period of registration from his/her Development/Progress Tutor.

3 **Registration**

To be eligible for credit towards an award, a student must be registered both for a Programme of Study and also for permitted modules within the Programme.

To be eligible for credit not leading to an award, a student must be registered for the module(s) for which credit is sought.

No credit or qualification can be awarded to a student whose registration is not confirmed by Student Administration.

3.1 **Programme Registration**

Students are required to register for his/her programme when they first commence study. Subsequently, they are required to re-enrol at the start of each Academic Year, or at the start of the semester in which he/she returns from an authorised period of absence. Summary personal data is held on file, derived from the initial application, which forms the basis of each student's Programme Registration.

To be confirmed, a student's Programme Registration must include evidence of fee status as follows:

- (i) for full-time study, normally Student Finance England (or equivalent body) support, OR
- (ii) for part-time study or private fee-payers, confirmation from the University Finance Office of payment of fees.

If this requirement cannot be satisfied at registration, the student's Programme Registration will remain provisional. If this requirement remains unsatisfied after the end of the fourth week of teaching of the semester, the student may be required to withdraw, either temporarily or permanently, from the Programme and the University. Student Administration is responsible for notifying the student of what is needed to satisfy this requirement.

To be valid, a student's *initial* Programme Registration must be submitted on the Programme Registration document or electronically via SITS E:Vision, and confirmed by Student Administration. *Subsequent* Programme Registration (re-enrolment) is entirely electronic.

3.1.1 **Amended Programme Registration**

A student's registration for a Programme or module may be amended at his/her request using the appropriate amendment request document, and according to the procedures in 3.1.1 and 3.2.5.

Application for amendment to Programme Registration ("change of programme") may be made at any time.

A student seeking amendment of his/her Programme Registration must:

- (i) complete section A of a Change of Programme form. (These are available in Student Administration, in departmental offices and on the INFOZONE);
- (ii) consult the Programme Coordinator of their current programme to notify them of the transfer request;

- (iii) obtain the permission of the Programme Coordinator of their planned programme;
- (iv) submit the completed form to Student Administration.

3.1.2 **Approval of Amendments to Programme Registration**

Applications to amend a programme of study or for an individualised programme of study will be considered on an individual basis and are required to be approved by the Approvals Group of the Learning & Teaching Committee. Approval will be subject to the following conditions:

- (i) the regulations governing transfer of government funding/loans;
- (ii) the availability of places within the Programme of Study to which transfer is requested;
- (iii) the agreement of each of the Heads of Departments/Programme Coordinators responsible for the Programme to which the transfer is requested;
- (iv) that any pre-requisites for the new programme of study are met;
- (v) the requirement that, to effect any transfer approved after Week 4 of Semester 1 of Level 4, the student agrees to satisfy any conditions of transfer determined by the Programme Coordinator and that the Programme Coordinator is confident that the student, in meeting those conditions, will not be disadvantaged by the transfer;
- (vi) any module for which there are unsatisfied instances of academic and/or professional misconduct will be recorded on the change of programme form and the student will be required to satisfy the requirements of the penalty before being permitted to commence the new programme of study;
- (vii) any module for which a student has already presented for assessment and a pass mark returned may not be studied as part of the new programme although credit may be carried forward;
- (viii) any module for which a student has already presented for assessment and a fail mark returned, may be studied as part of the new programme but only as a subsequent attempt (i.e. for a maximum mark of 40).

Student Administration will then notify the student of the outcome of the application.

3.2 **Module Registration**

It is the student's responsibility to ensure that his/her Schedule of Module Registration is correct.

A student must register for every module he/she wishes to study in each semester of his/her Programme of Study at the beginning of the Academic Year. Except where otherwise specified in the Programme Requirements, to be recognised as a full-time student, he/she must be registered for sufficient modules to be eligible to accumulate a minimum of 40 credits in each semester and a minimum of 120 credits in each level. No student may register in any level for modules with a combined credit rating greater than 120, without special approval (see regulation 3.4). No student may be in attendance in any semester without being registered for at least 1 module in that semester.

To be valid, a student's Module Registration must be submitted electronically via SITS E:Vision and confirmed by Student Administration. Submissions returned after the published deadlines will be processed at the lowest priority.

Each registered student will be issued via SITS E:Vision with a schedule of modules for which he/she is officially registered. A student will be assessed for all the modules which appear on this schedule and will be eligible for credit for these modules only.

It is the student's responsibility to ensure that his/her Schedule of Module Registration is correct.

3.2.1 **Module Registration for Level 4**

All students admitted at Level 4 Semester 1 of Programmes of Study will, as far as possible, be pre-registered for the core modules of their Programmes as part of Student Administration's preparations for new registrations. On completion of Programme Registration, these students will:

- (i) be counselled by relevant Academic Staff in Semester 1 Week 1 on their nomination of option modules to be followed in Level 4;
- (ii) complete the module selection process as directed by Student Administration by the end of Semester 1 Week 2;
- (iii) receive confirmation of their module registration from Student Administration by means of an individual Student Schedule.

Each student is required to nominate option modules on the Module Registration document in accordance with the requirements of their Programme.

Students are encouraged to nominate as many reserve choices as possible to maximise the likelihood of having registration confirmed in modules of their choice and to minimise the need for amendment of their registration by Student Administration (see regulation 3.2.6).

3.2.2 Module Registration for Levels 5 and 6

Each student who intends to proceed from Level 4 to Level 5 or from Level 5 to Level 6 of Programmes of Study will be pre-registered for the compulsory modules of his/her Programme as part of Student Administration's preparations for continuing students' Programme Registration. These students will:

- (i) be counselled during Level 4/Level 5 on their nomination of any module choices to be followed in the following level;
- (ii) complete the module selection process as directed by Student Administration, indicating the orders of preference; and
- (iii) receive confirmation of his/her module registration from Student Administration via SITS E:Vision.

3.2.3 Module Registration Across Levels

A student may not normally register across levels, e.g. while in Level 5, a student may not register for a module in Level 4 or Level 6.

3.2.4 Re-allocation of Module Registrations

Certain modules may prove so popular that it may not be possible to allocate all student module choices. Equally, some modules may not attract enough registrations to be viable. In such cases it may be necessary to re-allocate modules to students using the following procedures.

Note: Students will be re-allocated from over-subscribed modules before students from under-subscribed modules.

3.2.4.1 Over-subscribed Modules

Student Administration will confirm registrations up to the permitted maxima of students according to the following criteria and order of priority:

- (i) to accommodate students who have nominated the module as their first choice of option and thereafter following in rank order;
- (ii) to accommodate Visiting Students;
- (iii) to accommodate students who submit module registration requests later than the published deadline for return.

Modules will be allocated to students **within** any of the above categories on a first-come-first-served system, based on when the Module Registration Submission was received in Student Administration.

3.2.4.2 Under-subscribed Modules

A module will normally be taught only if the number of students registered for it, by the end of the normal period for module registration, is 15 or more. If registrations for any module are below 15, the Programme Coordinator concerned will decide whether or not the module should run, provided that any module to run under such circumstances can be offered within the staffing provision authorised for the academic session concerned. If the module is cancelled, Student Administration will confirm alternative registrations of the students affected by allocating a replacement module from the student's preference list.

Should a student's registration remain incomplete following the processing of all the preferences stated on the form, the procedure to be followed will be that as in 3.2.6 below.

Module Co-ordinators will receive preliminary module registration lists from Student Administration as soon as possible after Registration, with confirmed lists following the end of the period allowed for Amended Registration ("Drop/Add").

3.2.5 Amended Module Registration ("Drop/Add")

In exceptional circumstances, a student may wish to amend his/her module registration in respect of any chosen option module. Application for amendment of Module Registration ("Drop/Add") may be made only within the specified periods as published by Student Administration and on the intranet. Substitution in Semester 2 for the Semester 1 credit is not normally permitted. That is, it is not permitted to 'drop' a Semester 1 option module, including a year-long module, on the basis of failed assessment and 'add' a new and additional option module in Semester 2. This is in order that no more than 120 credits are attempted in one academic year.

3.2.5.1 Procedures for "Drop/Add"

A student seeking amendment of his/her Module Registration must, within the published deadline, complete a "Drop/Add" Form available from Student Administration. Student Administration will:

- (i) check that the amendment is in accordance with the requirements of the student's Programme of Study;
- (ii) check that the amendment does not cause module registrations to exceed the agreed limits. That is, for full-time students a minimum of 40 credits per semester and a maximum of 120 credits per level. (See 3.2)

Provided that both (i) and (ii) above are satisfied Student Administration will issue the student with a revised schedule to take account of the amendment. If either (i) or (ii) above is not satisfied, then Student Administration will notify the student that their request has not been successful.

All requests will be processed on a first-come-first-served basis.

In highly exceptional circumstances, a drop/add form will be accepted for processing after the deadline, if it is accompanied by written support from the releasing and accepting Programme Coordinators. The resulting module provision must conform to the Programme regulations.

3.2.5.2 Confirmation/Approval for "Drop/Add"

Confirmation of amendments by Student Administration will be subject to:

- (i) the requirements of the student's Programme(s) of Study;
- (ii) the availability of places within the module(s) to which transfer is requested.

In the case of modules linked over two successive semesters and represented by two module codes, amendment to module registration in the "Drop/Add" period of Semester 2 will relate only to the possible replacement of the Semester 2 module. Substitution in Semester 2 for the Semester 1 credit is not permitted.

3.2.6 Student Administration Action

A student's Module Registration may, from time to time, have to be amended by Student Administration, normally only in one or more of the following circumstances:

- (i) to ensure that the student satisfies the requirements of his/her Programme of Study;
- (ii) to ensure that a student is registered for sufficient credits to be eligible for progression and/or completion, following cancellation of any module(s) nominated by the student.

Student Administration will inform a student in writing if it has been necessary to change his/her Module Registration.

3.2.7 Level 6 Option Choices

3.2.7.1 Scheme 1

Students wishing to register for a 20 credit Level 6 module outside their Programme of Study at Level 6 must register for 120 credits of study within their own Programme in the first instance. Once the University timetable is available, students should consider their individual timetable, checking for any possible clashes and then "Drop/Add" to request to register for their preferred option module (20 credits only) outside their Programme, so that they are still

registered for 120 credits overall. It will only be possible to drop option modules, not core or core preference modules.

The change to a student's programme will be approved, subject to spaces being available on the new module and the agreement of the Programme Coordinator and Module Tutor responsible for the chosen module. No changes in class timetables will be made to accommodate these requests. Should any changes to the University timetable post-publication, or in a student's own circumstances result in clashes, the student will need to re-register for their original option choice.

3.2.7.2 Scheme 2

Level 6 students are permitted to study one additional 20 or 10 credit undergraduate module but this will be on a non-credit bearing basis.

Students must check their own new timetable to consider whether their intended module is run at a suitable time for their studies before making an application for a place on the chosen module during the registration period. The relevant form should then be submitted to Student Administration. Students will be notified by Student Administration as to whether or not their application for this additional non-credit bearing study can be accommodated. There will be no additional fee for this module.

Student Administration will require an indication of a record of attendance (80%) for validation purposes for the not-for-credit study taken to appear on the Student Transcript.

Full details of Scheme 1 and Scheme 2 are available from Student Administration or from the Student INFOZONE.

3.3 Defective Registration

3.3.1 Failure to Satisfy the Pre-requisites for Registration

In certain Programmes, admission to particular modules in Level 4, 5 or 6 is contingent upon the award of credit for specified modules in the preceding level ("pre-requisites"), or upon registration for other specified modules within the same level ("co-requisites"). Permission to waive the pre-requisite/co-requisite may be granted only by the Board of Examiners. It is possible, however, that a student who has pre-registered for a Level 4, 5 or 6 module will fail to satisfy the pre-requisites for such a module, despite being otherwise eligible to progress. As soon as this situation is identified, normally at the end of the re-assessment period in August/September, Student Administration will notify the student.

In the case of a Programme in which no alternative module is available, the student will be referred to their Development/Progress Tutors for counselling on the choice of one of the following:

- (i) temporary withdrawal, pending an application for permission to repeat the module(s) in a subsequent academic year; or
- (ii) admission by credit transfer to another institution; or
- (iii) withdrawal, pending an application for an alternative qualification.

3.3.2 Under Registration

Any full-time student who, following the "Drop/Add" period, is found to be registered for fewer than 120 credits will be notified immediately by Student Administration. It is the responsibility of the student to then ensure that their registration is corrected before the end of week 4 of the teaching period.

Corrections to a student's under registration after the end of week 4 of the teaching period will only be processed by Student Administration if permission is given both by the relevant Heads of Departments and the Head of Academic Quality.

If a student's under registration is not corrected, then the student will be offered one of the following options at the discretion of the Head of Academic Quality:

- (i) to register for the shortfall in credits (at the original level) in addition to their 120 credit load in the following Academic Year;

- (ii) to withdraw temporarily as a full-time student and register for the shortfall in credits (at the original level) as a part-time student in the following Academic Year.

3.4 Over-Registration

Permission for a student to register in Level 4 or Level 5 for modules with a combined credit rating greater than 120 will only be given in highly exceptional circumstances, for example, where the additional credits are a requirement for exemption from relevant professional qualifications. No undertaking can be given that any over-registration will be accommodated within module timetabling. To be eligible for the award of credit, the normal requirements of attendance and assessment apply to each of the modules for which the student is registered.

To have any over-registration confirmed the student must, no less than three weeks prior to the start of the semester in which over-registration is sought:

- (i) submit in writing to the Heads of Departments responsible for his/her Programme(s) of Study an application supported by his/her Development/Progress Tutor for permission to over-register, AND
- (ii) specify in the application all of the module(s) he/she proposes to study, indicating those modules which are in addition to the normal course-load, AND
- (iii) specify in the application the reasons for the over-registration in the particular module(s).

Provided that the Heads of Departments responsible for each Programme in the student's Programme approve the application and notify Student Administration in writing of that approval, Student Administration will confirm the student's over-registration.

In such cases of over-registration, all the modules for which the student is registered will be factored into the calculation of his/her final classification.

3.5 Duration of Programme Registration

The maximum and minimum duration of a student's period of registration for undergraduate awards is defined as follows:

	Min	Max
BA/BSc (Hons)	3 academic years full-time	8 calendar years
BA/BSc (Hons) Accelerated	2 extended academic years full-time	8 calendar years
FD	2 academic years full-time	8 calendar years
DipHE	2 academic years full-time	6 calendar years
CertHE	1 academic year full-time	4 calendar years

4 Attendance and Engagement

4.1 General Requirements and Responsibilities

Students have a responsibility to engage fully with designated learning activities of programmes and modules as required. All students are required to be in attendance at the University throughout the periods of published dates of terms **and to be available for all published re-assessment periods which may fall outside term-time**. Students who live overseas should note that their travel home for vacations must be arranged in compliance with these regulations.

The full requirements for completion and attendance, including any additional requirements for any particular module, will be published in Programme Handbooks.

4.2 Absence

If a student knows that he/she is going to be absent from a scheduled activity through illness or other cause, he/she should contact the Academic Administration Office. The Academic Administration Office will forward the information to the appropriate module tutor(s) and Development/Progress Tutor. If appropriate, the student will be referred to the Extenuating Circumstances Policy and Procedure (Appendix 1).

If there is concern about a student's lack of engagement with his/her Programme of Study, examples of which are outlined within the Student Academic Engagement Policy, the student will be contacted by the University to discuss the lack of engagement and support to be provided, where appropriate.

In certain situations, attendance may be obligatory, for example Placement, School Based Training, professional body requirements. Absence may result in the initiation of the Academic and Professional Misconduct Procedure.

If there is no attendance or other evidence of engagement and all efforts to contact the student and secure his/her re-engagement have failed, the student will be withdrawn from the University.

For non-EU international students, reporting of absence will be in accordance with Home Office requirements as defined from time to time.

The University's Student Academic Engagement Policy containing full details of responsibilities of students for engagement with their Programmes of Study is published on the Student INFOZONE.

5 Assessment

These regulations apply to all modes of delivery (including distance learning) and to all forms of assessment including electronic submission.

All candidates must present for assessment in order to gain credits for a module.

Each module is assessed by the end of the semester in which it is completed, unless a deferred opportunity has been granted (see regulation 5.7). The results of assessments shall be returned to Student Administration in accordance with the arrangements prescribed at the time. Every student will normally be advised of the outcome of assessment at the end of each Academic Year, by means of an individual results statement posted via SITS E:Vision, so that he/she may be counselled on his/her Programme of Study.

5.1 Marking Conventions

All modules which are marked on a numerical scale are assessed on a scale of 1-100. Modules which are not assessed on a numerical scale are assessed on a pass/fail basis.

5.1.1 Pass Mark

In any particular module, which is marked on the numerical scale, a student must obtain a mark equal to, or greater than, **40** in order to pass the module and therefore be awarded the credits for that module.

5.1.2 Automatic Raising of Aggregated Module Marks

The University adopts the convention that any arithmetically calculated mark ending in '9', resulting from multiple components of assessment in a module, be moderated up by a mark of '1' where this is at a pass threshold. This does not apply to marks ending in '9' where they are above 70, or where there is only one component of assessment in the module, or where a module has been failed on requirements, or to non-modular programmes.

5.1.3 Condonement of Marginal Fail

The Board of Examiners may approve one condoned fail module mark to allow progression to the next level, or for the award calculation to take place with the fail mark included in the calculation without the need for a re-assessment, as long as the conditions below have been met. This policy applies to all undergraduate modules, except for Placement, School Based Training and certain modules exempt to meet professional body accreditation requirements. (Students should refer to the Module Descriptor.)

For marginal condonement to be approved at undergraduate level all of the following conditions must be met:

- i) At least 100 credits have been passed at that level
- ii) The average mark over the level is 40 or more
- iii) The fail mark in question is for one module only of 20 credits or fewer
- iv) The conflated mark for the module is 35 or more
- v) All components of assessment within the failed module have been attempted.

A module with condoned fail will not receive credit. Where a condoned fail is approved the student will be offered the opportunity to accept or decline the offer with the implications for each option explained in the communication.

5.1.3.1 Eligibility for Award with Marginal Condonement

Students who have marginal condonement in their profile (and therefore have a reduced credit attainment) will only be eligible for the award appropriate to the amount of credit attained (see section 8 Progression and Award).

5.2 Language of Assessment

The language of assessment will be English and work for formal assessment must be undertaken in English unless specified otherwise in the relevant module handbook.

5.3 Late Submission of Course work

5.3.1 Marking System for Late Submission of Course work marked on a Numerical Scale

For any component of assessment which is defined on the module descriptor, where there is no agreed request for an extension, a deduction of 5 marks will be made for assignments which are submitted in the 24-hour period immediately after the prescribed final submission deadline. Subsequent deductions of 5 marks will be made for assignments submitted during subsequent 24-hour periods, down to a mark of 40% for work of a pass standard and 0% for work of a fail standard. Work submitted more than 5 working days after the published deadline will not be marked and a mark of zero will be returned. The 24-hour periods referred to above do not include weekends and bank holidays.

Marks which have had late submission penalties applied are those which are presented to Panels of Examiners.

5.3.2 Marking System for Late Submission of Course work marked on a Pass/Fail Basis

If no extension has been granted, all course work which is assessed on a pass/fail basis which is not submitted by the prescribed deadline will automatically be awarded a mark of "fail".

5.4 Submission of Course work in Excess of a Specified Limit

It is the responsibility of the student to submit work which is within the specified limit and to include a word count on all written assessed course work. Examiners will disregard that part of a piece of assessed work which exceeds the specified limit by 10% or more. If it is considered that a student has falsified the word count on an item of his/her course work, he/she may be referred to the Student Academic and Professional Misconduct Policy and Procedure, available from the intranet INFOZONE (extract at Appendix 2).

5.5 Examinations

5.5.1 Use of a Dictionary in Examinations

The use of a dictionary may be permitted for all students as an examination tool in certain modules. Such use of a dictionary must be indicated within the examination paper rubric.

Where such permission is not given, approval may still be given for certain students to use a dictionary in an examination:

- (i) students who are registered on a degree programme and whose native language is not English may apply to Student Administration for use of an English Language dictionary in examinations in accordance with the rules governing use of dictionaries;
- (ii) students who are registered on a non-degree programme and whose native language is not English may apply to Student Administration for use of a Translation dictionary in examinations.

Application forms for dictionary use are available from Student Administration and must be returned not later than two weeks before an examination period.

5.6 Disabilities Affecting a Candidate's Performance

If a candidate has a disability or medical condition which they believe will affect their performance in assessments, they should make an appointment to see the Dyslexia &

Disability Co-ordinator in order to complete a request form for special arrangements for assessment. This form will be processed by the University and the student will be informed by Student Administration of arrangements which have been put in place.

Candidates must inform Student Administration of any impairment/disability immediately it is evident and, in any case, not less than 2 weeks before on-set of the examination period if special arrangements are being requested for formal examinations.

5.7 Special Factors Affecting a Candidate's Performance

5.7.1 Extensions

The deadlines for the submission of essays/dissertations and independently prepared work are published to candidates in advance of the period in which they are expected to complete the necessary work. If a candidate wishes to apply for an extension to the deadline he/she must apply for an extension from the Head of the relevant department or nominee, in advance of the original published deadline, and on a University Extension Request Form.

Extensions will normally only be granted for up to 5 working days. If further time is required then the candidate should consider applying for a deferred opportunity (see below).

Extensions will be recorded by the Academic Administration Office, which will be responsible for informing relevant module tutors when extensions have been granted.

