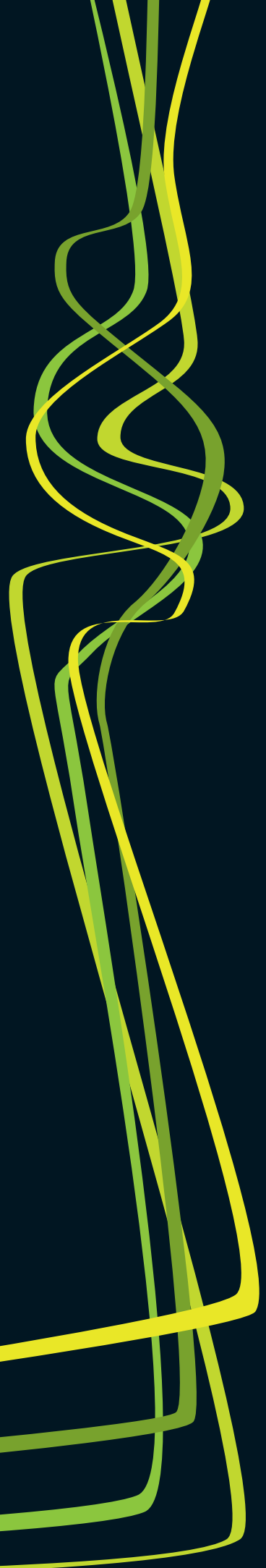


new college nottingham



Handbook for higher education students

2011–12



Welcome

On behalf of everyone at New College Nottingham, we are delighted to welcome you to the College and I would like to take this opportunity to wish you the very best in your time here with us.

New College Nottingham is very proud to welcome a growing number of higher education students each year. We aim to help all of our students to realise their study potential and help them achieve their career ambitions. As one of the UK's largest education providers, the College has all the services and facilities necessary to enable you to have the best study experience and offers a great opportunity for you to develop the relevant skills in preparation for the world of work.

The Quality Assurance Agency systematically reviews higher education programmes in

universities and colleges throughout the United Kingdom. You can be assured that New College Nottingham is well recognised for its high quality university-level teaching and course provision.

For you to be successful on your programme you will need to become competent in new study and practical skills, you will need to be enthusiastic, hardworking and attend regularly.

You are now embarking on a new, important phase in your life. We hope that your time with us will be enjoyable and rewarding.

Good luck and best wishes,

Nick Whitehouse

Dean of Higher Education and
International Development,
New College Nottingham



Higher education student handbook 2011–2012

This student handbook is an important source of information about the facilities and services available to you. The handbook is in three sections:

Section A

General college information and regulations applicable to your study programme.

Section B

Assessment guidelines for higher education students.

Section C

Higher education policy on academic misconduct.

You should read all sections of this handbook during induction and keep it as a point of reference throughout the academic year.

If you need further clarification on any of the material or have any questions, your course leader will be able to help you.

Please note: the Programme Handbook, containing information specific to your programme of study, will be provided to you separately by your course leader.

Section A

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Fees and enrolment

Fees

All fees and charges are due immediately upon enrolment at the College. Your tutor will complete your enrolment form with you and show you where to enrol and pay your tuition fees.

Refunds policy

If you leave the College before the end of your course, you may be entitled to a refund of all or part of your tuition fees, depending on when you leave. If you leave within three weeks of the enrolment date you will be entitled to a full refund; after three weeks of the enrolment date, but before the first day of the second term you will be entitled to 50% of the tuition fees; if you leave after the first day of the second term full tuition fees will be payable. Please ask Student Services for a *Refund of fees for higher education students* leaflet for more information.

Full-time students

All full-time and EU students must provide a copy of their payment schedule letter from the Student Loans Company (SLC) during the enrolment period. Failure to provide the fee letter or offer some alternative means of payment at enrolment will prevent you from starting your course.

If you do not have a copy of your payment schedule letter or are having difficulties in paying your tuition fees, you must discuss this with Helen Lucas, HE Finance and Welfare Officer, on 0115 910 4590 or email helen.lucas@ncn.ac.uk who will be able to give you advice and guidance.

Part-time students

All part-time students will need to pay their tuition fees at enrolment or provide a letter from their employer stating that they should be invoiced for the fees. If you have difficulties paying your fees, you should contact Helen Lucas, HE Finance and Welfare Officer, on 0115 910 4590 or email helen.lucas@ncn.ac.uk

Enrolment

You will need to enrol at the beginning of each academic year. Your tutor will provide you with the enrolment form and provide you with information about paying your tuition fees.

Intercalation

Subject to the approval of the course leader and head of faculty, a student may suspend their study (intercalation) to suit their individual needs and circumstances. The period of interruption may, for example, be for a semester or year – until circumstances change that allow a resumption of study. Where a student has formally interrupted their study, the period of interruption of study will not be included for the purposes of calculating their maximum period of registration.

Requests to intercalate should be made in writing to the course leader indicating the reasons for the request, the last date on which you will be attending college and the date you intend to return.

Students who have a loan agreement with their national student finance service and have an approved intercalation will have their change of circumstance notified to the relevant finance service by the College. We would recommend that students contact their national student finance service prior to intercalating so that they are aware of the financial implications.

Finance

The Student Finance team is available to give you advice and help on financial matters and to ensure that students who are eligible receive financial support from the most suitable funds.

If you require help or advice with any aspect of student finance, including:

- * information about paying your tuition fees and how to apply to Student Finance England for tuition fee assessment
- * information on how to obtain a student loan
- * career development loans
- * council tax
- * financial difficulties during your course

contact Helen Lucas, HE Finance and Welfare Officer, on 0115 910 4590 or by email helen.lucas@ncn.ac.uk

Learning and research

Difference between FE and HE study

Studying for a higher education (HE) qualification requires a different and wider range of study skills than might have been required on previous lower level study programmes. The most significant differences include the move to more independent learning, the need for you to read around in order to undertake research into your subject, and for you to become more critical and reflective about your own work and that of others.

During the initial stages of your study programme you will receive help with this transition to higher education in the form of an academic skills for HE programme. Your tutor will provide you with information, including the location for these sessions and their times.

HE Academic Coaching and Employability Skills (ACES)

The aim of the HE ACES team is to work specifically with students on university-level courses in order to upgrade their academic skills regardless of their previous educational progression and experiences. Our friendly team can advise on the basics: reading for meaning, academic writing, note-taking, creating bibliographies and researching, as well as working with students to improve assignments, and assisting international students with their language needs. The team are experts in all aspects of research and academic writing and can offer strategies for avoiding plagiarism, constructing an argument, critical analysis and structuring assignments. We can also offer constructive advice on Harvard referencing, report writing, essay writing, dissertation writing, time management, methodology, questionnaire design and formal writing. Students may well meet the team in timetabled lessons, as research and study skills are recognised as being very important in assisting with student attainment here at **ncn**, but if you wish to arrange an individual tutorial you are very welcome to do so. We are happy to see students at **ncn** City (Adams), **ncn** Basford Hall and **ncn** Clarendon campuses.

Please contact us for an appointment:

email the team at aces@ncn.ac.uk

call the HE and International Office on 0115 912 1982 or text 07909 990 725

or contact jeannie.alderdice@ncn.ac.uk for further information.

Learning centres

Learning centre opening times:

ncn City (Adams)

| | |
|---------------------------|---------------|
| Monday, Tuesday, Thursday | 8.30am–5.30pm |
| Wednesday | 8.30am–7.30pm |
| Friday | 9.00am–4.30pm |

ncn Clarendon

| | |
|-----------------|---------------|
| Monday–Thursday | 8.30am–8.00pm |
| Friday | 9.00am–4.30pm |

ncn Basford Hall

| | |
|---------------------|---------------|
| Monday, Tuesday | 8.30am–8.00pm |
| Wednesday, Thursday | 8.30am–5.30pm |
| Friday | 9.00am–4.30pm |

The learning centres have a wide range of resources, both in print and online, to support your studies. Your tutors will arrange an induction to the learning centres and can also arrange workshops on particular resources as required for your course. Check out the Virtual Library, which is on the student intranet (www.ncn.ac.uk/students) for a full list of services available and join the learning centres on Facebook to keep up to date with what is happening.

Copyright

When you quote from resources, whether print or online, you need to be mindful of copyright restrictions as you are using someone's intellectual property. There are links on the student support section of the intranet about referencing and how to avoid plagiarism.

Nottingham Trent University (NTU) library

Automatic access to the NTU library may be included for free with some programmes. If this is not the case, students may become associate members for a yearly fee of £50.

Additional learning support

The Additional Learning Support team at **ncn** offers a wide range of support services which includes support for students who:

- * are deaf/deafened or hard of hearing
- * have a visual impairment
- * have a physical disability
- * have a mental health condition
- * have a specific learning difficulty such as an autistic spectrum condition, dyslexia, dyspraxia and dyscalculia

ncn supports HE students who receive the Disabled Students' Allowance (DSA)

DSAs help you to meet the extra costs of university-level study that you may face as a direct result of a disability, mental health condition or specific learning difficulty. The allowances can help pay for:

- * items of specialist equipment, eg. laptop, voice recorder, assistive software
- * a non-medical helper such as a specialist one-to-one support tutor and/or note-taker
- * extra travel costs
- * other costs such as photocopying, printer cartridges, tapes or Braille paper and/or other course-related costs

Written evidence of a disability, mental health condition or specific learning difficulty, from an appropriate professional will be required to support all DSA applications.

Further information about DSAs can be found at www.direct.gov.uk/dsas

Although you can apply for DSAs at any stage of your course, we advise that you apply as soon as possible, to ensure that the support you need is in place for the start of your course.