5.7.2 Extenuating Circumstances Affecting a Candidate's Performance

During a period of study, students may encounter significant personal difficulties that impact on their ability to study for, or complete, an academic assessment(s) including examination. The University refers to these personal difficulties as "Extenuating Circumstances".

Students may apply for consideration of Extenuating Circumstances using the relevant form, either before assessments have been attempted or after.

The full details of the Extenuating Circumstances Policy and Procedure are included as Appendix 1.

5.8 Assessment Failure

5.8.1 Eligibility to Re-sit a failed Assessment

When a student fails in the assessment for a module, he/she will be permitted two further attempts to redeem the credits for the module by re-sitting the assessment, repeating the module, or, subject to Programme requirements, by taking a substitute module of the same credit value.

5.8.2 Repeating or Substituting a Failed Module

5.8.2.1 When a failed module renders a student ineligible for progression and, under the provisions of 5.8.1, the student undertakes to repeat or to substitute a module:

- (i) he/she will normally be required to withdraw from the Programme and register as a full-time student studying in part-time mode until such time as he/she has satisfied the requirements for progression; AND
- (ii) part-course tuition fees, payable by the student, will apply;
- (iii) in the case of substitution, he/she thereby forgoes any entitlement to re-assessment in the failed module;
- (iv) the maximum mark awarded will be the minimum required for credit (i.e. a mark of 40).

5.8.2.2 Professional Development and Placement Modules – Repeat Study

If a student has failed a PDPM/equivalent module, he/she will be required to take the module again as a second/third attempt (as appropriate) as part of their repeat study. If the student has already gained a pass in the PDPM/equivalent module, they will not be required to take the module again and an alternative module will be required in order for the student to have a full-time load of credit.

(For the full requirements pertaining to this regulation see Appendix 6.)

5.8.3 Re-assessments

5.8.3.1 Application to Re-sit

Any student who fails in the assessment in one or more modules will be automatically registered to re-sit the assessment for the module at the next opportunity and will be notified accordingly by Student Administration. Students who do not re-sit at the next allocated opportunity will forfeit a re-sit opportunity. If necessary, a student may submit a request for consideration of Extenuating Circumstances.

Students on two-year accelerated degree programmes may have certain requirements regarding when they can take a third assessment attempt, which may have implications for their duration of study. Such students should refer to their Programme Handbook.

5.8.3.2 Number of Re-sit Opportunities Permitted

When a student is permitted to attempt to redeem credits for a module failed at the first attempt, then, whether the attempt at redemption is undertaken by re-sitting or repeating or substitution or any combination of these, a student shall be permitted two opportunities to redeem the credits.

5.8.3.3 Special Factors Affecting Candidate's Performance – Re-sit

A student who is unfit for the re-assessment may apply for consideration of Extenuating Circumstances. If the application is approved, no opportunity will be forfeited. If, however, no application is made, the candidate will forfeit the opportunity for re-sit and the result will be recorded as a fail.

5.8.3.4 Timing of Re-sit Opportunities

Unless the Panel of Examiners or Board of Examiners agrees otherwise, a student is expected to use the two occasions when the failed assessment is next offered as their two re-sit opportunities. In making re-sit decisions for Level 4 students, the Board of Examiners and/or Panel of Examiners will give consideration to individual loading and will provide advice on the recommended balance of re-assessment to be taken at each opportunity. In some instances, it may recommend repeat of study for the following year.

The normal periods of re-sit opportunities are in the 'Key Dates', available from the intranet INFOZONE.

Timing of re-sits for the sole purpose of meeting requirements for Qualified Teacher Status will be at the discretion of the Director of the Institute of Childhood Education (or relevant Head).

Students on the two-year accelerated degree programme will be advised by the department of any implications for the duration of the programme if they are required to undertake re-assessment.

If a student **chooses** not to use one of these assessment periods, then they forfeit an opportunity to re-sit the module.

5.8.3.5 Scope of Material to be Re-assessed

If a student is re-sitting a module which has more than one component of assessment, and has passed one or more components of the module, the student retains those passes and is only required to re-sit the equivalent of the failed components.

The form of the non-exam based assessment for the re-sit should be the same as the original assessment. If an assessment cannot be repeated in its original form, the Programme Coordinator has the discretion to replace the original form of assessment, provided that both the learning outcomes to be addressed and the weighting of the assessment are as per the original form.

Re-sits which are exam-based will be based on an exam paper which is different to the original.

5.8.3.6 Recording of Re-sit Marks

Where a candidate is attempting to redeem credits by re-sitting, repeating or substituting one or more modules, the candidate shall not be awarded a mark higher than the minimum required for credit (i.e. a mark of 40).

In such cases, it is the higher of the marks attained that will appear on the transcript and will be used, if appropriate, in the degree classification calculation.

5.8.3.7 Re-assessment and Extenuating Circumstances

First and deferred assessment attempts should normally be completed prior to the student undertaking any re-assessments.

A student who is granted deferred assessment as a result of illness may, at the discretion of the Chair of the Panel of Examiners, be required to submit medical evidence confirming that he/she is fit to undergo re-assessment. In such cases, this evidence will be required before any re-assessment can take place.

5.8.3.8 Registration Status

A student who is required to undertake re-sit of failed assessment(s) prior to being permitted to progress on the Programme of Study or to be eligible for an award is not required to be registered or to be in attendance at the University for the period up until the completion of the re-sit. Students are permitted to continue to use all the learning and teaching facilities of the University by either visiting the campus or using electronic resources and, in some instances, may be assigned additional specific support from academic tutors.

For non-EU international students, the continuing sponsorship of such students by the University will be in accordance with Home Office visa requirements as defined from time to time. At the publication of these current regulations it is the University's policy not to issue a 'Confirmation of Acceptance for Studies' (CAS) for students who are required to undertake re-sit of assessments prior to progression on the Programme of Study or consideration for an award.

On successful completion of the re-sit, if a student is progressing with his/her Programme of Study he/she will be required to register for the next academic level.

5.8.3.9 Consideration by Board of Examiners

The Board of Examiners will have discretion to apply the full range of re-assessment opportunities available in the *Taught Course Academic Regulations* (that is including those applicable to Level 4 and Level 5) in order that decisions are made in the best interests of the student.

5.8.4 Failure

When the opportunities for re-assessment have been exhausted the Board of Examiners will decide that the student be permanently withdrawn from the programme of study and the University. The student will be eligible for any award to which achieved credit entitles them to.

5.9 Academic and Professional Misconduct

Further details on academic and professional integrity and misconduct are contained in the Student Academic and Professional Misconduct Policy and Procedure, available from the intranet INFOZONE (extract at Appendix 2).

5.9.1 Action to be taken in cases of suspected Academic and/or Professional Misconduct

All cases of suspected academic and/or professional misconduct will be dealt with, either at local level by the Chair of Panel of Examiners or the Head of Partnerships and Placements or by the University's Student Academic and Professional Misconduct Panel, in accordance with the procedures set out in the Student Academic and Professional Misconduct Policy and Procedure.

5.9.2 Typical Penalties for Academic or Professional Misconduct

Typical penalties that may be invoked where a case of academic or professional misconduct has been substantiated are set out in the Student Academic and Professional Misconduct Policy and Procedure.

6 Credit Accumulation

At the end of each academic year, credit is awarded by the Board of Examiners to those students who have satisfied the requirements in respect of the modules for which they are registered.

7 Credit Transfer

7.1 Internal Transfer

Any student may apply for internal transfer from one of Leeds Trinity University's programmes to another. The application must be submitted in writing and have the approval of the Programme Coordinator of the programme to which the student wishes to transfer.

Such students will be able to carry passed credit from the old programme to the new programme and start the new programme at the level to which their accumulated credit entitles them to, as approved by the Programme Coordinator.

If students are transferring to a programme at the same level they **may**

Either: undertake the full programme of study including any modules which have been previously passed;

Or: undertake only those modules required to complete 120 credits at the level and therefore be enrolled 'on a full-time programme on a reduced load of study'.

Internal transfer between Leeds Trinity University's programmes does not usually require the applicant to relinquish any prior awards on conferral of a higher award.

7.2 Exchange Programmes

Formal provision may exist from time to time for student exchange between the University and other specified institutions, details of which may be obtained from the Director of International Development. Application should be made according to the procedure in 7.3.1. Credits awarded to Leeds Trinity students whilst studying on exchange programmes will be recognised (see regulations 7.3.2 and 7.3.4) as contributing to the requirements for the award of the Degree, provided that an official transcript of the study is lodged with Student Administration on the student's return to the University.

7.3 Leave of Absence (including Study Abroad)

Any student registered on a Programme of Study may apply for leave of absence from the University in order to accumulate credits at another institution, in Britain or overseas. Such credits may contribute to the requirements for the award of the Degree, but recognition of externally-awarded credits may be obtained only by the following procedure:

7.3.1 Application

Students wishing to apply for leave of absence to undertake credit elsewhere must complete the relevant Application Form which is available from the Study Abroad website.

Application forms will be required to be signed by the relevant Programme Coordinator and be submitted to the International Office by the deadlines as specified on the Study Abroad website.

7.3.2 Approval

If the Programme Coordinator approves the application, it will be submitted to the Director of International Development with confirmation that the substitution satisfies the requirements of the Programme.

The Programme Coordinator will also confirm to Student Administration that the student's proposed plan of study is equivalent in level and weighting to the study that the student would be undertaking at Leeds Trinity University and that successfully passing the study would contribute to progression/award as necessary on the student's registered programme (see also 7.3.4 Marking and Re-assessment).

The student is responsible for completing any procedures required by other institutions and/or Student Finance England, the Student Loans Company (or equivalent body), for the payment of fees.

7.3.3 Recognition

On returning to the University from an authorised leave of absence, the student must:

- (i) complete registration procedures as required under regulation 3 above; AND
- (ii) submit to Student Administration an official transcript of the study undertaken elsewhere.

7.3.4 Marking Scales and Re-assessment for Students Studying Abroad

7.3.4.1 All marks will be returned to Student Administration as "Pass" or "Fail", will be stored as such on the student records system and appear on the student transcript as "Pass" or "Fail".

7.3.4.2 If a student has failed assessments, the regulations relating to re-assessment will apply, including those for replacement re-assessment tasks. If a student is unable to take re-assessments at the host institution, the Programme Coordinator may either arrange for the re-assessment task to be provided from the host institution, or arrange for an alternative but equivalent re-assessment task(s).

7.4 Visiting Students

Visiting Students are subject to Undergraduate Regulations 3, 4, 5, 6, 9 and 10. In addition to these regulations, the following requirements apply particularly to Visiting Students, including students on exchange programmes recognised by the University.

7.4.1 Admission for Credit Transfer: Visiting Students

Applicants for entry to any level of a Programme of Study leading only to the award of credit for modules successfully completed must:

- (i) apply directly to the University, specifying the module(s) and Level to which admission is being sought, AND
- (ii) satisfy any admissions requirements specified by the relevant Academic Staff responsible for the module(s) to which entry is being sought.

7.4.2 Programme Planning

Each Visiting Student will be assigned to a Development Tutor for counselling. The Development Tutor will be responsible for certifying the Visiting Student's module registration, which must be approved by their home institution.

7.4.3 Registration

Visiting Students must register at the start of each period of study at the University. Summary personal data will be held on file, derived from application materials, which will form the basis of individual pre-printed Visiting Student Registration documents. Visiting Students will be required to confirm their fee status at Registration. Fee-paying students will be required to complete payment within 4 weeks of Registration. Failure to do so will result in Registration being cancelled and the student being withdrawn from the institution.

Following confirmation of his/her Visiting Student Registration, he/she must complete Module Registration as described in the Undergraduate regulations. (See 3.2)

7.4.4 Credit Accumulation

Subject to good standing, a Visiting Student will be supplied by Student Administration with a transcript of results achieved and credit accumulated whilst studying at the University. It is the responsibility of the Visiting Student to make any and all arrangements required by his/her home institution for the recognition and transfer of credit accumulated at Leeds Trinity.

8 Progression and Award

8.1 Three Year and Two Year (accelerated) BA/BSc Programmes

On entering a BA/BSc programme, a student will be subject to the following set of regulations throughout the duration of their study. If a student is given permission to transfer to a

programme leading to a different award, he/she will thereby become subject to the progression and award regulations for the award concerned.

8.1.1 **Duration Of Programmes**

The normal duration of the Honours Degree of Bachelor is 3 years full-time or 6 years part-time, or 2 years full-time accelerated. The maximum period of registration is no more than 8 calendar years from the date of first registration.

Students on the two-year programme who do not complete within that time period will revert to the duration requirements for a three-year programme of study.

A student of necessity needing to continue beyond this period of registration must submit an application to the Head of Academic Quality via the Programme Coordinator.

8.1.2 **Progression**¹

In order to progress from one level to the next, students must:

- (a) have obtained 120 credits at the current level;
- (b) have satisfied any specific requirements of the Programme of Study.

8.1.3 **Eligibility for Award**²

All students are registered on admission for a Programme of Study leading to the award of the Honours Degree. A student may, however, apply for the award of a lower level of qualification described in regulations 8.4.3.1 and 8.5.2.1 if:

- (i) he/she has obtained the necessary credits for a lower level award but has failed to obtain the necessary credits to progress to the next level or to qualify for the Honours Degree; OR
- (ii) he/she has obtained the necessary credits for a lower level qualification but does not wish to continue to the next stage of the Programme.

In either of these circumstances, the Classification Calculation/Award Calculation will apply.

8.1.3.1 **Honours Degree**

To be eligible for the award of a Honours Degree in a Programme of 360 credits a student must have obtained 360 credits, including 120 credits at the final level (Level 6).

8.1.3.2 **Ordinary Degree**

To be eligible for the award of an Ordinary Degree in a Programme of 360 credits a student must have obtained a minimum of 300 credits, including a minimum of 60 credits at the final level (Level 6).

8.1.3.3 **Recognition of Prior Learning**

If a student has been admitted to their programme of study with 'Recognition of Prior Learning', there may be an impact on classification calculation.

The classification of a honours degree is determined on marks awarded at Level 5 and Level 6 and will be based purely on the modules taken at Leeds Trinity.

Where an award offers the possibility of passing with merit or distinction as in the case of Foundation Degrees, a student who has been admitted with RPL credit must have attained the following amount of Leeds Trinity credit from modules with a *numeric* mark as part of the programme of study for the target award, to be eligible to be considered for merit or distinction:

- For a Foundation Degree, at least 80 credits of 240 of target award achieved at Leeds Trinity.

Modules which are marked on a pass/fail basis are discounted from the calculation of classification.

¹ In accordance with the marginal condonement procedure, the Board of Examiners may exercise its discretion and allow progression if a student's performance is marginally below the progression requirement (regulation 5.1.3).

² In accordance with the marginal condonement procedure, the Board of Examiners may exercise its discretion and allow an award calculation if a student's performance is marginally below the award requirement (regulation 5.1.3).

8.1.4 **Classification Calculation**

There are three methods for the calculation of honours classification, two of which determine a mean mark average and one which looks at mark profile. They all use *numeric* marks only and these are termed 'classifiable credit'. The award classification is determined by the best outcome from the three methods described below:

- a) The arithmetic mean of all module marks for the 240 credits studied at Level 5 and Level 6 is calculated and converted to a Honours classification based on the table below.
- b) The arithmetic mean of all module marks awarded for the 240 credits at Level 5 and Level 6, weighted in the ratio 2:1 in favour of Level 6 credits, is calculated and converted to a Honours classification based on the table below.
- c) A mark profile is obtained for the 240 credits studied at Level 5 and Level 6, weighted in the ratio 2:1 in favour of Level 6 credits. Each mark is converted to a classification based on the table below and the number of credits in each classification determined. The number of credits at each classification will then be summed, starting with those at the highest classification and working downwards through the classifications, until at least 50% of the credits (180) have been accounted for. The Honours classification determined by profile will then be the classification at which this process of summation ends.

The best outcome from these three methods is the award classification.

Mark Range		Award Classification
Below 39.49	=	Fail
39.5 – 49.49	=	3rd
49.5 – 59.49	=	2.2
59.5 – 69.49	=	2.1
69.5 – 100	=	1st

For guidance on the application of this regulation please refer to the FAQ section of the 'degree calculator' on the Student INFOZONE.

8.2 **Three Year BA (QTS) Programmes**

On entering a BA (QTS) programme, a student will be subject to the following set of regulations throughout the duration of their study. If a student is given permission to transfer to a programme leading to a different award, he/she will thereby become subject to the progression and award regulations for the award concerned.

Students should note that any reference in these regulations to having satisfied QTS requirements refers only to the requirements contained in the Programme of Study. In addition to satisfying these programme requirements, candidates will also need to pass the National Skills Tests in order to be awarded QTS. Details of the skills tests requirements may be obtained from the Institute of Childhood Education.

8.2.1 **Duration of Programme**

A student may proceed to the Honours Degree of Bachelor with QTS by following an approved Programme of Study for not less than three academic years and not more than eight calendar years from the date of first registration upon the Degree, and by passing the prescribed assessments. The normal duration of the programme is 3 years full-time. A student of necessity needing to continue beyond this period of registration must submit an application to the Head of Academic Quality via the Director of the Institute of Childhood Education (or relevant Head).

8.2.2 **Progression¹**

In order to progress from one level to the next, students must:

¹ In accordance with the marginal condonement procedure, the Board of Examiners may exercise its discretion and allow progression if a student's performance is marginally below the progression requirement (regulation 5.1.3).

- (a) have obtained 120 credits at the current level;
- (b) have satisfied any specific requirements of the Programme of Study.

8.2.3 **Eligibility for Award**¹

All students are registered on admission for a Programme of Study leading to the award of the Honours Degree. All degree programmes are designed to lead to the award of the Honours Degree of Bachelor leading to Qualified Teacher Status. A student may, however, apply for the award of a lower level of qualification described in 8.2.3.3, 8.4.3.1 and 8.5.2.1 if:

- (i) he/she has obtained the necessary credits for a lower level award but has failed to obtain the necessary credits to progress to the next level or to qualify for the Honours Degree;
OR
- (ii) he/she has obtained the necessary credits for a lower level of qualification but does not wish to continue to the next stage of the Programme.

In either of these circumstances the Classification Calculation/Award Calculation will apply, where relevant.

8.2.3.1 **Honours Degree leading to QTS**

To be eligible for the award of a Honours Degree leading to QTS, a student must have obtained 360 credits, including 120 at the final level (Level 6), and have satisfied all the programme requirements for QTS.

8.2.3.2 **Honours Degree without QTS**

To be eligible for the award of a Honours Degree without QTS, a student must have obtained 360 credits, including 120 credits at the final level (Level 6) without satisfying the requirements for QTS.

Note 1: All students will normally progress to Level 6 of the Honours Degree with QTS programme on completion of Level 5.

Note 2: Students will only be considered for the Honours Degree without QTS in the following highly exceptional circumstances:

- (i) students who have progressed to Level 6 of the Honours Degree leading to QTS, who satisfy the requirements for a Honours Degree, but who fail to satisfy the requirements for QTS at Level 6 after exhausting opportunities for QTS re-assessment;
- (ii) students who have progressed, or are eligible to progress, to Level 6 of the Honours Degree leading to QTS, but are unable, on health grounds, to follow the schools-based modules at Level 6. In such exceptional cases, the Director of the Institute of Childhood Education (or relevant Head) will propose an ad hoc programme of study for the individual student for Level 6.

8.2.3.3 **Ordinary Degree without QTS**

To be eligible for the award of an Ordinary Degree without QTS in a QTS Programme of 360 credits, a student must have obtained a minimum of 300 credits, including a minimum of 60 credits at Level 6.

8.2.4 **Classification Calculation**

There are three methods for the calculation of honours classification, two of which determine a mean mark average and one which looks at mark profile. They all use *numeric* marks only and these are termed 'classifiable credit'. The award classification is determined by the best outcome from the three methods described below:

- a) The arithmetic mean of all module marks for the 240 credits studied at Level 5 and Level 6 is calculated and converted to a Honours classification based on the table below.

¹ In accordance with the marginal condonement procedure, the Board of Examiners may exercise its discretion and allow an award calculation if a student's performance is marginally below the award requirement (regulation 5.1.3).

- b) The arithmetic mean of all module marks awarded for the 240 credits at Level 5 and Level 6, weighted in the ratio 2:1 in favour of Level 6 credits, is calculated and converted to a Honours classification based on the table below.
- c) A mark profile is obtained for the 240 credits studied at Level 5 and Level 6, weighted in the ratio 2:1 in favour of Level 6 credits. Each mark is converted to a classification based on the table below and the number of credits in each classification determined. The number of credits at each classification will then be summed, starting with those at the highest classification and working downwards through the classifications, until at least 50% of the credits (180) have been accounted for. The Honours classification determined by profile will then be the classification at which this process of summation ends.

The best outcome from these three methods is the award classification.

Mark Range	Award Classification
Below 39.49 =	Fail
39.5 – 49.49 =	3rd
49.5 – 59.49 =	2.2
59.5 – 69.49 =	2.1
69.5 – 100 =	1st

For guidance on the application of this regulation please refer to the FAQ section of the 'degree calculator' on the Student INFOZONE.

8.3 Foundation Degree Programmes (FdA, FdSc)

On entering a Foundation Degree programme, a student will be subject to the following set of regulations throughout the duration of their study. If a student is given permission to transfer to a programme leading to a different award, he/she will thereby become subject to the progression and award regulations for the award concerned.

8.3.1 Duration Of Programme

A student may proceed to the Foundation Degree by following an approved Programme of Study for not less than two academic years and not more than eight calendar years from the date of first registration upon the Degree, and by passing the prescribed assessments. A student of necessity needing to continue beyond this period of registration must submit an application to the Head of Academic Quality via the Programme Coordinator.