You should contact your campus learning advisor to discuss your DSA application and support:

ncn Basford Hall

Please contact 0115 9 100 100 for further details.

ncn City (Adams)

Diane Bowskill 0115 910 4625
diane.bowskill@ncn.ac.uk

Laurette Lymer 0115 910 4625
laurette.lymer@ncn.ac.uk

ncn Clarendon

Robert Graham 0115 953 4233
robert.graham@ncn.ac.uk

Advice, support and careers

Advice and guidance

You may feel unsure about your choice of course and feel that you would like to talk to an independent advisor, perhaps someone other than your tutor.

Appointments with a student advisor can be booked through your campus reception.

Counselling service

Within **ncn** there is a team of counsellors working to provide support for students.

What is counselling?

Counselling is an opportunity for you to talk and share your problems if something is on your mind and perhaps getting in the way of you doing your course or simply making you feel uneasy.

Often it helps to talk to someone who is impartial, who is not involved as a friend or family member could be. Counsellors aim to understand the issues that you have and help you to explore your feelings.

What sort of problems do counsellors help with?

There are many issues that counsellors can help with: people feeling anxious, suffering panic attacks, struggling with depression, worried about self-esteem, relationships, family problems, bereavement. Sometimes there may be issues that you don't want to talk to your tutor about. Talking it over with a counsellor can enable you to gain a new perspective and feel supported through difficult times.

To make an appointment call 0115 9 100 100, or enquire at Student Services, or email counselling@ncn.ac.uk

Disability support

ncn tries to make all of its buildings and facilities accessible to all students. In addition to physical access, the College can support students with disabilities by providing information in a format that meets their needs. If you feel you may need support while in College, contact the Additional Learning Support team on 0115 9 100 100, email als@ncn.ac.uk or ask at your campus reception for further information.

Tutorials

You will have a nominated personal tutor who will give you the support and guidance that you need to make the most of your time at college. In particular, your tutor will help you to:

- * understand your course and what is expected of you
- * plan your learning, set clear goals and targets and review your progress
- * obtain the support you need to succeed
- * know about the range of services and facilities offered by the college to support you in your studies and to enhance your experience
- * explore your options after your course and decide what you want to do next

Progress reviews

You will have a minimum of one individual progress review each term. You can prepare for the reviews by thinking about:

- * the progress you have made and the things that you have already achieved
- * the areas in which you need to improve
- * how you intend to improve your performance on your course
- * any help that you may require from your tutor or others in the College

How you can help your tutor

You can ensure that your tutor has the information needed to support you well by:

- * making sure that you inform them if you are unable to attend
- * informing them of any relevant changes, for example, your address or telephone number
- * discussing any problems with them as early as possible

You should make the most of your tutorial time. Your tutor can be your link to the rest of the College and can help to guide you through your course.

Careers

As a higher education student you may wish to discuss your future career plans and aspirations with a careers advisor. Please enquire via the Call Centre on 0115 9 100 100. They will then put you in touch with the careers advisor for your campus.

There is also a range of careers information available on the College intranet, including:

- * general careers information
- * careers interview booking
- * self-awareness
- * developing skills

- * application processes
- * Top-up Degrees
- * resources

Students on a course validated by Nottingham Trent University can also access careers advice and support from the NTU Careers Service: telephone 0115 848 8638, email careers.service@ntu.ac.uk or via the website www.ntu.ac.uk/careers

Assessment and examination

Assessment guidelines (Academic appeals procedure/plagiarism statement)

The assessment guidelines for higher education students provide you with the following information:

- * **ncn** higher education assessment policy
- * **ncn** higher education academic appeals procedure
- * **ncn** higher education plagiarism statement
- * **ncn** impaired performance form and notes for guidance

Details of these guidelines can be found in section B of this handbook.

Copyright

We may make and may authorise third parties to make copies of any work submitted by you for assessment, but only for the following purposes:

1. assessment of your work
2. comparison with databases of earlier answers or works or other previously available works to confirm there is no plagiarism; and
3. addition to databases of works used to ensure that future works submitted at this institution and others are not plagiarised from your work

We will not make any more copies than are necessary for these purposes, will only use copies made for these purposes and will only retain such copies as remain necessary for those purposes. Where copies are made and retained for the purposes identified in clauses 2 and 3, we shall ensure that no personal data is made available to any third party.

Examination boards

At the end of each academic year an examination board will consider results for assessments undertaken during the year. Grades will be agreed and a decision made as to whether students should progress to the second year of a programme or graduate as appropriate.

Any claims for impaired performance are considered at the examination board. Further information can be found in the *Assessment guidelines for higher education* section of this handbook.

It is important that you read through the College's assessment guidelines carefully prior to starting your study programme assessments. If you require clarification on any points in the assessment guidelines, please discuss with your tutor.

Higher education policy on academic misconduct

This policy details the College's position on academic irregularities and the procedure for dealing with academic misconduct.

Full details of the policy can be found in section C of this handbook.

General information

Facilities

The College has a range of facilities that are available for students to use. These include a refectory at each campus and hairdressing, beauty and complementary therapy salons. Log on to the College intranet for further information about the location and opening times of these facilities.

Health and safety

You may be involved in activities which are potentially hazardous, for example, using machinery or chemicals. It is therefore essential for you to develop an awareness of health and safety issues along with other skills.

Students are expected to conduct themselves properly at all times whilst in the College environment and to observe the College health and safety policy.

Hopper

There is a regular **ncn** Hopper minibus service between the **ncn** City and **ncn** Clarendon campus sites. A timetable is available at reception in each campus and on www.ncn.ac.uk/students

Identity cards

Once you have enrolled, you will be issued with your identity card. You must carry your card with you at all times as you may be asked to produce it to gain access to certain buildings or if you want to use the Hopper.

Your ID card is also your learning centre card – you will need to provide this at the learning centres if you wish to borrow materials or use the computer facilities. Your card can also be charged with credit to pay for photocopying and printing.

Students who leave the College must return their ID card. Lost cards can be replaced, for which a fee will be charged.

Student charter

The **ncn** charter is designed to give you a clear understanding of your rights, responsibilities and entitlements as a student.

The charter outlines our commitment to you and your commitment as a student.

A copy of the student charter is available from your tutor.

Student feedback

At various points in your programme you will be asked to provide feedback on different aspects of your experience at **ncn**. These include your comments on the College facilities, your teaching and learning experience and comments on the individual units/modules which make up your programme of study.

In addition, in your final year of study you may be asked to complete the National Student Survey. This survey is online and the information gathered is published on the UNISTATS website to help inform students' decisions on their chosen place of study.

Please take the time to complete these questionnaires as it helps us to continually improve the service that we provide for you.

If you have any comments about your course you can discuss these with your tutor at any time during the year.

Students' Union

The Students' Union (SU) is owned, controlled and run by its members. Students automatically become members of the Students' Union when they enrol at **ncn**.

Information about the Students' Union at **ncn** is available on the College intranet.

Students enrolled onto an NTU validated full-time HE course at **ncn** will be eligible to have access to the SU facilities at Nottingham Trent University. Further information is available from www.ncn.ac.uk/students under *SU*.

Student intranet

The *HE Students* section of the intranet (www.ncn.ac.uk/students) is specifically designed for HE students and contains a range of information, including:

- * applying for work
- * assessment regulations
- * careers information
- * graduation
- * HE study skills
- * key contacts
- * student success
- * Students' Union
- * useful links
- * volunteering
- * virtual library
- * welfare

Useful contacts

Course leader

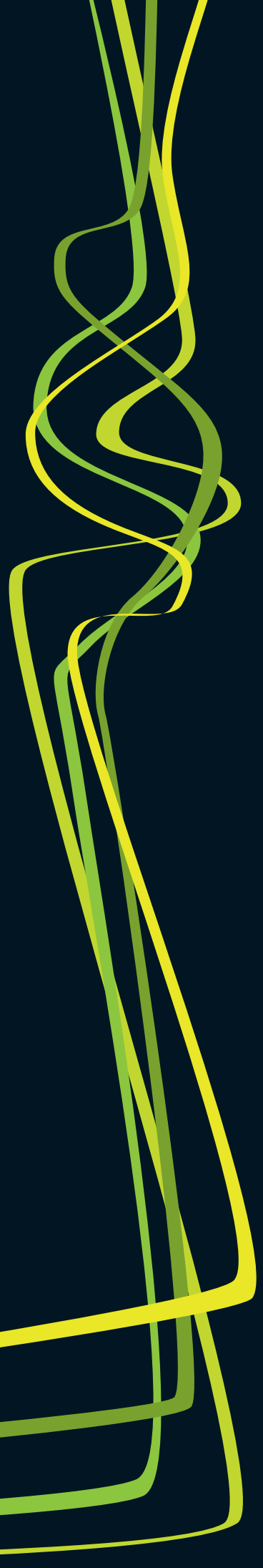
| | |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Accommodation | peter.short@ncn.ac.uk |
| Counselling service | counselling@ncn.ac.uk |
| Finance | helen.lucas@ncn.ac.uk |
| HE office | he.team@ncn.ac.uk |
| HE Academic Coaching and Employability skills | jeannie.alderdice@ncn.ac.uk |
| International office | international@ncn.ac.uk |
| Learning centres | maria.nicholas@ncn.ac.uk |
| Learning support | |
| ncn Basford Hall | als@ncn.ac.uk |
| ncn City | diane.bowskill@ncn.ac.uk |
| ncn City | laurette.lymer@ncn.ac.uk |
| ncn Clarendon | robert.graham@ncn.ac.uk |
| Volunteering | initi8@ncn.ac.uk thevolshop@ncn.ac.uk |
| Nottingham City Transport | www.nctx.co.uk |
| Students' Union | studentsunion@ncn.ac.uk |
| Student intranet | www.ncn.ac.uk/students under <i>HE Students</i> |

new college nottingham



Assessment guidelines
for higher education
students

2011–2012



Section B

Assessment guidelines for higher education students

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These assessment guidelines relate to all higher education programmes for the academic year 2011–2012 and supersede all previous versions.