8.3.2 Progression¹

In order to progress from one level to the next, students must:

- (a) have obtained 120 credits at the current level;
- (b) have satisfied any specific requirements of the Programme of Study.

8.3.3 Eligibility for Award²

All students are registered on admission for a Programme of Study leading to the award of the Foundation Degree. A student may, however, apply for the award of a lower level of qualification described in regulations 8.5.2.1, 8.6.3.1 and 8.7.2.1 if:

- (i) he/she has obtained the necessary credits for a lower level award but has failed to obtain the necessary credits to progress to the next level or to qualify for the Foundation Degree; OR
- (ii) he/she has obtained the necessary credits for a lower level of qualification but does not wish to continue to the next stage of the Programme.

In either of these circumstances the Award Calculation will apply.

¹ In accordance with the marginal condonement procedure, the Board of Examiners may exercise its discretion and allow progression if a student's performance is marginally below the progression requirement (regulation 5.1.3).

² In accordance with the marginal condonement procedure, the Board of Examiners may exercise its discretion and allow an award calculation if a student's performance is marginally below the award requirement (regulation 5.1.3).

8.3.3.1 Award Requirements

To be eligible for the award of a Foundation Degree in a Programme of 240 credits a student must have obtained 240 credits, including 120 at the final level (Level 5).

8.3.4 Award Calculation

There are three methods for the calculation of the award, two of which determine a mean mark average and one which looks at mark profile. They all use *numeric* marks only and these are termed 'classifiable credit'. The award classification is determined by the best outcome from the three methods described below.

- a) The arithmetic mean of all module marks for the 240 credits studied at Level 4 and Level 5 is calculated and converted to an award based on the table below.
- b) The arithmetic mean of all module marks awarded for the 240 credits at Level 4 and Level 5, weighted in the ratio 2:1 in favour of Level 5 credits, is calculated and converted to an award based on the table below.
- c) A mark profile is obtained for the 240 credits studied at Level 4 and Level 5, weighted in the ratio 2:1 in favour of Level 5 credits. Each mark is converted to a classification based on the table below and the number of credits in each classification determined. The number of credits at each classification will then be summed, starting with those at the highest classification and working downwards through the classifications, until at least 50% of the credits (180) have been accounted for. The classification determined by profile will then be the classification at which this process of summation ends.

The best outcome from these three methods is the award classification.

Mark Range		Award Classification
Below 39.49	=	Fail
39.5 – 59.49	=	Pass
59.5 – 69.49	=	Merit
69.5 – 100	=	Distinction

For guidance on the application of this regulation please refer to the FAQ section of the 'degree calculator' on the Student INFOZONE.

8.4 Diploma of Higher Education (DipHE)

On entering a DipHE, a student will be subject to the following set of regulations throughout the duration of their study. If a student is given permission to transfer programme to a programme leading to a different award, he/she will thereby become subject to the progression and award regulations for the award concerned.

8.4.1 Duration Of Programme

A student may proceed to the DipHE by following an approved Programme of Study for not less than two academic years and not more than six calendar years from the date of first registration upon the programme, and by passing the prescribed assessments.

8.4.2 Progression

In order to progress from one level to the next, students must:

- (a) have obtained 120 credits at the current level;
- (b) have satisfied any specific requirements of the Programme of Study.

8.4.3 Eligibility for Award

All students are registered on admission for a Programme of Study leading to the award of the DipHE. A student may, however, apply for the award of a lower level of qualification described in regulations 8.5.2.1, 8.6.3.1 and 8.7.2.1 if:

- (i) he/she has obtained the necessary credits for a lower level award but has failed to obtain the necessary credits to progress to the next level or to qualify for the DipHE;
OR
- (ii) he/she has obtained the necessary credits for a lower level of qualification but does

not wish to continue to the next stage of the Programme.

In either of these circumstances the Award Calculation will apply.

8.4.3.1 Award Requirements

To be eligible for the award of a Diploma of Higher Education in a Programme of 240 credits a student must have obtained 240 credits, including 120 credits at the final level (Level 5).

8.4.4 Award Calculation

There are three methods for the calculation of the award, two of which determine a mean mark average and one which looks at mark profile. They all use *numeric* marks only and these are termed 'classifiable credit'. The award classification is determined by the best outcome from the three methods described below.

- a) The arithmetic mean of all module marks for the 240 credits studied at Level 4 and Level 5 is calculated and converted to an award based on the table below.
- b) The arithmetic mean of all module marks awarded for the 240 credits at Level 4 and Level 5, weighted in the ratio 2:1 in favour of Level 5 credits, is calculated and converted to an award based on the table below.
- c) A mark profile is obtained for the 240 credits studied at Level 4 and Level 5, weighted in the ratio 2:1 in favour of Level 5 credits. Each mark is converted to a classification based on the table below and the number of credits in each classification determined. The number of credits at each classification will then be summed, starting with those at the highest classification and working downwards through the classifications, until at least 50% of the credits (180) have been accounted for. The classification determined by profile will then be the classification at which this process of summation ends.

The best outcome from these three methods is the award classification.

Mark Range		Classification/Award
Below 39.49	=	Fail
39.50 – 59.49	=	Pass
59.50 – 69.49	=	Merit
69.50 – 100	=	Distinction

For guidance on the application of this regulation please refer to the FAQ section of the 'degree calculator' on the Student INFOZONE.

8.5 Certificate of Higher Education (CertHE)

On entering a CertHE, a student will be subject to the following set of regulations throughout the duration of their study. If a student is given permission to transfer programme to a programme leading to a different award, he/she will thereby become subject to the progression and award regulations for the award concerned.

8.5.1 Duration Of Programme

A student may proceed to the CertHE by following an approved Programme of Study for not less than one academic year and not more than four calendar years from the date of first registration upon the programme, and by passing the prescribed assessments.

8.5.2 Eligibility for Award

All students are registered on admission for a Programme of Study leading to the award of the CertHE. A student may, however, apply for the award of a lower level of qualification described in regulation 8.7.2.1 if:

- (i) he/she has obtained the necessary credits for a lower level award but has failed to obtain the necessary credits to progress to the next level or to qualify for the CertHE; OR
- (ii) he/she has obtained the necessary credits for a lower level of qualification but does not wish to continue to the next stage of the Programme.

In either of these circumstances the Award Calculation will apply.

8.5.2.1 Award Requirements

To be eligible for the award of a Certificate of Higher Education in a Programme of 120 credits a student must have obtained 120 credits at Level 4.

8.5.3 Award Calculation

There are two methods for the calculation of the award, one of which determines a mean mark average and one which looks at mark profile. They each use *numeric* marks only and these are termed 'classifiable credit'. The award classification is determined by the best outcome from the two methods described below.

- a) The arithmetic mean of all module marks for the 120 credits studied at Level 4 is calculated and converted to an award based on the table below.
- b) A mark profile is obtained for the 120 credits studied at Level 4. Each mark is converted to a classification based on the table below and the number of credits in each classification determined. The number of credits at each classification will then be summed, starting with those at the highest classification and working downwards through the classifications, until at least 50% of the credits (60) have been accounted for. The classification determined by profile will then be the classification at which this process of summation ends.

The best outcome from these two methods is the award classification.

Mark Range	Award Classification
Below 39.49 =	Fail
39.50 – 59.49 =	Pass
59.50 – 69.49 =	Merit
69.50 – 100 =	Distinction

For guidance on the application of this regulation please refer to the FAQ section of the 'degree calculator' on the Student INFOZONE.

8.6 Diploma

On entering a Diploma Programme, a student will be subject to the following set of regulations throughout the duration of their study. If a student is given permission to transfer programme to a programme leading to a different award, he/she will thereby become subject to the progression and award regulations for the award concerned.

8.6.1 Duration Of Programme

A student may proceed to the Diploma by following an approved Programme of Study for not less than three semesters and not more than four calendar years from the date of first registration upon the programme, and by passing the prescribed assessments.

8.6.2 Progression

In order to progress from one level to the next, students must:

- (a) have obtained 120 credits at the current level;
- (b) have satisfied any specific requirements of the Programme of Study.

8.6.3 Eligibility for Award

All students are registered on admission for a Programme of Study leading to the award of the Diploma. A student may, however, apply for the award of a lower level of qualification described in regulation 8.7.2.1 if:

- (i) he/she has obtained the necessary credits for a lower level award but has failed to obtain the necessary credits to progress to the next level or to qualify for the Diploma;

- OR
- (ii) he/she has obtained the necessary credits for a lower level of qualification but does not wish to continue to the next stage of the Programme.

In either of these circumstances the Award Calculation will apply.

8.6.3.1 Award Requirements

To be eligible for the award of a Diploma in a Programme of 180 credits a student must have obtained a minimum of 180 credits, including a minimum of 60 credits at the final level (Level 5).

8.6.4 Award Calculation

There are two methods for the calculation of the award, one which determines a mean mark average and one which looks at mark profile. They each use *numeric* marks only and these are termed 'classifiable credit'. The award classification is determined by the best outcome from the two methods described below.

- a) The arithmetic mean of all module marks for the 180 credits studied at Level 4 and Level 5 is calculated and converted to an award based on the table below.
- b) A mark profile is obtained for the 180 credits studied at Level 4 and Level 5. Each mark is converted to a classification based on the table below and the number of credits in each classification determined. The number of credits at each classification will then be summed, starting with those at the highest classification and working downwards through the classifications, until at least 50% of the credits (90) have been accounted for. The classification determined by profile will then be the classification at which this process of summation ends.

The best outcome from these two methods is the award classification.

Mark Range		Award Classification
Below 39.49	=	Fail
39.50 – 59.49	=	Pass
59.50 – 69.49	=	Merit
69.50 – 100	=	Distinction

For guidance on the application of this regulation please refer to the FAQ section of the 'degree calculator' on the Student INFOZONE.

8.7 Certificate

On entering a Certificate Programme, a student will be subject to the following set of regulations throughout the duration of their study. If a student is given permission to transfer programme to a programme leading to a different award, he/she will thereby become subject to the progression and award regulations for the award concerned.

8.7.1 Duration Of Programme

A student may proceed to the Certificate by following an approved Programme of Study for not less than one semester and not more than two calendar years from the date of first registration upon the programme, and by passing the prescribed assessments.

8.7.2 Eligibility for Award

Any award is subject to confirmation of all results of assessment and confirmation that the student is in good standing.

8.7.2.1 Award Requirements

To be eligible for the award of a Certificate in a Programme of 40 credits a student must have obtained a minimum of 40 credits at Level 4.

8.7.3 Award Calculation

There is one method for calculation of the award. It uses *numeric* marks only and these are termed 'classifiable credit'.

- a) The arithmetic mean of all module marks for the 40 credits studied at Level 4 is calculated and converted to an award based on the table below.

Mark Range		Award Classification
Below 39.49	=	Fail
39.5 – 59.49	=	Pass
59.5 – 69.49	=	Merit
69.5 – 100	=	Distinction.

8.8 Advanced Professional Diploma (Adv Prof Dip)

On entering an Advanced Professional Diploma Programme of Work Based Learning, a student will be subject to the following set of regulations throughout the duration of their study. If a student is given permission to transfer to a programme leading to a different award, he/she will become subject to the progression and award regulations for the award concerned.

8.8.1 Duration Of Programme

A student may proceed to the Advanced Professional Diploma by following an approved Programme of Study of Work Based Learning, with the period of registration on the Programme as determined for that Programme of Study, and by passing the prescribed assessments.

8.8.2 Eligibility for Award

All students are registered on admission for a Programme of Study leading to the award of the Advanced Professional Diploma. A student may, however, apply for the award of a lower level of qualification described in regulation 8.9.2.1 if:

- (i) he/she has obtained the necessary credits for a lower level award but has failed to obtain the necessary credits to qualify for the Advanced Professional Diploma; OR
- (ii) he/she has obtained the necessary credits for a lower level of qualification but does not wish to continue on the Advanced Professional Diploma Programme.

In either of these circumstances the Award Calculation will apply.

8.8.2.1 Award Requirements

To be eligible for the award of an Advanced Professional Diploma in a Programme of 60 credits a student must have obtained a minimum of 60 credits at Level 6.

8.8.3 Award Calculation

There is one method for calculation of the award. It uses *numeric* marks only and these are termed 'classifiable credit'.

- a) The arithmetic mean of all module marks for the 60 credits studied at Level 6 is calculated and converted to an award based on the table below.

Mark Range		Award Classification
Below 39.49	=	Fail
39.5 – 59.49	=	Pass
59.5 – 69.49	=	Merit
69.5 – 100	=	Distinction.

8.9 Professional Diploma (Prof Dip)

On entering a Professional Diploma Programme of Work Based Learning, a student will be subject to the following set of regulations throughout the duration of their study. If a student is given permission to transfer to a programme leading to a different award, he/she will become subject to the progression and award regulations for the award concerned.

8.9.1 Duration Of Programme

A student may proceed to the Professional Diploma by following an approved Programme of Study of Work Based Learning, with the period of registration on the Programme as determined for that Programme of Study, and by passing the prescribed assessments.

8.9.2 **Eligibility for Award**

Any award is subject to confirmation of all results of assessment and confirmation that the student is in good standing.

8.9.2.1 **Award Requirements**

To be eligible for the award of a Professional Diploma in a Programme of 40 credits a student must have obtained a minimum of 40 credits at Level 5.

8.9.3 **Award Calculation**

There is one method for calculation of the award. It uses *numeric* marks only and these are termed 'classifiable credit'.

- a) The arithmetic mean of all module marks for the 40 credits studied at Level 5 is calculated and converted to an award based on the table below.

Mark Range		Award Classification
Below 39.49	=	Fail
39.5 – 59.49	=	Pass
59.5 – 69.49	=	Merit
69.5 – 100	=	Distinction.

8.10 **Conferment of Awards**

Undergraduate awards are conferred upon students at a ceremony organised by Leeds Trinity or *in absentia*. Students will be asked to specify their conferment choice during their final year.

Students who are in debt to the University may not have their awards conferred until arrangements have been made to clear the debt.

8.11 **Aegrotat Award**

In certain circumstances, the Board of Examiners will consider an Aegrotat Award (unclassified degree) where a student is unable, through temporary illness, injury or indisposition, to complete all the usual assessment requirements. In such instances, the student will be offered the opportunity to accept such an award or continue on their Programme of Study as appropriate.

8.12 **Posthumous Awards**

Any award of the University may be conferred posthumously and accepted on the student's behalf by a parent, spouse or other appropriate individual. The normal conditions of the award must be satisfied.

9 **Academic Appeals Procedure**

The Academic Appeals Procedure applies to students on taught undergraduate and postgraduate provision, recent graduates and students whose registration has been interrupted on a temporary basis, irrespective of location. The full procedure is contained within Appendix 3.

10 Withdrawal

10.1 Permanent Withdrawal (Student Application)

A student may apply to withdraw permanently at any time.

10.1.1 Procedure for Permanent Withdrawal

A student seeking to permanently withdraw from the University must apply for an application form from Student Support. At this time they will be guided through the process including consideration of financial implications and fee liability.

10.1.2 Fee Liability

It is a student's responsibility to inform the University that they wish to withdraw. A student will be liable for payment of tuition fees up to the date of their last attendance.

10.1.3 Failure to Complete Permanent Withdrawal Procedure

If a student fails to complete the permanent withdrawal procedure but, due to verbal notification and/or non-attendance, the University believes that the student has withdrawn, a withdrawal form will be sent to the student with a request to return the completed form to Student Administration by a specified deadline. Any student who does not return the form by the deadline, or make contact with Student Administration to explain the situation, will be permanently withdrawn by the University with effect from the deadline given for the return of the form.

10.2 Suspension of Study (previously known as Temporary Withdrawal)

A student may apply to suspend study up until the start of the Easter Vacation. (The deadline date for each academic session will be published in 'Key Dates' on the Student Infozone.)

10.2.1 Grounds for Suspension of Study

A student may apply to suspend study temporarily on the following grounds:

- Medical reasons
- Personal reasons.

Any student who is granted suspension of study on medical grounds may be required to produce medical certification or other evidence indicating that they are fit to return to their studies, prior to their return and before being allowed to re-join their programme of study.

10.2.2 Procedure for Suspension of Study

A student considering suspension of study should discuss the academic implications with their Development/Progress Tutor and/or Programme Coordinator and/or Student Support.

A student seeking to suspend study temporarily must apply for an application form from Student Support. At this time they will be guided through the process, including consideration of financial implications and fee liability. An application for suspension of study will be required to be supported by appropriate evidence of the grounds for suspension and authorised by the Programme Coordinator. The completed form should be provided to Student Administration in order that the student record can be updated.

10.2.3 Effect on Assessment Results Attained

Any assessment results achieved up until the point of suspension of study will not be taken forward to a Board of Examiners but instead will be held over until the point at which the student returns.

If a student does not take formal suspension of study prior to the published deadline date, assessment results attained will be taken forward to be considered by the relevant Board of Examiners in the normal way.

Students who have failed to apply for suspension of study by the due date but feel there are circumstances which have had, or will have an impact on their assessment performance should refer to the guidance for application for consideration of Extenuating Circumstances (Appendix 1).

10.2.4 Duration of Suspension of Study

A **minimum** period of suspension of study will normally be the equivalent of one academic semester. (Where students wish to defer assessment for less than this period of time, the procedure for Extenuating Circumstances should be considered.)

A **maximum** period of suspension of study will normally be one calendar year from the last date of attendance, with a return date aligned to the start of the relevant Semester. An expected return date will be specified in the confirmation of the application by Student Administration.

10.2.5 Extension to Period of Suspension of Study/Failure to Re-enrol

If a student requires an extension to their period of suspension of study they should apply in writing to Student Administration, at least four weeks prior to the expiry of the approved period of suspension. Their request will be considered through the Extenuating Circumstances Policy and Procedure. If a student fails to present within 14 days of the expiry of their approved suspension of study and no written application for an extension has been received, the student will be deemed to have withdrawn permanently from the University and the procedure in 10.1.3 above will apply.

10.3 Permanent or Temporary Withdrawal as a University Requirement

A student may be required to withdraw, either temporarily or permanently:

- i) as a result of non-engagement in the programme of study (see 4.2 Absence);
- ii) as a result of failure to achieve minimum credit requirements for progression and after all opportunities for re-assessment have been exhausted (see 5.8.4 Failure);
- iii) as a result of change in fee status;
- iv) as a result of misconduct and the outcome of disciplinary procedures.

10.4 Suspension and Expulsion as a University Requirement

A student may be suspended or expelled as a result of the application of disciplinary procedures. A student who is under suspension is ineligible to receive any credit for any study or assessment undertaken during the period of suspension.

A student who is expelled, or who has been required to withdraw permanently, ceases to be a student of the University from the date of the expulsion or withdrawal, which date will be communicated to Student Finance England (or equivalent body) and/or home institution. No credit will normally be awarded for any period of attendance after the end of the last semester in which the student completed the attendance and assessment requirements.

POSTGRADUATE PROGRAMMES

11 Admissions Regulations

11.1 Entry to Postgraduate Programmes

To enter any postgraduate Programme of Study an applicant will normally be expected to have a good honours degree or equivalent qualification. However, candidates may also be admitted to a programme where they can demonstrate substantial prior learning and/or professional experience in a field related to the programme. Candidates should apply directly to the University for admission on the appropriate application form.

11.1.1 Admission with Recognition of Prior Learning and Claim for Credit

The Institution has in place an Admission with Recognition of Prior Learning scheme. Applicants who do not meet in full the general requirements of entry for a programme may apply to the scheme to be considered for admission with Recognition of Prior Certificated Learning or Recognition of Prior Experiential Learning or a combination of both in place of all or part of the entry requirements. In addition, candidates may also use the Recognition of Prior Learning scheme to claim for exemption and gain credit from parts of the programme for which they are applying.

11.1.2 Approval of Admission with Recognition of Prior Learning or Claim for Credit

Approval of any application will be considered on an individual basis and subject to the following conditions:

- (i) completion of a 'Recognition of Prior Learning' form
- (ii) discussion of the application with the relevant Admissions Tutor
- (iii) submission of evidence to support the application
- (iv) agreement of the Admissions Tutor.

Student Administration will notify the applicant of the outcome of their application.

Full details of the scheme and the procedures are available from Student Administration.

11.1.3 Impact on Full-Time/Part-Time Status

In some instances Admission with Recognition of Prior Learning may have an impact on a student's registered status on the Programme of Study and a consequent impact on eligibility for a student loan. For this reason it is important that the discussion with the relevant Admissions Tutor is undertaken as referred to in 11.1.2 (ii) above.

11.1.4 Impact on Degree Classification and Award of Merit or Distinction

In some instances Admission with Recognition of Prior Learning may have an impact on the calculation of Degree Classification and Award of Merit or Distinction, where applicable for the Programme of Study. For this reason it is important that the discussion with the relevant Admissions Tutor/RPL Co-ordinator is undertaken as referred to in 11.1.2 (ii) above.

Full details of the scheme and the procedures are available from Student Administration.

11.1.5 Admission Deadline

To be eligible for credit, a student must normally enrol on, and commence study in, any module in any semester no later than the end of the second week's teaching of that module.

12 Programme Planning

Each registered student is responsible for planning the details of his/her Programme, within the regulations of the University and the requirements of each Programme of Study. Advice is available for each student throughout his/her period of registration from the Programme Director.

13 Registration

To be eligible for credit towards an award, a student must be registered both for a Programme of Study and also for permitted modules within the Programme. No credit or qualification can be awarded to a student whose registration is not confirmed by Student Administration.