Higher education assessment policy

1. Introduction

"In higher education, 'assessment' describes any processes that appraise an individual's knowledge, understanding, abilities or skills."

(QAA Code of Practice for the assurance of academic quality and standards in higher education. Section 6: Assessment of students. September 2006.)

New College Nottingham is committed to ensuring that students receive consistent and accurate assessment with appropriate feedback.

Our commitment to you:

- clear and accurate information will be provided about your learning programme, about what you will need to do to succeed, and how you will be assessed.
- we will give you timely and accurate information about examination and the examination regulations.

The purpose of assessment is to enable students to demonstrate that they have fulfilled the objectives of their programme and achieved the standards required to gain their award.

Assessment methods and procedures must meet the criteria of the specific awarding body/validating university and encompass the key criteria of validity, reliability and fitness for purpose.

2. Terminology

Diagnostic assessment provides an indicator of a student's aptitude and preparedness for a programme of study and identifies possible learning problems.

Formative assessment is designed to provide students with feedback on progress and inform development, and may not contribute to the overall assessment.

Summative assessment provides a measure of achievement or failure made in respect of a student's performance in relation to the intended learning outcomes of the programme of study.

3. Assessment

Assessment is the process by which decisions are made about a student's learning, progress and achievement.

The assessment process, principles and procedures should be explicit, valid and reliable.

Each study programme has a course leader. The course leader is responsible for ensuring that the following standards are met:

- 3.1 All assessments to meet the requirements of the awarding body/validating university in terms of quality, appropriateness and grading.
- 3.2 All assessors are to be appropriately experienced/qualified, according to the requirements of the awarding body/validating university.
- 3.3 A variety of assessment methods should be used to support student learning and meet the needs of individual students, for example, case studies, peer-assessed activities, time-constrained assignments, extended assignments involving research, examinations, work-based projects.
- 3.4 Assessment must be at a level appropriate to the qualification, in line with awarding body/validating university requirements.
- 3.5 Formative assessment to be utilised, within the guidelines of the awarding body/validating university, in order to monitor students' progress, provide feedback and support learning.
- 3.6 The principles of encouraging real tasks for real audiences should be central to the design of assessment activities.
- 3.7 Assessment materials must be fair, unambiguous and promote equality of opportunity.
- 3.8 All assessments to be internally verified, prior to issue to students.
- 3.9 All students to be informed of the assessment procedures during induction. To include method of assessment, frequency, volume and weighting (if applicable).
- 3.10 An assessment schedule covering all units/modules to be published in advance and made available to students at the start

- of each academic year; any amendments to be notified to all students.
- 3.11 Assessment schedules to be devised taking into account student workloads, submission dates and avoiding 'bunching' of assignments.
 - 3.12 All assessment activities to be accompanied by a standard assessment briefing sheet, detailing the assessment activity, the grading criteria and the submission date. Opportunities for common skill assessment to be identified where appropriate.
 - 3.13 Each graded assessment activity to be accompanied by comprehensive, constructive written feedback, highlighting positive aspects of the work, areas for improvement and setting realistic and achievable goals.
 - 3.14 All assessed work to be internally verified in line with the College internal verification policy prior to return to students.
 - 3.15 All assessed work to be returned to students within agreed timescales; normally 15 working days.
 - 3.16 All examinations must be carried out using standard college procedures.
 - 3.17 The assessment process must be operated fairly and consistently within the programme of study.
 - 3.18 A record of grades attained for each assessment, for each student, to be recorded accurately and systematically.
 - 3.19 Assessment grades for all students must be available for the meeting of the relevant examination board, which is held at the end of the academic year; where operational circumstances dictate, mid-year examination boards will be scheduled.
4. **Appeals procedure**
 - 4.1 All students are to be issued with the College HE academic appeals procedure.
 5. **Referrals**
 - 5.1 A referral grade is given when a student has not met the criteria to achieve a pass grade in an assessment. In this situation an opportunity will be provided for the student to resubmit the assessment.
 - 5.2 Regulations relating to referred work will be outlined in the programme handbook.
 6. **Submission of coursework**
 - 6.1 All coursework submitted for assessment must be in the form detailed in the programme handbook and must be handed into the designated assessment collection point by the specified time and date.
 - 6.2 Where a student submits work after the official deadline (specified time and date) the following criteria will be applied when marking the work:
 - 6.2.1 Where a student is taking a first attempt at a module and submits work after the official deadline (specified time and date) indicated in the assessment schedule, the work will only be marked if submitted within five working days of the official deadline.
 - 6.2.2 Where a student is making a first attempt and submits work late, but within the five working days, the maximum mark awarded will be 40%. Where the quality of the assessed work falls below the minimum acceptable level, a mark of 0–39% will be awarded as appropriate.
 - 6.2.3 Students who have been granted a time extension (see 6.3 below) for the first attempt will have the same criteria (6.2.1 and 6.2.2) applied to their work.
 - 6.2.4 Where a student is making a first attempt at a module but submits work after the deadline given in the specified time extension, a mark of 0% will be awarded. Feedback/comment will be made on the work for learning purposes and returned to the student with a zero mark.
 - 6.2.5 Where a student is making a referred or retake attempt at a module they must submit work by the official deadline and will not be allowed a time extension. Work received after this deadline will be awarded a mark of 0%. Feedback/comment will be made on the work for learning purposes and returned to the student with a zero mark.
 - 6.3 A time extension may be granted in exceptional circumstances to submit work after the official deadline. Students must apply in writing using the form provided (see page 5) at least five college working days prior to the submission

date. Extensions will be granted at the discretion of the course tutor, based on the evidence submitted in the extension application.

7. Claims for impaired performance

7.1 A student may make a claim for impaired performance when serious and unforeseen circumstances have affected their ability to complete an assessment or affected the grade they have achieved in an assessment.

7.2 Each claim will be taken on merit by the appropriate examination board. When the examination board increases grades the external examiner must ratify this decision.

7.3 Each case is taken on merit, however examples of impaired performance claims more likely to be accepted are:

- * problems caused by a serious or significant illness
- * critical illness or death of a close relative or dependant
- * serious adverse personal circumstances which could not be foreseen

7.4 Claims for impaired performance must be made to the relevant examination board using the standard *impaired performance form* and notes for guidance.

7.5 Claims for impaired performance **must be made within ten working days** of either an assessment deadline or an examination.

8. Internal verification/moderation

8.1 Course leaders will implement the **ncn** internal verification and moderation guidelines using the standard college documentation.

9. Examination boards

9.1 The examination boards will be held in July at the end of the academic year to consider the grades of all students; where operational circumstances dictate, mid-year examination boards will be scheduled.

9.2 First year students on a two-year programme: The examination board will consider the grades of each student individually and recommend whether a student should pass and progress to year

two of the programme. Decisions will also be made regarding any outstanding work or work which has not been completed to a pass standard.

9.3 Any first year student who has a deficiency of 60 credits or more (for a Foundation Degree or BA programme) or 50% of the coursework and examinations (for an HND or HNC programme) will not normally be allowed to resit examinations or submit coursework and will be unable to progress to year two of the programme.

9.4 Final year students: The examination board will consider the grades of each student individually and recommend whether a student should pass and graduate. Decisions will also be made regarding any outstanding work or work which has not been completed to a pass standard.

9.5 Any final year student who has a deficiency of up to 60 credits (for a Foundation Degree or BA programme) or 50% of the coursework and examinations (for an HND or HNC programme) will not normally be given the opportunity to resit examinations or resubmit coursework.

9.6 A second examination board will be held in September of each year to consider the grades of any students who have retaken examinations or resubmitted coursework in the period since the original examination board.

10. Plagiarism

10.1 All students are to be made aware of the College plagiarism statement prior to the issue of the first assessment. See page 12 for the full statement.

11. Additional assessment information

11.1 Any additional programme-specific assessment information will be detailed in the programme handbook and issued to students at induction.

This assessment policy should be read in conjunction with:

ncn *higher education academic appeals procedure*

ncn *higher education plagiarism statement*

ncn *complaints procedure for students*

ncn *higher education policy on academic misconduct*

Higher education programmes

Application for extension to assessment submission date

| | |
|-------------------------------|--|
| Name: | |
| Programme: | |
| Unit/module number and title: | |
| Unit/module lecturer: | |

| |
|------------------------------------------------------------------------|
| Assessment(s) for which extension(s) is/are requested: |
| Detail of extenuating circumstances (other than impaired performance): |
| Evidence to support your request: |

| | |
|--------------------------------------------|-------|
| Signed (student): | Date: |
| Approved/rejected by: | Date: |
| Extension granted/revised submission date: | |

Higher education academic appeals procedure

1. Aims of procedure

Any student/candidate currently enrolled/registered with the College who considers that s/he has been disadvantaged as the result of an assessment decision may make representation against the assessment result. Students/candidates will be informed at induction of their rights of appeal and the procedure.

There should be no obstacles that might inhibit a student from lodging an appeal that s/he believes to be justified.

The resolution of differences of opinion between student and assessor should be encouraged and there should be an opportunity for conflicting points of view to be fully aired.

2. Roles and responsibilities

Assessor

The lecturer setting and marking the assessed work.

Internal verifier

A member of the course team responsible for checking the assessment before it is issued to students and for checking a sample of the completed work to ensure that the grading is fair and consistent.

Course leader

The lecturer managing the programme and leading the team of lecturers teaching on that programme.

Course team

All the lecturers teaching on a programme.

Programme area manager (PAM)

The manager responsible for the management of a number of programmes including the one in question, and for line managing the course leader and the course team.

Arbitrator

An independent person appointed to achieve a settlement between parties.

3. Grounds for appeal

Appeals can be made only on the following grounds:

- * There has been a mistake or irregularity in the conduct of the examination or assessment, which may have affected the outcome.
- * There has been a material administrative error.