13.1 Programme Registration

Each student must register for his/her Programme on the commencement date designated by the Programme Coordinator. Summary personal data is held on file, derived from the initial application, which forms the basis of each student's Programme Registration.

To be confirmed, a student's Programme Registration must include evidence of fee status. If this requirement cannot be satisfied at registration, the student's Programme Registration will remain unconfirmed by Student Administration. If this requirement remains unsatisfied after the end of the fourth week of teaching of the semester, the student may be required to withdraw, either temporarily or permanently, from the Programme and the University. Student Administration is responsible for notifying the student of what is needed to satisfy this requirement.

To be valid, a student's initial Programme Registration must be submitted on the Programme Registration document or electronically via SITS E:Vision and confirmed by Student Administration.

13.2 Module Registration (only applicable to Modular Programmes)

A student must register for every module he/she wishes to study in each semester of his/her Programme of Study at the beginning of the Academic Year. No student may be in attendance in any semester without being registered for at least 1 module in that semester.

To be valid, a student's Module Registration must be submitted electronically via SITS E:Vision and confirmed by Student Administration. Submissions returned after the published deadlines will be processed at the lowest priority.

Each registered student will be issued via SITS E:Vision with a schedule of modules for which he/she is officially registered. **A student will be assessed for all the modules which appear on this schedule and will be eligible for credit for these modules only.**

It is the student's responsibility to ensure that his/her Schedule of Module Registration is correct.

13.2.1 Amended Module Registration

In exceptional circumstances, a student may wish to amend his/her module registration in respect of any module about which he/she has exercised a choice. Application for amendment of Module Registration ("Drop/Add") may be made only within the specified periods as published by Student Administration on the INFOZONE. Advice on selection of modules should be taken from the Programme Coordinator before submitting a Drop/Add Form.

14 Attendance

14.1 General Requirements and Responsibilities

Students have a responsibility to engage fully with designated learning activities of programmes and modules as required. All students are required to be in attendance at the University throughout the periods of published dates of terms **and to be available for all published re-assessment periods which may fall outside term-time.** Students who live overseas should note that their travel home for vacations must be arranged in compliance with these regulations.

The full requirements for completion and attendance, including any additional requirements for any particular module, will be published through the Academic Administration Office in module handbooks.

14.2 Absence

If a student knows that he/she is going to be absent from a scheduled activity through illness or other cause, he/she should contact the Academic Administration Office. The Academic

Administration Office will forward the information to the appropriate module tutor(s) and Development/Progress Tutor. If appropriate, the student will be referred to the Extenuating Circumstances Policy and Procedure (Appendix 1).

If there is concern about a student's lack of engagement with his/her Programme of Study, examples of which are outlined within the Student Academic Engagement Policy, the student will be contacted by the University to discuss the lack of engagement and support to be provided, where appropriate.

In certain situations, attendance may be obligatory, for example Placement, School Based Training, professional body requirements. Absence may result in the initiation of the Academic and Professional Misconduct Procedure.

If there is no attendance or other evidence of engagement and all efforts to contact the student and secure his/her re-engagement have failed, the student will be withdrawn from the University.

For non-EU international students, reporting of absence will be in accordance with Home Office requirements as defined from time to time.

The University's Student Academic Engagement Policy containing full details of student responsibilities for engagement with their Programmes of Study is published on the Student INFOZONE.

15 Assessment

These regulations apply to all modes of delivery (including distance learning) and to all forms of assessment including electronic submission.

All candidates must present for all the assessments (coursework and written papers, etc.) prescribed for their Programme of Study and make a substantive attempt at those assessments.

Each module is assessed by the end of the semester or year in which it is completed, unless a deferred opportunity has been granted. The results of assessment shall be returned to Student Administration in accordance with the arrangements prescribed at the time. Every student will normally be advised of the outcome of assessment at the end of each study period, by means of an individual results statement so that he/she may be counselled on his/her Programme of Study.

15.1 Marking Conventions

All modules are marked on a numerical scale of 1 – 100 or Pass/Fail.

15.1.1 Marking Scale

In any particular module, which is marked on the numerical scale, a student must obtain a mark equal to, or greater than, **50** in order to pass the module and therefore be awarded the credits for that module.

15.1.2 Automatic Raising of Aggregated Module Marks

The University adopts the convention that any arithmetically calculated mark ending in '9', resulting from multiple components of assessment in a module, be moderated up by '1' mark where this is at a pass threshold. This does not apply to marks ending in '9' where they are above 70, or where there is only one component of assessment in the module, or where a module has been failed on requirements, or to non-modular programmes.

15.1.3 Condonement of Marginal Fail

The Board of Examiners may approve one condoned fail module mark for Masters awards to allow for the award calculation to take place with the fail mark included in the calculation without the need for a re-assessment, as long as the conditions below have been met. It is possible that some programmes will be exempt from this policy and this will be recorded in the Programme Specification.

For marginal condonement to be approved for Masters awards all of the following conditions must be met:

- i) At least 165 credits have been passed
- ii) The average mark over the level is 50 or more

- iii) The fail mark in question is for one module only of 15 credits or fewer
- iv) The conflated mark for the module is 45 or more
- v) All components of assessment within the failed module have been attempted.

In addition, marginal condonement may only be applied to Masters awards of 180 credits and not to Postgraduate Diplomas or Postgraduate Certificates.

Where a condoned fail is approved the student will be offered the opportunity to accept or decline the offer with the implications for each option explained in the communication.

15.2 Language of Assessment

The language of assessment will be English and work for formal assessment must be undertaken in English unless specified otherwise in the relevant module handbook.

15.3 Late Submission of Course work

15.3.1 Marking System for Late Submission of Course work marked on a Numerical Scale

Where there is no agreed request for an extension, a deduction of 5 marks will be made for assignments which are submitted in the 24-hour period immediately after the prescribed deadline. Subsequent deductions of 5 marks will be made for assignments submitted during subsequent 24-hour periods, down to a mark of 50% for work of a pass standard and 0% for work of a fail standard. Work submitted more than 5 working days after the published deadline will not be marked and a mark of zero will be returned. Please note that the 24-hour periods referred to above do not include weekends and bank holidays.

Marks which have had late submission penalties applied are those which are presented to Panels of Examiners.

15.3.2 Marking System for Late Submission of Course work marked on a Pass/Fail Basis

If no extension has been granted, all course work which is assessed on a pass/fail basis which is not submitted by the prescribed deadline will automatically be awarded a mark of "fail".

15.4 Submission of Course work in Excess of a Specified Limit

It is the responsibility of the student to submit work which is within the specified limit and to include a word count on all written assessed coursework. Examiners will disregard that part of a piece of assessed work which exceeds the specified limit by 10% or more. If it is considered that a student has falsified the word count on an item of his/her coursework, he/she may be referred to the Student Academic and Professional Misconduct Policy and Procedure, available from the Intranet INFOZONE (extract at Appendix 2).

15.5 Use of a Dictionary in Examinations

The use of a dictionary may be permitted for all students as an examination tool in certain modules. Such use of a dictionary must be indicated within the examination paper rubric.

Where such permission is not given, approval may still be given for certain students to use a dictionary in an examination:

- (i) students who are registered on a degree programme and whose native language is not English may apply to Student Administration for use of an English Language dictionary in examinations in accordance with the rules governing use of dictionaries;
- (ii) students who are registered on a non-degree programme and whose native language is not English may apply to Student Administration for use of a Translation dictionary in examinations.

Application forms for dictionary use are available from Student Administration and must be returned not later than two weeks before an examination period.

15.6 Disabilities Affecting a Candidate's Performance

If a candidate has a disability or medical condition which they believe will affect their performance in assessment, they should make an appointment to see the Dyslexia & Disability Co-ordinator in order to complete a request form for special arrangements for assessment. This form will be processed by the University and the student will be informed by Student Administration of arrangements which have been put in place.

Candidates must inform Student Administration of any impairment/disability immediately if it is evident and, in any case, not less than 2 weeks before the on-set of the examination period if special arrangements are being requested for formal examinations.

15.7 Special Factors Affecting a Candidate's Performance

15.7.1 Extensions

The deadlines for the submission of essays/dissertations and independently prepared work are published to candidates in advance of the period in which they are expected to complete the necessary work. If a candidate wishes to apply for an extension to the deadline s/he must apply for an extension from the Programme Coordinator, in advance of the original published deadline, and on a University Extension Request Form.

Extensions will normally only be granted for up to 5 working days. If further time is required then the candidate should consider applying for a deferred opportunity as a result of extenuating circumstances (see below).

Extensions will be recorded by the Academic Administration Office, which will be responsible for informing relevant module tutors when extensions have been granted.

15.7.2 Extenuating Circumstances Affecting a Candidate's Performance

During a period of study, students may encounter significant personal difficulties that impact on their ability to study for or complete academic assessment(s) including examination. The University refers to these personal difficulties as "Extenuating Circumstances".

Students may apply for consideration of Extenuating Circumstances before assessments have been attempted or after. Applications have to be submitted on the correct form and be supported by independent evidence.

The full details of the Extenuating Circumstances Policy and Procedure are included as Appendix 1.

15.8 Assessment Failure

15.8.1 Eligibility to Re-sit a Failed Assessment

When a student fails in the assessment for a module, he/she will be permitted one further attempt to redeem the credits for the module by re-sitting the assessment, repeating the module, or, subject to Programme requirements, by taking a substitute module of the same credit value.

15.8.2 Number and Timing of Re-sit Opportunities

On the recommendation of the Panel of Examiners, candidates may be permitted to present themselves for re-assessment in any module on one occasion only, within a period of one year of completion of the programme. Where such permission is granted, appropriate re-assessment arrangements will be determined by the Panel of Examiners.

15.8.3 Special Factors Affecting Candidate's Performance – Re-sit

A student who is unfit for the re-assessment may apply for consideration of Extenuating Circumstances. If the application is approved, no opportunity will be forfeited. If, however, no application is made, the candidate will forfeit the opportunity for re-sit and the result will be recorded as a fail.

15.8.4 Scope of Material to be Re-assessed

If a student is re-sitting a module which has more than one component of assessment, and has passed one or more components of the module, the student retains those passes and is only required to re-sit the equivalent of the failed components.

The form of the non-exam based assessment for the re-sit should be the same as the original assessment. If an assessment cannot be repeated in its original form, the Programme Coordinator has the discretion to replace the original form of assessment, provided that both the learning outcomes to be addressed and the weighting of the assessment are as per the original form. These substitutions should be notified to the Board of Examiners.

Re-sits which are exam-based will be based on an exam paper which is different to the original.

15.8.5 Recording of Re-sit Marks

Candidates for re-assessment will be awarded a mark no higher than the minimum required for credit (ie mark of 50).

15.8.6 Re-assessment and Extenuating Circumstances

When a student has been granted a deferred opportunity, they will normally be required to complete all first attempt assessments before undertaking any re-assessments.

A student who is granted a deferred opportunity as a result of illness may, at the discretion of the Chair of the Panel of Examiners, be required to submit medical evidence confirming that he/she is fit to undergo re-assessment. In such cases, this evidence will be required before any re-assessment can take place.

15.8.7 Registration Status

A student who is required to undertake re-sit of failed assessment prior to being permitted to progress on the Programme of Study or be eligible for an award is not required to be registered or to be in attendance at the University for the period of the re-assessment. Students are permitted to continue to use all the learning and teaching facilities of the University either by visiting the campus or electronically and, in some instances, may be assigned additional specific support from academic tutors.

For non-EU international students the continuing sponsorship of such students by the University will be in accordance with Home Office visa requirements as defined from time to time. At the publication of these current regulations it is the University's policy not to issue a 'Confirmation of Acceptance for Studies' (CAS) for students who are required to undertake re-sit of assessments prior to progression on the Programme of Study or consideration for an award.

On successful completion of the re-assessment, if a student is progressing with their Programme of Study they will be required to register for the next academic level.

15.8.8 Failure

When the opportunities for re-assessment have been exhausted the Board of Examiners will decide that the student be permanently withdrawn from the programme of study and the University. The student will be eligible for any award to which achieved credit entitles them to.

15.9 Academic and Professional Misconduct

Further details on academic and professional integrity and misconduct are contained in the Student Academic and Professional Misconduct Policy and Procedure, available from the intranet INFOZONE (extract at Appendix 2).

15.9.1 Action to be taken in cases of suspected Academic and/or Professional Misconduct

All cases of suspected academic and/or professional misconduct will be dealt with, either at local level by the Chair of Panel of Examiners or the Head of Partnerships and Placements or by the University's Student Academic and Professional Misconduct Panel, in accordance with the procedures set out in the Student Academic and Professional Misconduct Policy and Procedure.

15.9.2 Typical Penalties for Academic or Professional Misconduct

Typical penalties that may be invoked where a case of academic or professional misconduct has been substantiated are set out in the Student Academic and Professional Misconduct Policy and Procedure.

16 Credit Accumulation

At the end of each study period, credit is awarded by the Board of Examiners to those students who have satisfied the requirements in respect of the modules for which they are registered.

17 Progression and Award

17.1 Duration

The maximum and minimum duration of postgraduate awards is defined as follows:

	Min	Max
PGCert	1 Semester	2 Calendar Years
PGDip	1 Academic Year	3 Calendar Years
Masters	1 Calendar Year	5 Calendar Years

17.2 Eligibility for Award

In order to be eligible for award, candidates will satisfy credit requirements as specified in the table below, together with any specific programme requirements as detailed in the relevant programme specification:

Award	Credit Requirements
Masters ¹	180 credits at Level 7
PGDip	120 credits at Level 7
PGCert	60 credits at Level 7

A student may apply for the award of a lower level qualification if:

- (i) he/she has obtained the necessary credits for a lower level award but has failed to obtain the necessary credits to progress to the next level or to qualify for the registered award level of the Programme of Study. In this circumstance the Award Classification Calculation will apply; OR
- (ii) he/she has obtained the necessary credits for a lower level qualification but does not wish to continue to the next stage of the Programme. In this circumstance the Award Classification Calculation will apply.

17.2.1 Recognition of Prior Learning

If a student has been admitted to their programme of study with 'Recognition of Prior Learning', there may be an impact on classification calculation.

Where an award offers the possibility of passing with merit or distinction as in the case of taught postgraduate programmes, a student who has been admitted with RPL credit must have attained the following amount of Leeds Trinity credit from modules with a *numeric* mark as part of the programme of study for the target award, to be eligible to be considered for merit or distinction:

- For a PGCert, at least 20 credits of 60 of target award achieved at Leeds Trinity;
- For a PGDip, at least 40 credits of 120 of target award achieved at Leeds Trinity;
- For a Masters, at least 60 credits of 180 of target award achieved at Leeds Trinity.

Modules which are marked on a pass/fail basis are discounted from the calculation of classification.

¹ In accordance with the marginal condonement procedure, the Board of Examiners may exercise its discretion and allow an award calculation if a student's performance is marginally below the award requirement (regulation 15.1.3).

17.3 Award Calculation

17.3.1 MA/MSc

There are two methods for the calculation of the award, one of which determines a mean mark average and one which looks at mark profile. They each use *numeric* marks only and these are termed 'classifiable credit'. The award classification is determined by the best outcome from the two methods described below.

- a) The arithmetic mean of all module marks for the 180 credits studied at Level 7 is calculated and converted to an award based on the table below.
- b) A mark profile is obtained for the 180 credits studied at Level 7. Each mark is converted to a classification based on the table below and the number of credits in each classification determined. The number of credits at each classification will then be summed, starting with those at the highest classification and working downwards through the classifications, until at least 50% of the credits (90) have been accounted for. The classification determined by profile will then be the classification at which this process of summation ends.

The best outcome from these two methods is the award classification.

Mark Range		Award Classification
Below 49.49	=	Fail
49.5 – 59.49	=	Pass
59.5 – 69.49	=	Merit
69.5 – 100	=	Distinction

For guidance on the application of this regulation please refer to the FAQ section of the 'degree calculator' on the Student INFOZONE.

17.3.2 Postgraduate Diploma

There are two methods for the calculation of the award, one of which determines a mean mark average and one which looks at mark profile. They each use *numeric* marks only and these are termed 'classifiable credit'. The award calculation is determined by the best outcome of the two methods described below.

- a) The arithmetic mean of all module marks for the 120 credits studied at Level 7 is calculated and converted to an award based on the table below.
- b) A mark profile is obtained for the 120 credits studied at Level 7. Each mark is converted to a classification based on the table below and the number of credits in each classification is determined. The number of credits at each classification will then be summed, starting with those at the highest classification and working downwards through the classifications, until at least 50% of the credits (60) have been accounted for. The classification determined by the profile will then be the classification at which this process of summation ends.

The best outcome from these two methods is the award classification.

Mark Range		Award Classification
Below 49.49	=	Fail
49.5 – 59.49	=	Pass
59.5 – 69.49	=	Merit
69.5 – 100	=	Distinction

For guidance on the application of this regulation, please refer to the FAQ section of the 'degree calculator' on the Student INFOZONE.

17.3.3 Postgraduate Certificate

There is one method for the calculation of the award. It uses *numeric* marks only and these are termed 'classifiable credit'.

- a) The arithmetic mean of all module marks for the 60 credits studied at Level 7 is calculated and converted to an award based on the table below.

Mark Range		Award Classification
Below 49.49	=	Fail
49.5 – 59.49	=	Pass
59.5 – 69.49	=	Merit
69.5 – 100	=	Distinction

For guidance on the application of this regulation, please refer to the FAQ section of the 'degree calculator' on the Student INFOZONE.

17.4 Conferment of Awards

Postgraduate awards are conferred upon students at a ceremony organised by Leeds Trinity or *in absentia*. Students will be asked to specify their conferment choice during their final year.

Students who are in debt to the University may not have their awards conferred until arrangements have been made to clear the debt.

17.5 Aegrotat Award

In certain circumstances, the Board of Examiners will consider an Aegrotat Award (unclassified) where a student is unable, through temporary illness, injury or indisposition, to complete all the usual assessment requirements. In such instances, the student will be offered the opportunity to accept such an award or continue on their programme of study as appropriate.

17.6 Posthumous Awards

Any award of the University may be conferred posthumously and accepted on the student's behalf by a parent, spouse or other appropriate individual. The normal conditions of the award must be satisfied.

18 Academic Appeals Procedure

The Academic Appeals Procedure applies to students on taught undergraduate and postgraduate provision, recent graduates and students whose registration has been interrupted on a temporary basis, irrespective of location. The full procedure is contained within Appendix 3.

19 Withdrawal

19.1 Permanent Withdrawal (Student Application)

A student may apply to withdraw permanently at any time.

19.1.1 Procedure for Permanent Withdrawal

A student seeking to permanently withdraw from the University must apply for an application form from Student Support. At this time they will be guided through the process including consideration of financial implications and fee liability.

19.1.2 Fee Liability

It is a student's responsibility to inform the University that they wish to withdraw. A student will be liable for payment of tuition fees up to the date of their last attendance.

19.1.3 Failure to Complete Permanent Withdrawal Procedure

If a student fails to complete the permanent withdrawal procedure but, due to verbal notification and/or non-attendance, the University believes that the student has withdrawn, a withdrawal form will be sent to the student with a request to return the completed form to Student Administration by a specified deadline. Any student who does not return the form by the deadline, or make contact with Student Administration to explain the situation, will be permanently withdrawn by the University with effect from the deadline given for the return of the form.

19.2 Suspension of Study (previously known as Temporary Withdrawal)

A student may apply to suspend study up until the start of the Easter Vacation. (The deadline date for each academic session will be published in 'Key Dates' on the Student Infozone.)

19.2.1 Grounds for Suspension of Study

A student may apply to suspend study temporarily on the following grounds:

- Medical reasons
- Personal reasons.

Any student who is granted suspension of study on medical grounds may be required to produce medical certification or other evidence indicating that they are fit to return to their studies, prior to their return and before being allowed to re-join their programme of study.

19.2.2 Procedure for Suspension of Study

A student considering suspension of study should discuss the academic implications with their Development/Progress Tutor and/or Programme Coordinator and/or Student Support.

A student seeking to suspend study temporarily must apply for an application form from Student Support. At this time they will be guided through the process, including consideration of financial implications and fee liability. An application for suspension of study will be required to be supported by appropriate evidence of the grounds for suspension and authorised by the Programme Coordinator. The completed form should be provided to Student Administration in order that the student record can be updated.

19.2.3 Effect on Assessment Results Attained

Any assessment results achieved up until the point of suspension of study will not be taken forward to a Board of Examiners but instead will be held over until the point at which the student returns.

If a student does not take formal suspension of study prior to the published deadline date, assessment results attained will be taken forward to be considered by the relevant Board of Examiners in the normal way.

Students who have failed to apply for suspension of study by the due date but feel there are circumstances which have had, or will have an impact on their assessment performance should refer to the guidance for application for consideration of Extenuating Circumstances (Appendix 1).

19.2.4 Duration of Suspension of Study

A **minimum** period of suspension of study will normally be the equivalent of one academic semester. (Where students wish to defer assessment for less than this period of time, the procedure for Extenuating Circumstances should be considered.)

A **maximum** period of suspension of study will normally be one calendar year from the last date of attendance, with a return date aligned to the start of the relevant Semester. An expected return date will be specified in the confirmation of the application by Student Administration.

19.2.5 Extension to Period of Suspension of Study/Failure to Re-enrol

If a student requires an extension to their period of suspension of study they should apply in writing to Student Administration, at least four weeks prior to the expiry of the approved period of suspension. Their request will be considered through the Extenuating Circumstances Policy and Procedure. If a student fails to present within 14 days of the expiry of their approved

suspension of study and no written application for an extension has been received, the student will be deemed to have withdrawn permanently from the University and the procedure in 19.1.3 above will apply.