Circumstances such as oversleeping, financial problems, holidays, computing difficulties and availability of learning resources are not normally recognised as being beyond the student's reasonable control.

4. Appeals procedure

The student may be accompanied by a person of his or her choosing at all stages of the appeals procedure.

Stage 1 – informal resolution

Every attempt should be made to informally resolve any dispute directly with the assessor.

In the case of an individual assignment/assessment/marked script, the student(s) should approach the assessor and attempt to negotiate an agreed outcome within five working days of the result being published.

When an outcome is agreed the course leader should keep a record of the discussion and outcome, signed by the assessor(s) and the student(s), in the cohort file.

If the dispute cannot be resolved at this stage the student(s) should be informed of the formal procedure detailed under stage 2.

Stage 2 – formal procedure

a) Completion of form

In the event of a dispute not being resolved informally the course leader should arrange for the student(s) and assessor(s) in dispute to complete their respective sections of the *academic appeals report form*. All parts of the form should be completed.

b) Submission to programme area manager

i) The form, together with a copy of the disputed assignment/project/assessment or written details in the case of a practical assessment/competence, any other relevant information and copies of the notes made at any meetings, should be submitted to the programme area manager who will make a decision on the basis of the evidence supplied.

ii) Completed forms must be submitted to the programme area manager within ten working days of the disputed grade being notified to the student(s). Late appeals will only be considered under exceptional circumstances.

iii) Oral submission

At the request of the assessor(s) or student(s) oral submissions may be made at a date, time and venue agreed by the programme area manager with all parties. The programme area manager may decide to have oral submissions if it is thought likely to be helpful. Oral submission will be allowed only in the presence of both parties involved in the dispute.

iv) If deemed appropriate by the programme area manager s/he will confer with the external examiner.

v) Programme area manager's decision

The programme area manager's decision shall be in writing and give reasons for upholding or dismissing the student's/students' appeal. The decision will be issued within ten working days from the date of the oral submission. The written decision shall be sent to the student(s) and assessor(s) concerned.

c) Appeals panel

If the student(s) is/are still not satisfied an appeals panel of three people will be convened and chaired by the head of faculty. The two additional members will be experienced in either the level of work or the nature of the assessment and will have played no part in the process before.

The appeals panel will inform the student(s) of the decision within ten working days of its meeting.

The decision of the appeals panel will be final and binding.