19.3 Permanent or Temporary Withdrawal as a University Requirement

A student may be required to withdraw, either temporarily or permanently:

- i) as a result of non-engagement in the programme of study (see 14.2 Absence);
- ii) as a result of failure to achieve minimum credit requirements for progression and after all opportunities for re-assessment have been exhausted (see 15.8.8 Failure);
- iii) as a result of change in fee status;
- iv) as a result of misconduct and the outcome of disciplinary procedures.

19.4 Suspension and Expulsion

A student may be suspended or expelled as a result of the application of disciplinary procedures. A student who is under suspension is ineligible to receive any credit for any study or assessment undertaken during the period of suspension.

A student who is expelled, or who has been required to withdraw permanently, ceases to be a student of the University from the date of the expulsion or withdrawal, which date will be communicated to Student Finance England (or equivalent body) and/or home institution. No credit will normally be awarded for any period of attendance after the end of the last semester in which the student completed the attendance and assessment requirements.

POSTGRADUATE CERTIFICATE OF EDUCATION (PGCE)

20 Admissions Regulations

20.1 Entry to the Postgraduate Certificate of Education

Applicants for entry to the Programme must:

- (i) apply through UCASTT, specifying the Programme to which entry is sought; AND
- (ii) satisfy the minimum entrance requirements of Leeds Trinity University; AND
- (iii) satisfy the admissions requirements of the Programme to which entry is sought; AND
- (iv) receive a formal offer from the University of a place in the specified Programme.

20.2 Qualifications for Admission

Candidates for the Programme must be graduates of a university in the United Kingdom or must have obtained an equivalent academic qualification. In addition, candidates must:

- (i) hold a degree or an equivalent qualification (at a level of II.ii or above) (for Secondary Education candidates the degree must be in a subject relevant to that for which they will be trained to teach;
- (ii) be able to read effectively and communicate clearly and accurately in spoken and written standard English;
- (iii) have obtained the standard required to achieve at least a grade C in the GCSE examinations in Mathematics and English (and Science for Primary Education);
- (iv) meet the Secretary of State's requirements for physical and mental fitness to teach;
- (v) have not been excluded from teaching or working with children nor be registered with the Disclosure and Barring Service as unfit to work with children or young persons;
- (vi) have suitable personal and intellectual qualities required for teaching;
- (vii) have sufficient relevant experience in a classroom environment;
- (viii) have successfully completed QTS skills tests;
- (ix) disclose whether they or others in their household ("by association") are or would be disqualified under the Childcare (Disqualification) Regulations 2009.

21 Registration

To be eligible for any award, a student must be registered for a Programme of Study. No credit or qualification can be awarded to a student whose registration is not confirmed by Student Administration.

21.1 Programme Registration

Each student must register for his/her PGCE Programme on the commencement date designated by the Programme Director. Summary personal data is held on file, derived from the initial application, which forms the basis of each student's Programme Registration.

For a student's Programme Registration to be confirmed, the student must provide the following evidence:

- fee status
- medical clearance
- evidence of first degree
- evidence of A levels and GCSE Mathematics and English
- satisfactory enhanced disclosure certificate from the Disclosure and Barring Service
- satisfactory reference
- any other conditions specified in the LTU offer letter.

If these requirements cannot be satisfied at registration, the student's Programme Registration will remain unconfirmed by Student Administration. If this requirement remains unsatisfied after the end of the fourth week of teaching of the semester, the student may be required to withdraw, either temporarily or permanently, from the Programme and the University. Student Administration is responsible for notifying the student of what is needed to satisfy this requirement. A student will not be eligible to receive a training salary unless he/she is fully registered.

To be valid, a student's initial Programme Registration must be submitted on the Programme Registration document, signed by the student named on the document, and confirmed by Student Administration.

22 Attendance

22.1 General Requirements and Responsibilities

Students have a responsibility to engage fully with designated learning activities of programmes and modules as required. All students are required to be in attendance at the University throughout the periods of published dates of terms **and to be available for all published re-assessment periods which may fall outside term-time**. Students who live overseas should note that their travel home for vacations must be arranged in compliance with these regulations.

Students *must attend and complete* the requirements of all courses of lectures, practical work, tutorials and periods of school practice or professional attachment to the satisfaction of the Director of the Institute of Childhood Education or relevant Head. Failure to do so may result in a student being required to withdraw from the University.

The full requirements for completion and attendance, including any additional requirements for any particular element, will be published by the Institute.

22.2 Absence

Deferral of registration is not possible for any PGCE programme. Trainees who fail to register and /or attend a programme start will need to reapply for entry in the following calendar year.

Following registration, if a student knows that he/she is going to be absent from a scheduled activity through illness or other cause, he/she should contact the Academic Administrative Office, their University Development/Progress Tutor, and their Programme Coordinator. If on a school direct or SCITT PGCE programme they should contact their LTU Programme Coordinator and the SCITT or School Direct Programme Manager. If appropriate, the student will be referred to the Extenuating Circumstances Policy and Procedure (Appendix 1).

If there is concern about a student's lack of engagement with his/her Programme of Study, examples of which are outlined within the Student Academic Engagement Policy, the student will be contacted by the University to discuss the lack of engagement and support to be provided, where appropriate.

In certain situations, attendance may be obligatory, for example Placement, School Based Training, professional body requirements. Absence may result in the initiation of the Academic and Professional Misconduct Procedure.

If there is no attendance or other evidence of engagement and all efforts to contact the student and secure his/her re-engagement have failed, the student will be withdrawn from the University.

For non-EU international students, reporting of absence will be in accordance with Home Office requirements as defined from time to time.

The University's Student Academic Engagement Policy containing full details of student responsibilities for engagement with their Programmes of Study is published on the Student INFOZONE.

23 Assessment against National Teachers' Standards

23.1 Postgraduate Certificate of Secondary Education

Assessment for QTS is based upon a 1-4 grade scale in line with the Ofsted Framework for Inspection and will be carried out with reference to the current Teachers' Standards. Student outcomes will be recorded against each of the eight Teachers' Standards (2012) for consideration by the Board of Examiners.

These are:

Part 1

1. Set high expectations which inspire, motivate and challenge pupils

2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities.

Part 2: Personal and Professional Conduct

The students on the Postgraduate Certificate of Secondary Education are assessed at three stages during the one year course. The first two assessments will determine eligibility to progress to the next stage. The third and final assessment will determine eligibility for academic award at Level 7 or Level 6, and for the recommendation of QTS.

Evidence against the Teachers' Standards will be obtained and assessed in each of the 3 stages of the course. Students must receive grades 1 to 3 against each of the Teachers' Standards for eligibility to progress.

Evidence for Level 7 academic award is required at each relevant stage to be eligible for the award of Postgraduate Certificate of Education. If Level 7 is not passed, a Level 6 Professional Graduate Certificate of Secondary Education can be awarded if Level 6 assessments have been passed during the academic year.

Stage 1 Introduction to Secondary Education, Learning and Teaching

Stage 2 Developing Independence in Professional Knowledge and Practice

Stage 3 Independent Professional Practice and Enhanced Provision.

23.1.1 **Assessment Codes**

In each of the three stages of assessment the following grades are used to describe the students' outcomes against the QTS standards:

Grade 1: Outstanding

Grade 2: Good

Grade 3: Requires Improvement

Grade 4: Inadequate (Teachers' Standard(s) not met).

Grades 1 to 3 are QTS pass grades. Grade 4 indicates a Teachers' Standard has not been met.

Level 6 work is assessed as Pass/Fail.

Level 7 work is assessed against the University postgraduate assessment rubric for masters level provision at pass, merit or distinction levels.

23.2 **Postgraduate Certificate of Primary Education**

Assessment for QTS is based upon a 1-4 grade scale in line with the Ofsted Framework for Inspection and will be carried out with reference to the current Teachers' Standards. Student outcomes will be recorded against each of the eight Teachers' Standards (2012) for consideration by the Board of Examiners.

These are:

Part 1

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities.

Part 2: Personal and Professional Conduct

The students on the Postgraduate Certificate of Primary Education are assessed at three stages during the one year course. Performance in the first two periods of School Based Training (within Stage 1 and Stage 2) will determine eligibility to progress to the next Phase. The third and final assessment at the end of Stage 3 will determine eligibility for academic award at Level 7 or Level 6, and for the recommendation of QTS.

Evidence against the Teachers' Standards will be obtained and assessed in each of the 3 stages of the course. Students must receive grades 1 to 3 against each of the Teachers' Standards for eligibility to progress.

Evidence for Level 7 academic award is required at each relevant stage to be eligible for the award of Postgraduate Certificate of Primary Education. If Level 7 is not passed, a Level 6 Professional Graduate Certificate of Primary Education can be awarded if Level 6 assessments have been passed during the academic year.

Stage 1 Introduction to Secondary Education, Learning and Teaching

Stage 2 Developing Independence in Professional Knowledge and Practice

Stage 3 Independent Professional Practice and Enhanced Provision.

23.2.1 **Assessment Codes**

In each of the three stages of assessment the following grades are used to describe the students' outcomes against the QTS standards:

Grade 1: Outstanding

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Grade 4: Inadequate (Teachers' Standard(s) not met).

Grades 1 to 3 are QTS pass grades. Grade 4 indicates a Teachers' Standard has not been met.

Level 6 work is assessed as Pass/Fail.

Level 7 work is assessed against the University postgraduate assessment rubric for masters level provision at pass, merit or distinction levels.

23.3 **Late Submission of Course work**

23.3.1 **Marking System for Late Submission of Course work**

If no extension has been granted, all coursework which is not submitted by the prescribed deadline will automatically be awarded a mark of "fail".

23.4 **Submission of Course work in Excess of a Specified Limit**

It is the responsibility of the student to submit work which is within the specified limit and to include a word count on all written assessed course work. Examiners will disregard that part of a piece of assessed work which exceeds the specified limit by 10% or more. If it is considered that a student has falsified the word count on an item of his/her coursework, he/she may be referred to the Student Academic and Professional Misconduct Policy and Procedure, available from the Intranet INFOZONE (extract at Appendix 2).

23.5 **Disabilities Affecting a Candidate's Performance**

If a candidate has a disability or medical condition which they believe will affect their performance in assessment, they should make an appointment to see the Dyslexia & Disability Co-ordinator in order to complete a request form for special arrangements for assessment. This form will be processed by the University and the student will be informed by Student Administration of arrangements which have been put in place.

Candidates must inform Student Administration of any impairment/disability immediately it is evident.

23.6 Special Factors Affecting a Candidate's Performance

23.6.1 Extensions

The deadlines for the submission of assessed work and independently prepared work are published to candidates in advance of the period in which they are expected to complete the necessary work. If a candidate wishes to apply for an extension to the deadline he/she must apply for an extension from the Programme Director, in advance of the original published deadline, and on a University Extension Request Form.

Extensions will normally only be granted for up to 5 working days. If further time is required then the candidate should consider applying for a deferred opportunity within the Extenuating Circumstances process (see 23.6.2 below).

Extensions will be recorded by the Academic Administration Office, which will be responsible for informing relevant module tutors when extensions have been granted.

23.6.2 Extenuating Circumstances Affecting a Candidate's Performance

During a period of study, students may encounter significant personal difficulties that impact on their ability to study for a complete academic assessment(s) including examination. The University refers to these personal difficulties as "Extenuating Circumstances".

Students may apply for consideration of Extenuating Circumstances using the relevant form, either before assessments have been attempted or after.

The full details of the Extenuating Circumstances Policy and Procedure are included as Appendix 1.

23.7 Assessment Failure

23.7.1 Failure to complete a unit of assessed work without good cause.

Failure to complete a unit of assessed work without good cause will normally be deemed to constitute evidence of incompetence and will be recorded as failure against the unit.

23.7.2 Re-assessments

Candidates who have not been successful in meeting competence requirements for a particular stage may, on the recommendation of the examiners, present for re-assessment.

23.7.2.1 Application to Re-sit

Any student intending to re-sit an element (regardless of the form of assessment) should apply to Student Administration in writing, enclosing the correct fee where applicable. Failure to do so may result in the candidate not being permitted to re-sit the element and so losing a re-sit opportunity.

23.7.2.2 Number and timing of Re-sit Opportunities Permitted

On the recommendation of the Panel of Examiners, candidates may be permitted to present themselves for re-assessment on one occasion only, within a period of one year of completion of the programme. This will occur at the same stage in the following academic year for stages 1 and 2 of the course. Where such permission is granted for stage 3, appropriate re-assessment arrangements will be determined by the Panel of Examiners.

23.7.2.3 Special Factors Affecting Candidate's Performance – Re-sit

A student who is unfit for the re-assessment may apply for consideration of Extenuating Circumstances. If the application is approved, no opportunity will be forfeited. If, however, no application is made, the candidate will forfeit the opportunity for re-sit and the result will be recorded as a fail.

23.7.2.4 Scope of Material to be Re-assessed

The scope of the material to be re-assessed is at the discretion of the Chair of the Panel of Examiners.

23.7.2.5 Re-sitting an Element following a Period of Illness

A student who is granted a deferred assessment as a result of illness may, at the discretion of the Chair of the Panel of Examiners, be required to submit medical evidence confirming that

he/she is fit to undergo re-assessment. In such cases, this evidence will be required before any re-assessment can take place.

23.7.3 Failure

When the opportunities for re-assessment have been exhausted the Board of Examiners will decide that the student be permanently withdrawn from the programme of study and the University. The student will be eligible for any award to which achieved credit entitles them to.

23.8 Academic and Professional Misconduct

Further details on academic and professional integrity and misconduct are contained in the Student Academic and Professional Misconduct Policy and Procedure, available from the intranet INFOZONE (extract at Appendix 2).

23.8.1 Action to be taken in cases of suspected Academic and/or Professional Misconduct

All cases of suspected academic and/or professional misconduct will be dealt with, either at local level by the Chair of Panel of Examiners or the Head of Partnerships and Placements or by the University's Student Academic and Professional Misconduct Panel, in accordance with the procedures set out in the Student Academic and Professional Misconduct Policy and Procedure.

23.8.2 Typical Penalties for Academic or Professional Misconduct

Typical penalties that may be invoked where a case of academic or professional misconduct has been substantiated are set out in the Student Academic and Professional Misconduct Policy and Procedure.

24 Withdrawal

24.1 Permanent Withdrawal (Student Application)

A student may apply to withdraw permanently at any time.

24.1.1 Procedure for Permanent Withdrawal

A student seeking to permanently withdraw from the University must apply for an application form from Student Support. At this time they will be guided through the process including consideration of financial implications and fee liability.

24.1.2 Fee Liability

It is a student's responsibility to inform the University that they wish to withdraw. A student will be liable for payment of tuition fees up to the date of their last attendance.

24.1.3 Failure to Complete Permanent Withdrawal Procedure

If a student fails to complete the permanent withdrawal procedure but, due to verbal notification and/or non-attendance, the University believes that the student has withdrawn, a withdrawal form will be sent to the student with a request to return the completed form to Student Administration by a specified deadline. Any student who does not return the form by the deadline, or make contact with Student Administration to explain the situation, will be permanently withdrawn by the University with effect from the deadline given for the return of the form.

24.2 Suspension of Study (previously known as Temporary Withdrawal)

A student may apply to suspend study up until the start of the Easter Vacation. (The deadline date for each academic session will be published in 'Key Dates' on the Student Infozone.)

24.2.1 Grounds for Suspension of Study

A student may apply to suspend study temporarily on the following grounds:

- Medical reasons
- Personal reasons.

Any student who is granted suspension of study on medical grounds may be required to produce medical certification or other evidence indicating that they are fit to return to their studies, prior to their return and before being allowed to re-join their programme of study.

24.2.2 Procedure for Suspension of Study

A student considering suspension of study should discuss the academic implications with their Development/Progress Tutor and/or Programme Coordinator and/or Student Support.

A student seeking to suspend study temporarily must apply for an application form from Student Support. At this time they will be guided through the process, including consideration of financial implications and fee liability. An application for suspension of study will be required to be supported by appropriate evidence of the grounds for suspension and authorised by the Programme Coordinator. The completed form should be provided to Student Administration in order that the student record can be updated.

24.2.3 Effect on Assessment Results Attained

Any assessment results achieved up until the point of suspension of study will not be taken forward to a Board of Examiners but instead will be held over until the point at which the student returns.

If a student does not take formal suspension of study prior to the published deadline date, assessment results attained will be taken forward to be considered by the relevant Board of Examiners in the normal way.

Students who have failed to apply for suspension of study by the due date but feel there are circumstances which have had, or will have an impact on their assessment performance should refer to the guidance for application for consideration of Extenuating Circumstances (Appendix 1).

24.2.4 Duration of Suspension of Study

A **minimum** period of suspension of study will normally be the equivalent of one academic semester. (Where students wish to defer assessment for less than this period of time, the procedure for Extenuating Circumstances should be considered.)

A **maximum** period of suspension of study will normally be one calendar year from the last date of attendance, with a return date aligned to the start of the relevant Semester. An expected return date will be specified in the confirmation of the application by Student Administration.

24.2.5 Extension to Period of Suspension of Study/Failure to Re-enrol

If a student requires an extension to their period of suspension of study they should apply in writing to Student Administration, at least four weeks prior to the expiry of the approved period of suspension. Their request will be considered through the Extenuating Circumstances Policy and Procedure. If a student fails to present within 14 days of the expiry of their approved suspension of study and no written application for an extension has been received, the student will be deemed to have withdrawn permanently from the University and the procedure in 24.1.3 above will apply.

24.3 Permanent or Temporary Withdrawal as a University Requirement

A student may be required to withdraw, either temporarily or permanently:

- i) as a result of non-engagement in the programme of study (see 22.2 Absence);
- ii) as a result of failure to achieve minimum credit requirements for progression and after all opportunities for re-assessment have been exhausted (see 23.7.3 Failure);
- iii) as a result of change in fee status;
- iv) as a result of misconduct and the outcome of disciplinary procedures.

24.4 Suspension and Expulsion

A student may be suspended or expelled as a result of the application of disciplinary procedures. A student who is under suspension is ineligible to receive any credit for any study or assessment undertaken during the period of suspension.

A student who is expelled, or who has been required to withdraw permanently, ceases to be a student of the University from the date of the expulsion or withdrawal, which date will be

communicated to Student Finance England (or equivalent body) and/or home institution. No credit will normally be awarded for any period of attendance after the end of the last semester in which the student completed the attendance and assessment requirements.

25 Progression and Award

25.1 Postgraduate Certificate of Education - Secondary

On entering the programme, a student must register directly for the Postgraduate Certificate of Education, and will be subject to the following set of regulations throughout the duration of his/her study.

25.1.1 Duration of Programme

One academic year.

25.1.2 Progression and award

Students will progress from each stage to consideration for award unless there is clear evidence of:

- (i) professional misconduct; and/or
- (ii) a level of failure against Teachers' Standards judged to be irredeemable within each Stage.

For the Level 7 Postgraduate Certificate of Education Award:

Trainees are required to take and pass:

SED 7293 Planning for Progression	30 credits
SED 7303 Supporting Individual Needs	30 credits

Trainees may withdraw from the Postgraduate Certificate of Education award and continue on the Professional Graduate Certificate of Education award, subject to the agreement of the Programme Coordinator, and following counselling with their University Development/Progress Tutor.

For the Level 6 Professional Graduate Certificate of Education Award:

Trainees are required to take and pass:

- Stage 1 Introduction to Secondary Education, Learning and Teaching
- Stage 2¹ Developing Independence in Professional Knowledge and Practice
- Stage 3² Independent Professional Practice and Enhanced Provision.

¹In order to progress to Stage 2, trainees need to complete Stage 1 successfully.

²In order to progress to Stage 3, trainees need to complete Stage 2 successfully.

For the award of QTS:

To pass the Assessed Teaching placement blocks at Stages 1, 2 and 3 trainees need to meet the Teachers' Standards successfully, recognising the expectations for that Stage as described in the relevant Information Booklet.

In order to progress to Stage 2 SBT trainees need to successfully complete Stage 1.

In order to progress to Stage 3 trainees need to successfully complete Stage 2.

If trainees suspend study, e.g. due to Extenuating Circumstances in Stage 1, they return to the programme the following September.

If trainees suspend study in Stage 2 they return at the starting point of the same stage the following academic year. i.e. at the beginning of the stage in which they withdrew.

If trainees suspend study in Stage 3 they return at the starting point of the same stage the following academic year, i.e. at the beginning of the stage in which they withdrew. If trainees fail SBT 3 only, they can resit in the September to November resit period and, if successful, receive their award at December graduation.

Standards are assessed using a grading scale of 1-4. A grade 4 signifies that a performance against a standard is inadequate. Trainees who receive weak grades (grade 4) across a range of Teachers' Standards will not be recommended for QTS.

If it is apparent that progression towards QTS is at risk, with the agreement of the Programme Coordinator, students can opt to withdraw from Level 7 study.

25.1.3 **Eligibility for Award**

Eligibility for award is determined by a Professional Panel of Examiners, which meets at the end of the course and comprises University internal examiners, school-based tutors representing partnership schools and the external moderators (including the external examiner). This panel considers the recommendations of the first Panel; reviews special cases and considers eligibility for QTS and age phase for qualification for approval by the Board of Examiners of the University. This panel will also consider recommendations for the academic award of Postgraduate or Professional Graduate Certificate of Education.

To be eligible for the award of the Postgraduate Certificate of Education candidates should:

- (i) have been deemed by the Board of Examiners to have satisfied requirements for progression at the end of Stages 1, 2 and 3;
- (ii) have provided evidence of having met or exceeded all Teachers' Standards;
- (iii) be deemed a fit and proper person to work with young people in secondary schools;
- (iv) have passed the 2 National Skills Tests in numeracy and literacy (for entrants prior to 2013/14);
- (v) have passed two 30 credit modules at Level 7.

Candidates who comply with all of the conditions above will be recommended:

- (i) for the award of the Postgraduate Certificate of Education;
- (ii) for the award of Qualified Teacher Status (QTS).

Candidates who comply with the above conditions (i) to (iv) and who pass Level 6 assessments in their training year will be recommended:

- (i) for the award of the Professional Graduate Certificate of Education;
- (ii) for the award of Qualified Teacher Status (QTS).

Candidates who do not meet the Teachers' Standards can be awarded a Professional Graduate Certificate of Education or Postgraduate Certificate of Education (as appropriate), but will not be recommended for the award of QTS.

25.2 **Catholic Education – Supererogatory Competencies**

The University has constructed competence statements which are the basis for the teaching and assessment in the Catholic Education elective unit provided within Stage I of the course.

Students' performance in these competence areas is monitored but not assessed during their two school placements, and informs the references provided by schools and the University.

Eligibility for QTS is not conditional upon students passing the Catholic Education option.

25.3 **Postgraduate Certificate of Education - Primary**

On entering the programme, a student must register directly for the Postgraduate Certificate of Education and will be subject to the following set of regulations throughout the duration of his/her study.

25.3.1 **Duration of Programme**

One academic year.

25.3.2 **Progression and Award**

Students will progress from each stage to consideration for award unless there is clear evidence of:

- (i) professional misconduct; and/or
- (ii) a level of failure against Teachers' Standards judged to be irredeemable within each Stage.

For the Level 7 Postgraduate Certificate of Education Award:

Trainees are required to take and pass:

PED 7313 Planning for Progression

30 credits

Trainees may withdraw from the Postgraduate Certificate of Education award and continue on the Professional Graduate Certificate of Education award, subject to the agreement of the Programme Coordinator, and following counselling with their University Development/Progress Tutor.

For the Level 6 Professional Graduate Certificate of Education Award:

Trainees are required to take and pass:

- Stage 1 Introduction to Primary Education, Learning and Teaching
- Stage 2¹ Developing Independence in Professional Knowledge and Practice
- Stage 3² Independent Professional Practice and Enhanced Provision.

¹In order to progress to Stage 2, trainees need to complete Stage 1 successfully.

²In order to progress to Stage 3, trainees need to complete Stage 2 successfully.

For the award of QTS:

To pass the Assessed Teaching placement blocks at Stages 1, 2 and 3 trainees need to meet the Teachers' Standards successfully, recognising the expectations for that Stage as described in the relevant Information Booklet.

In order to progress to Stage 2 SBT trainees need to successfully complete Stage 1.

In order to progress to Stage 3 trainees need to successfully complete Stage 2.

If trainees suspend study, e.g. due to Extenuating Circumstances in Stage 1, they return to the programme the following September.

If trainees suspend study in Stage 2, they return at the starting point of the same stage the following academic year, i.e. at the beginning of the stage in which they withdrew.

If trainees suspend study in Stage 3, they return at the starting point of the same stage the following academic year, i.e. at the beginning of the stage in which they withdrew. If trainees fail SBT 3 only, they can resit in the September to November resit period and, if successful, receive their award at December graduation.

Standards are assessed using a grading scale of 1-4. A grade 4 signifies that a performance against a standard is inadequate. Trainees who receive weak grades (grade 4) across a range of Teachers' Standards will not be recommended for QTS.

If it is apparent that progression towards QTS is at risk, with the agreement of the Programme Coordinator, students can opt to withdraw from Level 7 study.

25.3.3 Eligibility for Award

Eligibility for award is determined by a Professional Panel of Examiners, which meets at the end of the course and comprises University internal examiners, school-based tutors representing partnership schools and the external moderators (including the external examiner). This panel considers the recommendations of the first Panel; reviews special cases and considers eligibility for QTS and age phase for qualification for approval by the Board of Examiners of the University. This panel will also consider recommendations for the academic award of Postgraduate or Professional Graduate Certificate of Education.

To be eligible for the award of the Postgraduate Certificate of Education candidates should:

- (i) have been deemed by the Board of Examiners to have satisfied requirements for progression at the end of Stage 1, 2 and 3;
- (ii) have provided evidence of having met or exceeded all Teachers' Standards;
- (iii) be deemed a fit and proper person to work with young people in secondary schools;
- (iv) have passed the 2 National Skills Tests in numeracy and literacy (for entrants prior to 2013/14);
- (v) Have passed two 30 credit modules for Level 7.

Candidates who comply with all of the conditions above will be recommended:

- (i) for the award of the Postgraduate Certificate of Education;
- (ii) for the award of Qualified Teacher Status (QTS);

Candidates who comply with the above conditions (i) to (iv) and who pass Level 6 assessments in their training year will be recommended:

- (i) for the award of the Professional Graduate Certificate of Education;
- (ii) for the award of Qualified Teacher Status (QTS).

Candidates who do not meet the Teachers' Standards can be awarded a Professional Graduate Certificate or Postgraduate Certificate of Education, but will not be recommended for the award of QTS.

25.4 Conferment of Awards

Postgraduate and Professional Graduate Certificates of Education are conferred upon students at a ceremony organised by Leeds Trinity or *in absentia*. Students will be asked to specify their conferment choice during their final year.

Students who are in debt to the University may not have their awards conferred until arrangements have been made to clear the debt.

Appendix 1 – Extenuating Circumstances Policy and Procedure

1 Introduction

1.1 During a period of study, students may encounter significant personal difficulties that impact on their ability to study for, or complete academic assessment(s) including examination. The University refers to these personal difficulties as “Extenuating Circumstances”.

1.2 This policy is supported by two Annexes:

- Annex A: Extenuating Circumstances Panel Terms of Reference
- Annex B: Processes for the submission, consideration and communication of Extenuating Circumstances claims and outcomes.

2 Extenuating Circumstances

2.1 There are two ways in which extenuating circumstances can be taken account of when considering student performance in assessment and for which mitigation may be given:

2.1.1 Extensions

In accordance with academic regulations a student, with good reason, may apply to their Head of School (or nominee) in advance of the published assessment deadline for an extension of up to 5 working days.

2.1.2 Extenuating Circumstances Claims

A student may submit an ‘Extenuating Circumstances Claim’ to apply to defer an attempt for assessment(s) not already taken, **or**, to claim for mitigation of assessments already taken. In both cases independent evidence of the circumstances being claimed will be required.

Claims to defer an assessment should be submitted before the assessment takes place.

Requests for extension to periods of Suspension of Study are also considered within this procedure.

(The remainder of this document is concerned with 2.1.2 Extenuating Circumstances Claims. The regulations for 2.1.1 Extensions are described in the Taught Course Academic Regulations – Late submission of course work.)

3 Grounds for Extenuating Circumstances

3.1 Extenuating Circumstances are circumstances that are exceptional or unforeseen and are over and above the course of everyday experience. They may include:

- a) Significant illness, accident or injury;
- b) The death or serious illness of a close family member or dependent;
- c) Family crisis directly affecting the student;
- d) Absence caused by paternity leave and jury service (deferral of which has been denied by the Court);
- e) Exceptional and unforeseen financial hardship;
- f) Acute personal and emotional circumstances.

3.2 Students with a chronic illness or disability are encouraged to access the support services available which can put in place reasonable adjustments for specific learning requirements and examinations. In light of the possibility of reasonable adjustment, prolonged, chronic or long-term conditions are not normally considered a basis for Extenuating Circumstances. However, the **timing** of the diagnosis of such conditions may be considered a basis for

Extenuating Circumstances. For example, late diagnosis such that reasonable adjustments cannot be made.

In addition, students who are pregnant should seek arrangements for a 'Pregnant Student Support Plan' (PSSP) to be put in place. (For further information on this see Student Support.)

3.3 Forms of evidence

<u>Factor</u>	<u>Admissible Evidence</u>
Illness	<p>When it applies to the individual making the claim. Medical supporting evidence which details the nature of the illness, when it occurred and its duration and a professional opinion on how it may have affected the student's ability to study/do assessment(s).</p> <p>When it applies to close family members. Copies of medical appointments; diagnosis reports; discharge notices etc.</p>
Mental health	Written confirmation from Leeds Trinity Student Support, Student Counsellor, or other equivalent body which states the nature of mental health concern, when it occurred and its duration and a professional opinion on how it may have affected the student's ability to study/do assessment(s).
Crime (e.g. burglary)	Official police crime report.
Motor incident/accident	Police report/hospital admission certificate.
Other	Written evidence separate to the application form (that is not copied into the form) from an independent third party who has first-hand knowledge of the situation – this may include Leeds Trinity academic tutors but not family members, fellow students, friends etc. The evidence should include a description of the nature of the factor, when it occurred and its duration and an opinion on how it may have affected the student's ability to study/do assessment(s).

3.4 Extenuating Circumstances documentation, including evidence material, is treated confidentially and is made available only to those persons that have to make a judgement on the claim.

3.5 Students who submit for consideration of extenuating circumstances should not assume it will be approved and should continue to undertake study and prepare for/do assessment(s) whenever possible until they are formally advised of the outcome of consideration.

4 Deadlines for notification of Extenuating Circumstances

4.1 Deadlines relating to the submission of Extenuating Circumstances claims will be set by Student Administration Office (SA) usually by the start of the academic year. The SA will publicise deadlines and the process for the submission of Extenuating Circumstances claims using a variety of media, for example handbooks and induction material, emails and online resources.

4.2 It is the responsibility of the student to comply with the deadlines relevant to their programme of study. Furthermore it is the sole responsibility of the student to disclose Extenuating Circumstances and submit the necessary forms and evidence in a timely manner and without delay. Academic Tutors cannot make submissions on behalf of students *without their express agreement in writing*.

4.3 Students should report Extenuating Circumstances at the earliest possible opportunity. It is the responsibility of the student to ensure deadlines are adhered to.

5 Principles of consideration of Extenuating Circumstances

- 5.1 The following principles will govern the consideration of Extenuating Circumstances Claims:
- the best interest of the student, and the need for decisions to enable, rather than disable, future academic performance;
 - the duty to protect the interest of the University in upholding academic standards;
 - the application of equitable and consistent decision-making across the student body.
- 5.2 As far as possible, outcomes of consideration of extenuating circumstances cases should be judged to be the outcome for the student if the circumstances had not arisen. Within this principle, however, the student must have demonstrated that they have engaged with their academic programme¹ and that they are in a position to benefit from the outcome of the panel consideration.
- 5.3 In addition, the following factors will also be taken into account:
- (i) the extent to which the case is sufficiently evidenced;
 - (ii) academic judgement on the effect that the circumstances are likely to have had, or will have, on performance and, in this context, whether the circumstances:
 - prevent/prevented the student from completing an assessment(s);
 - affect/affected the student's capacity to study prior to/during the assessment(s);
 - have/had an adverse impact on the student's performance during the period denoted by the evidence;
 - (iii) to note if requests for extenuating circumstances have already been taken account of, and whether those circumstances might reasonably be expected to prevail in any subsequent claim based on the same evidence.

6 Extenuating Circumstances – Possible Outcomes

Usually Extenuating Circumstances will give rise to one of the outcomes listed below.

Outcome 1: Extension to in-year assessments

Extensions to the submission date for assessments may be given over and above the 5-day extension permitted in the regulations.

Where possible the extension date will be such as to allow consideration of the assessment outcome through the normally scheduled School Boards of Examiners thus enabling the student to be considered for progression or award as applicable.

If a longer extension is deemed appropriate the impact on progression/award decisions should be taken into account.

Failure by the student to meet the extended deadline date is treated in same way as a standard deadline - that is late submission penalties will apply.

Outcome 2: Alternative assessment

Where extension to submission date is not appropriate the ECP may recommend alternative form(s) of assessment. The alternative assessment is required to be set by the relevant

¹ A range of criteria are used in this context to denote engagement – attendance and participation in classes, attempts at assessments, communication with tutors, use of library and other learning resources.

School and approval of such assessment by the External Examiner should be secured as necessary.

Outcome 3: additional (re-)assessment and/or removal of late submission penalties

Taking into account the assessments attempted and the profile overall, that:

- a) a further opportunity be given for re-assessment in one or more modules;
- b) one or more marks are expunged and further “original” attempt(s) be allowed without loss of opportunity (that is re-assessment regulations will pertain in the event of failure);
- c) one or more marks have late submission penalties reversed.

Outcome 4: Re-start the year

It may be recommended that a student be permitted to re-start the entire level under the same terms as is available for students who fail 80 credits or more¹.

Outcome 5: Suspension of Study (temporary withdrawal)

Exceptionally, the Extenuating Circumstances Panel (ECP) may determine that the most appropriate course of action is to recommend suspension of study. If suspension of study is recommended it is expected that the student would be advised to re-join the programme at the start of the equivalent Semester the following academic session in which the extenuating circumstances took effect.

In such circumstances the student is not required to take the advice of the ECP in which case an alternative submission date should be determined by the ECP by Chair’s Action if necessary.

Students recommended suspension of study should be advised of the anticipated date they would re-join the programme and of the alternative submission date so that they have all pertinent information at once. They should also be advised to seek guidance from Student Support with respect to any financial impact or impact under Points-based Immigration System.

Outcome 6: Condonement

Very exceptionally, the ECP may make the following recommendations:

- a) that one or more fail marks up to a value of 40 credits are condoned and treated as a pass to allow for progression without the need to resit;
- b) that one or more fail marks up to a value of 40 credits are condoned and treated as a pass to allow for award calculation without the need for resit;
- c) that one or more fail marks up to a value of 40 credits are condoned for progression allowing the student to carry the fail(s) and resit at the next available opportunity.
- d) That one or more modules up to a value of 40 credits is removed from the award for the purposes of award classification.

Outcome 7: Effect on Award Classification

If it is considered by the ECP that the impact of the extenuating circumstances may have been

¹ *Taught Course Academic Regulations*, re-assessment regulations.

such as to have had effect on overall performance and therefore on award classification, there will be one of two outcomes:

The Extenuating Circumstances Panel is not empowered to recommend that individual module marks are changed in order to change a classification outcome.

In very exceptional cases the ECP may consider that the seriousness and duration of the circumstances are such that they may have had an impact on overall performance and therefore potentially on award classification. In these exceptional instances, there are available one of two outcomes:

- (i) If the ECP considers that performance has been affected and this can be mitigated by implementing one of the courses of action in Outcome 6 above, it will implement such a course of action (e.g. removal of a module from classification etc.). The candidate's classification will be re-calculated and the revised calculation presented to the Board with a report that the extenuating circumstances have been taken into account.
- (ii) If the ECP considers that performance has been affected but is unable to mitigate this in a quantifiable way by applying a course of action from the list in Outcome 6 above, the panel will report to the Board of Examiners that the final judgement on the candidate should take into account extenuating circumstances which will be made known to the Chair of Board.

The candidate's profile will be considered on equal terms with other candidates by the full Board and the outcome of this consideration and the outcome of the Extenuating Circumstances Panel discussion will be factored into a judgement and final decision taken by the Chair of the Board.

Outcome 8: No applicable outcome.

The ECP may decide that there is no applicable outcome for the following reasons:

- (i) That it is judged that there has been no material impact on the student's performance.
- (ii) There is insufficient independent evidence to support the Extenuating Circumstances claimed;
- (iii) The evidence submitted is not convincing.

(In the event of (ii) and (iii) above the student will be invited to submit further evidence if they so wish when the ECP outcome is reported to them.)

7 Procedure for consideration of Extenuating Circumstances

7.1 Extenuating Circumstances Panel

7.1.1 The body with responsibility for the consideration of Extenuating Circumstances is the Extenuating Circumstances Panel (ECP). The ECP is a sub-committee of the Board of Examiners.

7.1.2 The ECP, directly or through delegated authority, is empowered to make decisions pertaining to Outcomes 1 – 2 and for these to be immediately communicated to the student and factored into assessments results reported to the Board of Examiners.

7.1.3 Decisions of the ECP pertaining to Outcomes 3 – 7 are reported as *recommendations* to the relevant School Board of Examiners to be taken into account when determining progression and award. The outcome of the Extenuating Circumstances claim is communicated to the student along with decision of the Board of Examiners.

7.1.4 The ECP will treat all information as confidential and recommendations to Boards of Examiners will be received by the Board by Student ID only.

7.1.5 The Terms of Reference for the Extenuating Circumstances Panel are attached as Annex A.

7.2 Delegated authority

7.2.1 The process for consideration of Extenuating Circumstances allows for certain claims for Extenuating Circumstances to be considered solely by a *Chair/nominated member of the ECP* not from the School of the claimant.

7.2.2 The basis of claims which can be considered under this delegated authority are determined by two factors: i) the adequacy of the evidence provided; ii) likely possible outcome.¹

7.2.3 With regard to factor i) the evidence must be clear and unequivocal in supporting the circumstances claimed.

With regard to factor ii) that the possible outcome will be in the range Outcome 1 – 2. If another outcome is deemed appropriate the application must be submitted to a full meeting of the ECP.

7.2.4 The decision on whether an Extenuating Circumstances claim can be considered under delegated authority of the ECP will be taken by Student Administration on the basis of the above factors and any other criteria deemed appropriate by the ECP.

7.2.5 The decision from the individual(s) considering the claim will be submitted to the secretary of the ECP for report to the next meeting of the ECP. The decision can be immediately communicated to the student and the outcome factored into assessment results reported to Board of Examiners as necessary.

8 Right of Appeal / Re-application

8.1 Students will have the right of appeal against outcomes of extenuating circumstances consideration as follows:

- (i) Appeal against a decision taken by delegated authority will be referred to the ECP;
- (ii) Appeal against a decision of the ECP and/or School Board of Examiners through the University's Academic Appeals Procedure.

8.2 Re-Application

8.2.1 A student who has been granted a deferred assessment (Outcome 1) or further assessment/re-assessment opportunity (Outcome 3) but is unable to meet the requirements may submit a further application for Extenuating Circumstances provided that they supply evidence in support of their claim. The Extenuating Circumstances claim must be submitted in accordance with the published timescales.

8.2.2 Re-application for the same assessment(s) may be made for up to 3 successive occasions only; that is 4 in total (including the first Extenuating Circumstances application). If at this time a student is still unfit to attempt the assessment(s), the student's circumstances will be considered on an individual basis. Possible arrangements at this time may include agreement for a period of suspension of study and/or a requirement to repeat or re-start all or part of the period of study to which the assessment(s) apply.

8.2.3 In a circumstance where a student has had multiple instances of Extenuating Circumstances approved, the student may be requested to provide a certificate confirming 'fitness to study', to show that they are able to resume study.

¹ Requests for extensions to periods of Suspension of Study may also be considered under delegated authority on the basis of these criteria.

8.2.4 In extreme circumstances the University may determine that the student is no longer able to benefit from undertaking academic study at the University and may withdraw the student. In such circumstances the student will be awarded the award to which their successfully attained credit entitles them to, including the possibility of an aegrotat unclassified award.

8.3 **Cancellation of Extenuating Circumstances**

Once an Extenuating Circumstances claim has been approved it remains in place until either:

- (i) written notification is submitted by the student to Student Administration that the student wishes to cancel their approved application. Such notification must be received 24 hours prior to the examination/assessment deadline in question; or
- (ii) in the case of deferred assessment, a piece of work is submitted by the student or they attend the examination.

8.4 **Completion of first and deferred assessment attempts and re-assessment**

First and deferred assessment attempts should normally be completed prior to the student undertaking any re-assessments.

9 **Records**

A record of Extenuating Circumstances Claims and decisions will be maintained by the secretary to the ECP in order to build a resource for case law, enable annual reporting and inform future review of the policy and procedure.

ANNEX A - Extenuating Circumstances Panel – Terms of Reference

1.1 Purpose

To consider applications for extenuating circumstances claims thus assisting the University in meeting its obligation to ensure that matters affecting student performance are considered fairly, consistently and equitably.

1.2 Membership

All Heads of Schools (including Director of Institute of Childhood & Education) in their capacity as Chairs of the School Board of Examiners (*ex officio*)
Director of Student Support (*ex-officio*)
One Chair of a Panel of Examiners from each School
One member of lecturing staff from each School
A member of Student Administration (Student Records)

In attendance: a member of Student Administration (Secretary) and a member of the Academic Administration Office.

1.3 Attendance and Quorum:

As a matter of principle each Head of School should normally be present in order to establish a level of consistency of treatment across Schools.

The quorum is 2 Heads of School plus four other members.

1.4 Chairing

The Chair of the ECP will be a Head of School not associated with the programme for which mitigation is being claimed. The business of the meeting will therefore be taken as follows:

- All claims from the Institute of Childhood and Education – Chair, Head of the School of Arts and Communication.
- All claims from the School of Arts and Communications – Chair, Head of School of Health and Social Sciences.
- All claims from the School of Health and Social Sciences – Chair, Director of Institute of Childhood and Education.

1.5 Scheduling of Meetings

Extenuating Circumstances Panels will be scheduled monthly during the academic session. If there is no business to be considered the meeting will be cancelled.

1.6 Delegated Authority

Nominated individuals (a Head of School or member of the ECP not from the School of the claimant) will have delegated authority to consider claims for Extenuating Circumstances on the following basis:

- i) the adequacy of the evidence provided;
- ii) likely possible outcome.

With regard to factor i) the evidence must be clear and unequivocal in supporting the circumstances claimed.

With regard to factor ii) that the possible outcome will be in the range Outcome 1 – 3. If another outcome is deemed appropriate the application must be submitted to a full meeting of the ECP.

The decision on whether an Extenuating Circumstances claim can be considered under delegated authority of the ECP will be taken by Student Administration in accordance with the above factors and any additional criteria determined by the ECP.

The decision from the individual(s) considering the claim will be submitted to the secretary of the ECP for report to the next meeting of the ECP.

1.7 The Powers of the ECP

The ECP is empowered to make decisions on the impact of extenuating circumstances on student performance, either as potential or actual impact.

These decisions will be reported to the relevant Board of Examiners as recommendations for the Board to take into account when determining progression and award.

ANNEX B – Processes

1.1 Application

Students wishing to apply for Extenuating Circumstances should complete an Extenuating Circumstances Application form which is available from Student Administration and via e: Vision help pages. Application forms must be completed in full and should include a copy of the independent supporting evidence. Students are responsible for payment of any fees associated with providing evidence in support of an extenuating circumstances claim.

Examples of admissible supporting evidence are listed below:

Reason	Admissible Evidence
Illness	Medical certificate from a doctor stating the nature, severity and duration of the illness.
Mental Health	Written confirmation from a counsellor stating the nature, severity and duration of the illness.
Crime (e.g. burglary)	Official police crime report.
Bereavement	Death Certificate/Notice of Service.
Motor Incident/Accident	Police report/hospital admission certificate.
Other	Written evidence from an independent third party who has first-hand knowledge of the situation, this may include Leeds Trinity Student Support and/or the Counselling Service.

1.2 Submission

Students should submit completed Extenuating Circumstances Applications to Student Administration. Application deadlines and a full list of Extenuating Circumstances Panel (ECP) dates are listed in the student guidance attached to the Extenuating Circumstances Application form.

1.3 Consideration

The Extenuating Circumstances Panel (ECP) is responsible for the consideration of Extenuating Circumstances applications but may delegate authority to make decisions pertaining to Outcomes 1-2. Decisions of the ECP pertaining to Outcomes 3 – 7 are reported as *recommendations* to the relevant School Board of Examiners to be taken into account when determining progression and award. In those circumstances where it would be detrimental to the student to wait for an Extenuating Circumstances Panel, decision may be sought by Chairs Action.

Possible Outcomes	
Outcome 1	Extension to the submission date for assessment(s) to the default period
Outcome 2	Alternative form of assessment
Outcome 3.1	A further opportunity for re-assessment in module(s)
Outcome 3.2	Fail mark(s) are expunged and further first attempt(s) be allowed
Outcome 3.3	Submission penalties in one or more modules be reversed.
Outcome 4	Restart the year
Outcome 5	Suspend studies and return the following academic year
Outcome 6	Mark(s) to be condoned
Outcome 7	Consider the effect on award classification
Outcome 8	Request not upheld

1.4 Communication of outcomes

Student Administration will be responsible for communicating outcomes to students. Decisions made pertaining to Outcomes 1 – 2 will be communicated via email, usually within 7 working days of receipt of an application. Decisions made pertaining to Outcomes 3 – 8 will be communicated to students via e: Vision as part of published result communications. The dates for publication of results are available on the external website.

Appendix 2 - Student Academic and Professional Misconduct

The following summary on academic and professional misconduct defines the expectations of the University. Further guidance on the application of the policy and procedure to be followed is contained in the Student Academic and Professional Misconduct Policy and Procedure, available from the intranet INFOZONE.

1. Academic and Professional Integrity

All students are expected to act with personal integrity, self-discipline and respect for others in their personal, professional and academic conduct.

1.1 Academic Integrity

Academic integrity refers to scholarship conducted in an open, honest and responsible manner. All scholarly activity builds upon the work of others and is subject to scrutiny. Students are expected to show respect for the intellectual property of the people who have helped them to develop their own ideas by always attributing and acknowledging source material.

Leeds Trinity graduates will be supported in a process of authentic learning and graduates will be able to demonstrate independent thought and analysis which enables the University to uphold the academic standards of its awards and the value of its degrees.

1.2 Professional Integrity

Professional integrity refers to conduct which consistently adheres to the values of a particular profession and may involve acting within defined codes of ethics or conduct. It also refers to acting in accordance with socially accepted professional standards, such as honesty, respect for colleagues and compliance with rules.

2. Poor Academic Practice

2.1 Poor scholarship

Poor scholarship is characterised by limited or inadequate technical skills or adherence to academic conventions, whether through negligence or a lack of understanding. It is a student's responsibility to ensure that they fully understand the academic conventions described in programme material, such as the appropriate referencing system and use of quotation marks, and make use of the support that is available.

Failure to properly attribute the work of others may be regarded as plagiarism and misuse of source material may be regarded as falsification.

2.2 Re-use of material

Work submitted for assessment must be a new, original piece of work produced specifically for the assignment. Any re-purposing of a student's own material must be explicitly acknowledged as such and must show how ideas or concepts have been developed in the new work. Reproducing passages verbatim should be avoided and any self-citations should be clearly identified.

Failure to do so will be regarded as an attempt to mislead the examiner and will be struck out of the assignment and will not count towards the final mark for the assessment.

3. Academic Misconduct

Academic misconduct encompasses all kinds of academic dishonesty, whether deliberate or unintentional, which infringes the integrity of the University's assessment procedures. Any suspected instance of misconduct will be investigated following the procedures in the Student Academic and Professional Misconduct Policy and Procedure. What follows are examples of academic misconduct, although the list is not exhaustive.

3.1 Plagiarism

Plagiarism is a form of cheating which involves presenting another person's ideas or expressions without acknowledging the source. Any work submitted for assessment must, unless collaborative work has been specifically permitted in the assignment guidelines, be the individual

student's own work. In any event, whether the work is from an individual student or the result of a permitted collaboration, any material, from whatever source, must be clearly acknowledged. All passages quoted must be shown in quotation marks, and such quotations and any passages which are paraphrased must be properly attributed to the author(s). The University provides clear guidance on academic writing skills and ignorance on the part of the student will not be accepted as a defence in a case of plagiarism.

3.2 Collusion

Students who take part in unauthorised or illicit collaboration with others will be regarded as having colluded, regardless of whether any advantage was gained or enabled for any parties involved. Collusion undermines the academic integrity of assessments that are designed to test an individual student's abilities and understanding.

Students who commission or purchase work from a third party which they then present as their own and students who make available their own work, or parts thereof, whether or not for financial gain, will also be regarded to have colluded.

Proof-reading and editing: it is a student's responsibility as author to proof-read and edit their own work and any assistance from a third party, whether a professional service or friend, family or fellow student may be regarded as collusion. Students are encouraged to seek advice on academic writing skills from tutors and the Learning Hub, although it is emphasised that this support does not extend to proof-reading.

Translation services: the use of translation services involving a third party is expressly forbidden and will be regarded as collusion. The use of translation software is permitted, although students should be aware of its limitations as it is unable to take context into consideration and meaning can be lost. English language entry requirements are designed to ensure that students are equipped with the language skills to enable them to submit work for assessment in English and additional language support is available. It is a student's responsibility to seek support through the appropriate channels, should it be needed.

Note: special dispensation to the rules on collusion and use of writing services may be provided to students who are registered with a disability and who have a specific requirement agreed with the Dyslexia & Disability Support Services and identified within their learning support plan.

3.3 Fabrication/falsification

Any student found to have made up data or other such content, or to have manipulated content or tampered with documentation will be regarded as having fabricated/falsified material. This includes the content of work submitted for assessment and any records or documentation associated with academic progress such as entry statements or qualifications, false claims for exemption or mitigation, misrepresentation of a word count or contribution to a group assessment.

In some cases fabricated/falsified material may also be deemed to be professional misconduct, for example in relation to teaching or journalism.

3.4 Research misconduct

All research which contributes to the assessment of taught courses must be conducted in an ethical and responsible manner. This includes requirements to secure ethical approval prior to the commencement of primary research, the conduct of the research, the relationship and dealings with participants and proper handling of data.

3.5 Impersonation

Any student found to be assuming the identity of a third party, or where a student is impersonated by another person, in order to gain or enable access or advantage will be deemed guilty of impersonation.

3.6 Cheating in Examinations

Any breach of the examination procedure which compromises the integrity of the assessment will be regarded as academic misconduct, regardless of whether any advantage was gained or there was any intention to do so. These principles apply equally to formal examinations and to all laboratory and class tests conducted under examination conditions. Breaches include, but are not limited to, the following:

- obtaining or seeking to obtain examination papers prior to the examination unless the paper has been provided as a 'seen' examination;

- copying from another candidate or from any unauthorised material, including by use of an electronic device;
- taking additional materials into the examination, unless prior approval has been given;
- communicating, or attempting to communicate, with other candidates or with any person(s) except the invigilators;
- any form of disruptive behaviour;
- not following the instructions given by the examination invigilator;
- the removal of any material from the examination room other than items which were brought into the room by the candidate or the question paper, where permitted.

4. Professional Misconduct

Professional misconduct encompasses any actions on the part of a student which might render them unsuitable to undertake/continue a professionally-oriented component of their programme of study. Particular behaviours which give rise to an allegation of professional misconduct will be investigated under the Procedures for the Investigation of Suspected Misconduct¹. Examples of professional misconduct include:

4.1 Lack of preparation for/engagement with professional component

If a student's lack of preparation for/engagement with a professional component of their programme of study renders them unlikely to succeed on that component, or would put the reputation of the University at risk should the student undertake/continue the component, this may be deemed professional misconduct.

It is the student's responsibility to manage their placement experience and to communicate with the appropriate personnel at the University, as set out in course literature. Failure to do so poses a risk to the institution and will be deemed professional misconduct.

4.2 Failure to comply with an approved Code of Professional Conduct

If a student fails to comply with an approved Code of Professional Conduct, in relation to a professionally oriented programme (eg programmes of initial teacher training), this will be deemed professional misconduct.

4.3 General Inappropriate Behaviour

If a student's behaviour is found to be such that it renders them unlikely to succeed on a professional component in their programme, or would put the reputation of the University at risk should the student undertake/continue the component, or is putting other students at a significant disadvantage, this may be deemed professional misconduct.

5. Procedures for the Investigation of Suspected Misconduct

All suspected breaches of academic and/or professional integrity will be investigated in line with the procedures set out in the Student Academic and Professional Misconduct Policy and Procedure (available on the intranet INFOZONE).

6. Typical Penalties for Academic or Professional Misconduct

Typical penalties that may be invoked where a case of academic or professional misconduct has been substantiated are set out in the Student Academic and Professional Misconduct Policy and Procedure (available on the intranet INFOZONE).

¹ In cases where the professional **attributes and performance** of a student are being assessed against national teachers' standards as part of the published programme assessment the responsibility for consideration lies with the Board of Examiners.

Appendix 3 – Academic Appeals Procedure

Scope

1. This procedure applies to students who are registered on taught undergraduate and postgraduate provision, recent graduates and students whose registration has been interrupted on a temporary basis, irrespective of location.
2. A separate procedure is in place for Leeds Trinity students registered on a University of Leeds research degree. Postgraduate research students should consult the Research Student Handbook.
3. An academic appeal is defined by the Quality Assurance Agency for Higher Education and in this procedure as a request for a review of a decision of the academic body charged with taking decisions on student progress, assessment and awards (the Board of Examiners).
4. Under this procedure the Academic Board has empowered the Deputy Vice-Chancellor and the Vice-Chancellor to vary or amend a decision of the Board of Examiners insofar as the application of the Taught Course Academic Regulations currently in force and adherence to the University's policies and procedures allow. No academic marks will be changed as a direct result of an appeal although the work in question may be referred to the relevant Chair of the Panel of Examiners to be remarked and the mark will be subject to ratification by the external examiner. Any change to the decision of the Board of Examiners will be reported to its next meeting (see 62 below).
5. This process is not a method of circumventing or setting aside the professional academic judgement of examiners on the performance of students. It is a way of ensuring that relevant circumstances affecting a student's academic performance, or results as recorded, are taken into account. A student appealing against a decision of the Board of Examiners solely because he/she is dissatisfied with the outcome will have his/her appeal rejected. In such circumstances a student is advised to seek feedback from the examiner about the grades awarded (see Stage 1 Seeking early resolution).
6. The procedure refers to an individual student throughout but can apply to a group of students.
7. Students wishing to complain about any of the following should follow the Complaints Procedure, available from the intranet through the Infozone:
 - a fellow student;
 - a member of Leeds Trinity University staff or member of external training provider;
 - the standard of academic provision, including Library and Learning Resources and training provided by external institutions contracted by Leeds Trinity;
 - a Leeds Trinity University service;
 - the fabric of Leeds Trinity University.
8. If a student submits a complaint under the Complaints Procedure concurrently with an academic appeal, or includes any aspect of a complaint within his/her academic appeal, the academic appeal element will take precedence and be investigated first. In the course of the appeal process it may be found that the complaint aspect can be dealt with simultaneously because of the circumstances of the appeal. On conclusion of the appeals process, if a student wishes to pursue a complaint aspect which has not already been addressed he/she may do so via the Complaints Procedure.

Grounds for appeal

9. A student may appeal on the following grounds:
 - (i) new evidence regarding extenuating circumstances which the student could not have reasonably supplied to the University prior to the decision of the Board of Examiners.
 - (ii) breach of regulation/procedure;

- (iii) discrimination/bias;
 - (iv) administrative error.
10. Students may not appeal against the classification of their award or the results awarded for an assessment unless evidence is submitted under one of the above grounds.
11. Students wishing to appeal against a decision of the Extenuating Circumstances Panel, as notified through the Board of Examiners, may only do so under the above grounds.

Conditions of appeal

12. An appeal against a decision of the Board of Examiners will be considered only if it is initiated and conducted by a student personally unless the student is unable to submit the application personally on health grounds. Such grounds must be stated in the appeal submission and supported by independent medical evidence (see 14 below).
13. An appeal will normally only be considered if it is submitted **within 7 working days of the publication of assessment results** on an Academic Appeal Form. All sections of the Academic Appeal Form must be completed as fully as possible, following the guidance notes within the form, and should include:
- under which of the permitted ground(s) (as shown in 9 above) the appeal is being submitted
 - clearly stated facts that support the appeal, confined to matters directly related to the grounds for appeal
 - sufficient evidence to support the case being made (see 14 below)
 - an indication of the outcome the student is seeking.
14. An appeal will be considered only if it is supported by documentary evidence clearly referenced to the relevant ground(s) which shows the material effect on the assessment results in question. An appeal on the ground of new evidence regarding extenuating circumstances must normally be supported by medical certification (signed by a medical practitioner) or other relevant, authentic, third party evidence. All evidence should be the originals of the documents, wherever possible and students are advised to keep a photocopy of any original documentation submitted as they will not normally be returned. Where evidence is submitted electronically the University reserves the right to request sight of original paper copies of the documents.
15. It is the student's responsibility to ensure that he/she raises all relevant issues and provides all relevant information and documentation at the point of submission. Students who are unable to secure the necessary evidence within the 7 working days deadline should submit an Academic Appeal Form by the due date and include a statement about why the supporting evidence will be late and the date on which it will be submitted. The statement should demonstrate that the circumstances which caused the delay were unavoidable. Acceptance of late evidence will be at the discretion of the Head of Academic Quality. Receipt of subsequent evidence must be no later than 10 working days after the deadline for the submission of an appeal.
16. Where an appeal is submitted collectively by a group, the group must identify one spokesperson and correspondent. Each member of the group must be able to demonstrate in the written submission that he/she has been individually and materially affected by the matter which is the subject of the appeal. All students involved in the submission of the appeal must agree, in writing, to the spokesperson acting on his/her behalf.

Information for appellants

- **Confidentiality and integrity of the procedure**

17. The University endeavours to carry out these procedures fairly, consistently and impartially and in accordance with the Equality and Diversity Policy of the University. By lodging an

appeal students will not be disadvantaged in any way in terms of their assessments or their programme of study.

18. The information provided by students will remain confidential and will only be available to necessary staff in order to progress the appeal.
19. Where it is necessary to seek evidence from a party external to the University in order to progress the appeal, and where this might mean disclosure of information to that third party, the student will be contacted before disclosure to confirm that he/she wishes to proceed with the appeal.
20. Where an appeal is being conducted by a third party on health grounds of the student (see 12 above) the University will ensure that the necessary permissions are secured from the student prior to accepting the appeal and/or disclosing any personal data.

- **Support and advice**

21. Students and staff can obtain advice on the interpretation and operation of the procedure from the Head of Academic Quality.
22. Advice and support to students on their individual circumstances and on completion of the Academic Appeal Form can be obtained from Student Support and/or Leeds Trinity Students' Union. Specialist additional support is available from the Dyslexia and Disability Support Office, where required.
23. A student who is attending a Stage 3 Appeal Review Panel meeting may, if he/she so wishes, be accompanied by one third party supporter of their choice, on condition that the student provides the name and capacity in which the supporter is attending to the Vice-Chancellor in advance (e.g. member of staff or LTSU, friend, relative, or employed counsel). The supporter cannot, however, be someone who has taken a part in the decision against which the student is appealing.
24. The supporter will not be permitted to represent the student and will not normally speak at the hearing unless specifically requested to do so by the Appeal Review Panel. It is the responsibility of the student to notify the supporter of the time and place for the meeting and to provide them with any documentation. The student shall be responsible for the conduct of the supporter at the meeting.
25. There is no entitlement to legal representation at any stage in the process and students are advised that external review is available free of charge via the Office of the Independent Adjudicator (OIA) following completion of the University's procedures, subject to the rules set out by the OIA and published on its website.

- **Action prior to the outcome of an appeal**

26. A student who submits an appeal should not assume it will be upheld. Pending the outcome of an appeal, a student should prepare for any forthcoming re-assessments, as previously determined by the Board of Examiners.
27. In respect of an appeal which affects a final award, a student may attend the award ceremony if he/she is already eligible for an award pending the consideration of their appeal.

- **Change of personal details**

28. Students have a responsibility to keep the University informed of any changes to personal details and should update their information via E:Vision as soon as there are any changes. The University shall not be responsible for correspondence sent to a non-current postal or email address.

- **Costs**

29. The University does not charge a fee for the consideration of an appeal. As a general rule, nor does the University reimburse any expenses incurred by a student in pursuing an appeal.

Stage 1 Seeking early resolution

30. If a student considers that he/she may have grounds to appeal against a decision of the Board of Examiners, he/she is strongly advised to seek informal resolution prior to submitting an appeal in order to clarify the situation. The student should contact the Academic Administration Office, which will facilitate contact with the relevant Chair of the Panel of Examiners (or nominee). If, for instance, there appears to have been an administrative error, this may be quickly rectified. The Chair of the Panel of Examiners will liaise with the Chair of the Board of Examiners to ratify any changes. Confirmation of any changes to outcomes will be notified to the student by Student Administration.
31. If the outcome of Stage 1 does not provide a response that is satisfactory to the student, he/she may proceed to Stage 2 Formal Appeal.

Stage 2 Formal appeal

32. Students who wish to appeal against a decision of the Board of Examiners must submit a fully completed, signed and dated Academic Appeal Form to Student Administration to be received normally **no later than 7 working days** after the publication of results. Supporting evidence must be attached as outlined in the 'Conditions of appeal' above. Forms are available from Student Administration, Student Support and the Academic Administration Office, as well as from the intranet through the Infozone.
33. Academic Appeals Forms and supporting evidence may be submitted to Student Administration by hand, by post or by email provided that all the supporting evidence is included. Emails should be sent to studentadmin@leedstrinity.ac.uk. Where evidence is submitted electronically the University reserves the right to request sight of original paper copies of documentation.

- **Preliminary consideration of grounds for appeal**

34. The Head of Academic Quality will undertake an initial evaluation to check that the student's academic appeal falls within the permitted grounds, is submitted by the deadline, is in the required format and is supported by the necessary evidence.
35. If it is decided that a case has been made the appeal submission will be referred to the Deputy Vice-Chancellor for consideration.
36. An appeal will be rejected if:
 - it is considered that a case has not been made, or that the appeal is vexatious (solely to cause annoyance) or frivolous (not serious or sensible).
 - there is no relevant supporting evidence.
37. If the appeal is rejected the student will be informed in writing of the outcome of preliminary consideration of the appeal. The student may request that this decision is reviewed under Stage 3 of the procedure.

- **Consideration of an appeal**

38. The Deputy Vice-Chancellor will consider academic appeal submissions referred by the Head of Academic Quality. The DVC may seek the views of such persons as are necessary in considering the case.

39. The Deputy Vice-Chancellor will write to the student, **normally within 10 working days of receipt of the appeal submission by the Head of Academic Quality**, with one of the following outcomes:
- that the appeal has been upheld or partially upheld;
 - that it has been found that there are no or insufficient grounds to uphold the appeal;
 - that the appeal requires further investigation and that an Investigating Officer has been appointed. The name of the Investigating Officer and an indicative deadline for the conclusion of the investigation will be included in the notification.
40. Where an Investigating Officer (IO) is appointed to investigate an appeal, the IO will be a senior member of academic staff who has had no involvement in the matter to date. The terms of the investigation shall be determined by the Deputy Vice-Chancellor and will include an indicative schedule. The schedule will include a date for report back to the DVC and a date by which a response is to be sent to the student. The response to the student shall **normally be within 25 working days of receipt of the appeal submission**.
41. The Investigating Officer shall conduct the investigation under the terms set out by the Deputy Vice-Chancellor. He/she shall make notes of any meetings held which will inform a final report to the Deputy Vice-Chancellor, who will decide whether the appeal is to be upheld and will inform the student of:
- whether the appeal has been upheld, partially upheld or it has been found that there are no or insufficient grounds to uphold the appeal;
 - the student's right to take the appeal to Stage 3 review;
 - any remedial action to be taken by the University.
42. The report from the Investigating Officer and any pertinent information gathered as part of the investigation will be sent to the student with the outcome letter.
43. The Deputy Vice-Chancellor will inform the relevant Head of School of any remedial action to be taken, along with any timescale for implementation.
44. In making a decision the Deputy Vice-Chancellor shall consider whether the outcome of the appeal has any implications for other students and, if so, make recommendations to appropriate bodies to ensure consistency and fairness.

Stage 3 Review of an appeal decision

- **The procedure for review of an appeal decision**
45. Students wishing to request a review of the Stage 2 appeal decision should write to the Vice-Chancellor, normally **within 7 working days** of the notification of the outcome from the Head of Academic Quality or Deputy Vice-Chancellor. The written correspondence to request a review of the decision may be submitted by letter or email and should clearly outline the grounds for a review of the appeal and should include whether the student wishes the review to be conducted via written correspondence or whether he/she wishes to present their case in person to an Appeal Review Panel.
46. A review of the appeal will not consider new matters that have not been raised in the original appeal, although new evidence may be provided that could not have reasonably been supplied as part of the Stage 2 appeal. The acceptance or discounting of such evidence will be at the discretion of the Vice-Chancellor / Appeal Review Panel, depending on the circumstances.
47. A review of the appeal, whether conducted by the Vice-Chancellor or by an Appeal Review Panel, has the power to overturn appeal decisions and make decisions on progression and award on behalf of the University.
48. The Vice-Chancellor (or nominee) shall write to the relevant Head of School, and any other staff as appropriate, requesting a formal written response to the review request **within 5**

working days. Upon receipt of the response the Vice-Chancellor may either find in the student's favour, and notify the student accordingly, or may continue with the review process.

- **Conduct of a review of an appeal by the Vice-Chancellor**

49. Where a student wishes the review to be conducted via written correspondence he/she will be sent the school's formal written response to the review request and will be invited to submit any concluding comments. The correspondence will include a time schedule for consideration and conclusion of the review.

50. The Vice-Chancellor shall consider all the appeal review evidence once received and will inform the student and the Head of Academic Quality:

- whether the appeal has been upheld, partially upheld or not upheld;
- any remedial action to be taken by the University;
- that the University's internal procedures have been completed.

- **Conduct of a review of an appeal by an Appeal Review Panel**

51. Should the student request that an Appeal Review Panel be convened it shall have the following membership:

- Chair – Vice-Chancellor;
- One Head of School (or nominee) from a subject area independent from the appeal under consideration;
- One member of the LTSU Executive
- In attendance: a member of the Academic Quality and Standards Office (Secretary)

52. The student may not be represented by proxy. He/she must attend in person and may be accompanied by a supporter (see section on 'Support and advice' above).

53. If the student fails to attend the meeting without a satisfactory written explanation then the hearing will proceed provided that the Panel is satisfied that the student was given sufficient notice of the meeting.

54. The student will be provided with information about the hearing arrangements, including details of those to be present and all the documentary evidence to be considered by the Panel **at least 5 working days** in advance of the meeting. The documentation will include the school's formal written response to the review request.

55. At the hearing the Appeal Review Panel will hold a preliminary private meeting and then the hearing will be an open meeting with the student and his/her supporter, where applicable, and a school representative present throughout the inquiry section of the meeting.

56. Where a third party has been called to give evidence their contribution will be decided on a case-by-case basis by the Vice-Chancellor and the student will be notified of the arrangements in advance of the meeting.

57. The student may make a statement to the Panel. If this is read from a prepared text, the student must bring four copies of the text to the hearing to be given to the Panel.

58. Members of the Panel may question the student and the school representative, who may respond. The student may confer with their supporter. Neither the student, the supporter nor the school representative may question the Panel, except with regard to the conduct of the appeal review. The student, supporter and school representative shall then withdraw.

59. Following the withdrawal of the student, supporter and school representative, the Panel shall consider the case on the basis of the evidence taken prior to making its decision. The Panel will decide whether there is sufficient evidence to substantiate that, on the balance of probabilities, the student's claim is more likely to be the case than not.

60. The judgement of the Appeal Review Panel shall be communicated by the Vice-Chancellor to the student within **10 working days** of the meeting

Case closure

61. The outcome of a Review of an Appeal is final and completes the University's internal procedures for consideration of an appeal. At the conclusion of the internal procedures for appeals within the University, the student will be issued with a Completion of Procedures letter and informed about the process to be followed if he/she wishes to take his/her appeal to external review with the Office of the Independent Adjudicator (OIA).

Monitoring and evaluation of the procedure

62. The outcomes of individual cases are reported to the Board of Examiners to be included in its decisions on progression and award, as appropriate, and with regard to its remit on oversight of assessment results.
63. The Learning and Teaching Committee has responsibility for the Academic Appeals Procedure and receives an annual report of cases, which includes statistical data, a summary of decisions made and makes recommendations for enhancement of the procedure, its operation and the general management of assessment processes.

- **Timeline for the conduct of appeals**

64. There are four routes that can be taken to resolve an academic appeal and these are illustrated in the Summary of Academic Appeals Procedure flow chart. The following timeline will normally apply to University's internal procedure following the date of publication of assessment results to students via E:Vision. The timescale for external review by the Office or the Independent Adjudicator (OIA) are not within the jurisdiction of the University and are governed by the OIA's rules.

PROCEDURE	TIMESCALE
Publication of assessment results	
Stage 1 Seeking early resolution	7 working days from receiving results
Stage 2	
Submission of appeal by student	7 working days from receiving results
	<i>Timescale starts here</i>
Consideration of the Appeal by the Deputy Vice-Chancellor and Investigating Officer, where appointed, and student informed of outcome	+ 25 working days
Stage 3	
Submission of review of appeal request by student	+ 7 working days
Identification of further evidence required	+ 5 working days
Submission of School response	+ 5 working days
Submission of concluding comments by student	+ 5 working days
Consideration of the appeal review evidence by the Vice-Chancellor or Appeal Review Panel	<i>Schedule to be notified on case-by-case basis</i>
Appeal Review Panel outcome communicated to student	

Appendix 4 - Generic descriptors to inform marking criteria for academic undergraduate assessments

Classification: <i>Criterion:</i>	Exceptional First 90-100	Outstanding First 80-89	First 70-79	2 (i) 60-69	2 (ii) 50-59	Third 40-49	<u>Fail</u> 30-39	<u>Abject Fail</u> 0-29
<i>Knowledge & Understanding</i>	Polished grasp of subject. Astute and authoritative approach to complexity.	Comprehensive and confident grasp with strong sense of subject complexity.	Thorough understanding evident and well applied to question or project.	Secure, general understanding and reasonable application to question or project.	Sound knowledge relevant to the question or project.	Limited knowledge shows basic understanding. Some awareness of the context of the question or project.	Faulty understanding of question or concepts. Irrelevant or mostly absent content.	No understanding of question or concepts. Irrelevant or absent content.
<i>Structure, Argument</i>	Effective and integrated over-arching argument or structure, clear, insightful synthesis. Highly creative understanding of topic.	Effective overall argument with clear and insightful connections between claims. Creative understanding of topic.	Clear and logical focus and direction with valuable connections made between claims. Good level of creativity.	Well-focused on the question with some clear connections made between claims and some overall direction. Some creativity.	Addresses the topic with some direction and makes some connections between claims or different parts of artefact/assignment.	Argument is weak and difficult to detect. Connections made between statements limited	Lack of argument. Faulty connection between statements.	No argument. Many faulty connection between statements.
<i>Analysis and Conclusions</i>	Original and searching analysis, critical appraisal of task and judicious conclusions.	Searching analysis with pertinent conclusions drawn.	Insightful analysis throughout with appropriate conclusions drawn.	Strong analysis of salient illustrative examples. Some general conclusions drawn.	Some conclusions drawn based on some reasonable comparisons and examples.	Basic analysis. Remains descriptive, little evaluation or comparison. Few clear conclusions.	Insufficient evaluation or attempt to make comparisons. Conclusions illogical insufficient.	No evaluation or attempt to make comparisons. Conclusions illogical or absent.
<i>Sources & Evidence</i> <i>Adherence to Referencing Conventions, Technical Skills</i>	Extensive and evaluative use of evidential support for argument. Flawless referencing or technical skills.	Extensive use of evidence with some evaluation. Flawless referencing or technical skills.	Clear support of argument with well selected evidence. Excellent referencing or technical skills.	Draws on relevant independent sources and evidence to support claims. Consistent and accurate referencing or technical skills.	Makes simple use of evidence from recommended sources. Largely consistent accurate referencing. or technical skills.	Relies on superficial statements with little supporting evidence. Limited referencing/ adherence to convention or technical skills.	Lack of evidence or relevant sources. Inadequate referencing or technical skills.	No evidence or relevant sources. Inadequate or no referencing or technical skills.

Contd./

<p><i>Written/Visual Oral Style & Clarity</i></p>	<p>Professional and sophisticated with exceptional clarity and coherence. Excellent, controlled, confident delivery, pace, and audience engagement.</p>	<p>Professional and fluent with great clarity and coherence. Confident delivery, pace and audience engagement.</p>	<p>Fluent and accurate with great clarity and coherence. Mostly confident delivery, pace and audience engagement.</p>	<p>Clear and coherent. Good delivery, pace and audience engagement</p>	<p>Some lapses of clarity. Some expression is ineffective. Satisfactory delivery, pace and audience engagement</p>	<p>Adequate, but awkward expression throughout with little clarity. Poor delivery, pace and audience engagement</p>	<p>Inadequate and unclear presentation. Impaired communication. Error-strewn.</p>	<p>Grossly inadequate and unclear presentation. Severely impaired communication. Error-strewn.</p>
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Appendix 5 - Generic descriptors to inform marking criteria for academic postgraduate assessments

Classification:	Exceptional Distinction 80-100	Distinction 70-79	Merit 60-69	Pass 50-59	Fail 40-49	Significant Fail 0-39
Criterion:						
<i>Disciplinary Knowledge & Understanding</i>	Exceptional and nuanced understanding of departments at the forefront of the discipline. Astute and authoritative approach to complexity.	Comprehensive, in-depth and evaluative understanding, including engagement with recent developments in the discipline. Informed and confident approach to complexity.	Wide-ranging and detailed understanding. Engagement with recent developments in the discipline. Awareness of complexity of the discipline.	Broad understanding of key concepts and issues. Some engagement with recent developments in the discipline. Some awareness of complexity of the discipline.	Limited understanding of key concepts and issues. Insufficient engagement with debates. Little awareness of complexity of the discipline.	Little or no understanding of key concepts and issues. Little or no engagement with debates in the discipline. Simplistic or erroneous understanding of the discipline.
<i>Research</i>	Outstanding and purposeful systematic use of primary and secondary sources. Sustained independent thought, innovative and methodological sophistication.	Purposeful and systematic use of primary and secondary sources. Independent thought and methodological sophistication.	Purposeful and wide-ranging use of primary and secondary sources. Evidence of independent thought and methodological sophistication.	Relevant use of primary and secondary sources. Some evidence of independent thought. Justified use of methodological approaches.	Insufficient or inappropriate selection of primary and secondary sources. Little evidence of independent thought. Limited justification for methodological approaches.	Irrelevant or out of date selection of primary and secondary sources. No evidence of independent thought. No justification for methodological approaches, or failure to engage with methodology.
<i>Application and evaluation</i>	Extensive, selective and evaluative use of evidence. Rigorous and sustained application of research evidence to impact on practice.	Thorough, selective and evaluative use of evidence. Careful and sustained application of research evidence to impact on practice.	Focused, selective and evaluative use of evidence. Careful attention to the application of research evidence to impact on practice.	Some selection and evaluation in the use of evidence. Some attention to the application of research evidence to impact on practice.	Insufficient selection and evaluation in the use of evidence. Little application of research evidence to impact on practice.	Poor selection of evidence and little or no evaluation. Little or no application of research evidence to impact on practice.

<i>Language and communication</i>	Sophisticated and nuanced over-arching argument or structure. Perceptive, insightful and creative synthesis. Professional and discerning writing, appropriate to the audience and discipline.	Highly effective over-arching argument or structure. Clear, insightful and creative synthesis. Professional and discerning writing, appropriate to the audience and discipline	Effective over-arching argument or structure. Clear synthesis with some insights. Fluent writing style appropriate to the audience and discipline	Sound basic argument or structure. Attempts at synthesis with some insights. Accurate writing showing an awareness of audience and discipline	Flawed basic argument or structure. Little attempt at synthesis. Flawed and inaccurate writing with limited awareness of audience and discipline.	Lack of argument or structure. No attempt at synthesis. Poor writing style.
<i>Analysis and Critique</i>	Original, detailed and perceptive analysis. Rigorous and sustained critical appraisal. Convincing conclusions.	Detailed and perceptive analysis with some originality. Rigorous and sustained critical appraisal. Persuasive conclusions.	Some detailed and perceptive analysis. Wide-ranging critical appraisal. Consistently logical conclusions.	Some detailed analysis. Some critical appraisal and application to conclusions.	Mainly descriptive approach. Inconclusive argument or inadequately supported conclusions.	Predominantly descriptive approach. No clear argument or erroneous conclusions.
<i>Presentation and academic Conventions,</i>	Highly developed understanding of the appropriate genre. Flawless referencing or technical skills.	Highly developed understanding of the appropriate genre. Flawless referencing or technical skills.	Very good understanding of the appropriate genre. Accurate referencing or technical skills.	Good basic understanding of the appropriate genre. Generally accurate referencing or technical skills.	Little understanding of the appropriate genre. Inaccurate referencing or technical skills.	Little or no understanding of the appropriate genre. Absent or largely inaccurate referencing or technical skills.

Appendix 6 - Professional Development and Placement Modules – Repeat Study / Change of Programme / Restart

Repeat Study

Levels 4 and 5

1. If the student has already gained a pass in the PDPM/equivalent module, they will not be required to take the module again and an alternative module will be required in order for the student to have a full-time load of 120 credits.

Their pass in the PDPM/equivalent module will be noted on the Diploma Supplement to signify to employers that learning outcomes have been met.

If the student has failed the PDPM/equivalent module they will be required to take the module again as a second/third attempt (as appropriate) as part of their repeat study.

A student who does not wish to repeat 120 credits as a full-time student may register to repeat individual modules as a part-time student.

Award

2. Where a student is repeating Level 5 of their programme and a pass has already been gained in the PDPM/equivalent module, it will be the outcomes of the 120 credits of repeat modules that will count towards classification. The pass in the PDPM module will be recorded on the students' Diploma Supplement as evidence that the module was taken and passed.

Change of programme

Levels 4 and 5

3. Where a student is permitted to transfer to a new programme of study within the same subject area and a pass has already been gained in the PDPM module they will not be able to take this module again, and an alternative module will be required in order to have a FT load of 120 credits (eg. L4 Business to L4 Business with Marketing). The previously passed PDPM will not count towards progression/award classification.
4. Where a student is permitted to transfer to a new programme of study outside the previous subject area and a pass has already been gained in the PDPM module, the student will nevertheless be expected to undertake the PDPM module relevant to the new subject area. The new PDPM will count towards progression/award classification.
5. Where a student is permitted to transfer to a new programme, before approving the request it is important to check whether the student has satisfied pre-requisites relating to the new programme and, where applicable, that the pre-requisite waiver(s) section of the 'change of programme form' is completed.

Restart

6. Where a student is permitted to restart a level of their current programme and a pass has not been achieved in the PDPM/equivalent, the student will be required to repeat the module as a second or third attempt (as appropriate). On achieving 120 credits the PDPM/equivalent will count towards progression/award classification.

Appendix 7 - Archiving Policy – Assessed Student Work and Records of Assessment

Purpose

1. The purpose of this policy is to provide a guide to academic schools to the arrangements for the archiving of student work and related feedback.
2. Under the University's Intellectual Property Rights Policy and Procedure the University: "... undertakes not to assert any rights on intellectual property generated by undergraduate and postgraduate students on the course or related to their studies..."¹
3. The University therefore does not seek to retain student work indefinitely but offers the opportunity for students to collect or download their coursework, following the completion of their studies.
4. This policy takes into account the requirements of Leeds Trinity University's Data Protection Policy and takes cognisance of the rights and responsibilities of the Freedom of Information Act 2000.
5. Appended to this document are the archiving arrangements pertaining specifically to the definitive student record maintained by Student Administration. Schools should take into account the principles in this document, and those of the relevant government acts, with regard to any personal data they hold on students.

Types of Data and Retention Periods

6. Examination Question Papers and Coursework Assignments

- 6.1 Main diet examination papers and coursework assignment titles are to be held electronically by the School for 4 years after the end of the academic session in which they are set, for quality assurance purposes and to assist students to prepare for assessments. A hardcopy set of examination papers will be retained in the Andrew Kean Learning Centre and digitised as appropriate.

7. Examination Scripts

- 7.1 Examination scripts are not normally returned to students, however, "*Feedback to students on examinations should [also] be provided in a written format and might be contained within a short summary of the major strengths and weaknesses of each of the answers in relation to each question and should be linked to the focused assessment criteria and marking scheme/model answer...*"² In addition students will be permitted to inspect their examination scripts in the presence of a member of staff should they request to do so.

¹ There are three exceptions to this clause explained in [Intellectual Property Rights Procedure and Policy](#) available from [Corporate Documents](#)

² [Handbook on Assessment Practice](#), 26, Feedback to Students.

7.2 Non ITE programmes

All scripts are to be held for the duration of the completion of the academic assessment process as in 8.2. After the completion of this period they should be destroyed as confidential waste by the School.

7.3 ITE programmes

All scripts are to be held for at least 6 months after the completion of the academic assessment process as in 8.2. After this period, they should be destroyed as confidential waste by the School.

7.4 **Sample scripts** from a representative sample of modules should be archived for a further four years (i.e. five academic years from the academic year of the assessment) for the purposes of quality assurance and enhancement. Normally the sample will comprise \sqrt{N} scripts (or 6 scripts if N is less than 36) covering the full range of grades awarded, [where N is the number of scripts].

8. **Coursework Scripts (paper and electronic)**

8.1 Students are expected to keep a copy of their coursework. Marked, hard copy work will not normally be returned, so retention of a copy is important in order that feedback comments can be related to the work. Feedback will normally be provided on MOODLE. This will be for all assessments, whether submitted electronically, in hard copy or in another format.

8.2 **Retention of scripts for academic purposes.** All assessed work and related feedback which contributes to the final award shall be retained:

- For non ITE programmes – until the completion of the Board of Examiners which confirms the final award.
- For ITE programmes – until at least 6 months after the Board of Examiners which confirms the final award

Thus, in the case of Bachelors' Degrees this includes Level 5 and Level 6; for Foundation Degree, Diplomas and Certificates and Postgraduate Taught all levels.

8.3 **Coursework Script Samples.** The Academic Administration Office, on the advice of the Programme Coordinator, will ensure that the internally moderated sample and all failed coursework is made available for scrutiny by the external examiner during the academic session, either in hard copy or electronic form.

8.4 **Return of Scripts.** Following the date in 8.2 above, students who have completed their programmes of study or have withdrawn, or been required to withdraw from the University should be offered the opportunity to collect their original, hard copy, assessed work from the Academic Administration Office, or other location as may be identified by the School.

8.5 In this communication from the School, students should be advised:

- that if they do not collect their work it will be destroyed after 3 months has elapsed;

- that work or artefacts of a perishable nature or which could disintegrate will not be stored if it is not collected within a specified time (to be determined by the department);
 - that it is the students responsibility to download any electronic assessed work and feedback;
 - that a sample may be retained by the School, from work not collected, for the purposes of future programme and/or staff development.
- 8.6 In addition, an announcement will be made on e;Vision that non-ITE graduating students, and those in the categories above, may take away their assessed work and that they will be advised by Schools on the arrangements to collect such work.
- 8.7 Schools are not obliged to send student work through the post or other means of delivery, however, if a student requests this, the School may agree to send the work provided that payment by the student is made in advance. Schools should be particularly responsive to requests from international students in this regard.
- 8.8 **Academic Appeals.** Schools should retain all work pertaining to student(s) who have submitted an academic appeal or other action against the University. Schools will be made aware of any such instances by the office administering the appeal or other action.¹
- 8.9 **Uncollected scripts and electronic coursework.** Student assessed work which is not collected or returned to the student should be destroyed as confidential waste after a period of 3 months from the date in 8.2 above. Electronic coursework should be securely deleted at this time also.
- 8.10 **Sample of assessed work and related feedback.** The Academic Administration Office, on the advice of the Programme Coordinator, should identify the internally moderated sample of assessed student work, together with related feedback, from each graduating cohort to be retained by the School for five years to be used for quality assurance and enhancement purposes.
- 8.11 **Retention of assessed work (examination scripts and coursework) and related feedback for audit purposes.** The Academic Administration Office, on the advice of the Head of School should identify and meet the requirements for the retention of assessed work and related feedback to meet Professional and Regulatory Statutory Body requirements, including OFSTED.

Information to Students

9. This policy will be incorporated into the University's *Taught Course Academic Regulations*.
10. Schools should inform students of the requirement to keep copies of their coursework through programme handbooks and that samples of their work may be retained for quality assurance purposes.

¹ For the purposes of academic appeals account may need to be taken of escalation of a case to the Office of the Independent Adjudicator, in which case the work should be retained for a minimum of 12 months.

Records of Assessment

11. Final, confirmed marks will be retained indefinitely on the student record system (SITS) or digital copies of those records.
12. Panels of Examiners and Boards of Examiners minutes are to be retained in electronic format for a period of 10 years.