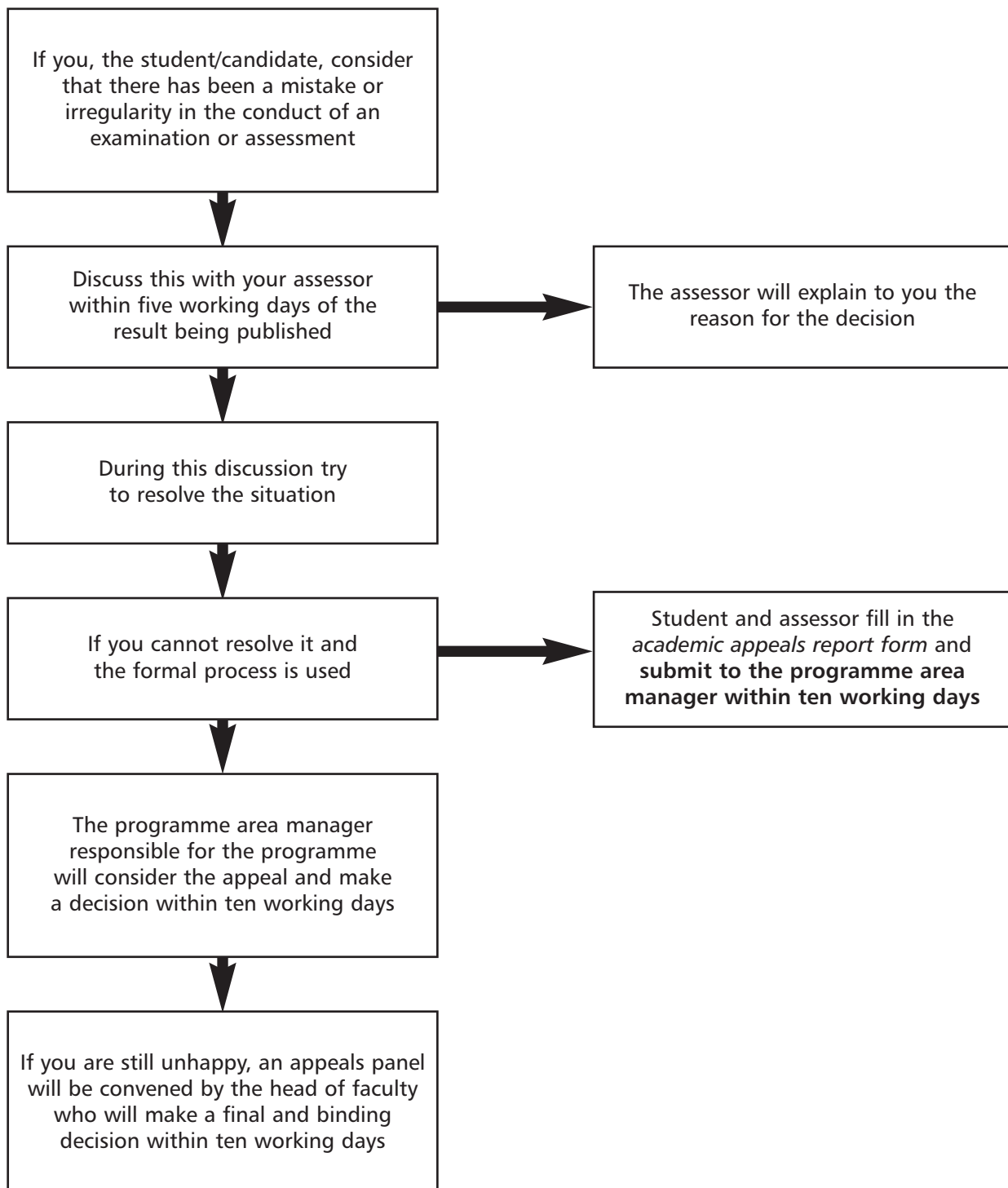
5. Examination boards

Requests for reconsideration of examination board decisions must be discussed with your head of faculty within ten working days of receiving your results.

6. Confidentiality

Appeal forms are confidential. They may not be shown to anyone other than the student(s) and assessor(s) involved, the course leader, the Faculty Management team, members of the appeals panel or the directors of the College without the consent of the student(s) and assessor(s).

Higher educational academic appeals procedure



Academic appeals report form

Academic appeals (internal assessment)

Section 1 – for completion by student

| | |
|-------------------|--|
| Name: | |
| Programme: | |
| Unit/module: | |
| Assignment title: | |
| Date due: | |
| Date submitted: | |
| Grade awarded: | |
| Grade expected: | |

Please state your specific reasons for your appeal:

This form must be completed and handed to the assessor within five working days of the disputed grade being notified to the student. If that time limit has passed, what special reasons do you put forward for **exceptional** late consideration?

The appeal will normally be dealt with by the programme area manager responsible for the programme (unless s/he was involved in the appeal).

Section 2 – for completion by assessor

Has the disputed grade been internally verified?

Yes/No

If yes, by whom?.....

Please state your specific reasons for not upholding the appeal:

Section 3 – for completion by student and assessor

Have you reached agreement on any of the points listed above?

Yes/No

If yes, which ones?

Does the student want to speak to the programme area manager, in the assessor's presence, about the appeal?

Yes/No

Does the assessor want to speak to the arbitrator, in the student's presence, about the appeal?

Yes/No

Signed (student):

Date:

Signed (assessor):

Date:

This form should now be passed, along with the disputed assignment(s) and any other relevant papers, to the head of faculty.

Section 4 – for programme area manager

Date received:

Date for hearing (if any):

Decision: the appeal is allowed/dismissed for the following reasons:

Date:

Signed:

Position:

Higher education plagiarism statement

All universities and colleges view plagiarism in student work as a form of dishonesty. Plagiarism will be viewed as misconduct and is likely to result in disciplinary action being taken.

1. What is plagiarism?

Plagiarism consists of presenting someone else's work as your own. Some examples are:

- * reproducing or paraphrasing published material without acknowledging the source
- * copying from the work of other students
- * collusion with other students
- * getting someone else to do the work for you

With regard to the use of published material, plagiarism may range from the inclusion of a short section of an assignment, which is not properly referenced, to a dissertation which consists almost entirely of copied work. The College will treat any instance of plagiarism seriously.

2. Examples of major instances of plagiarism:

- * non-acknowledgement of a substantial portion of an assignment
- * copying a substantial section of another student's work, with or without their permission
- * completion or partial completion of an assignment by another person

(Where a student has allowed his/her work to be copied or has completed a portion of an assignment for someone else, they will not themselves be accused of plagiarism but may be subject to disciplinary procedure.)

3. Procedure for dealing with plagiarism

An important criterion in deciding how to deal with an instance of plagiarism is whether or not the student intended to deceive. Secondly, the seriousness or extent to which plagiarism has occurred.

Therefore the following process will be adopted according to the seriousness of the occurrence:

3.1 Minor cases of plagiarism

Where a lecturer considers that the suspected instance of plagiarism is minor

and where it is the first instance during a student's programme of study, the matter will be dealt with by the lecturer and personal tutor, by providing help and guidance and issuing an informal warning about the future conduct which will not be noted on the student's record.

Examples of minor instances of plagiarism:

- * failure to reference work properly
- * failure to acknowledge the source of a small section of an assignment
- * receiving undue help in good faith, such as a misunderstanding over instruction

3.2 Serious cases of plagiarism

Where a lecturer suspects a more serious instance of plagiarism or where there have been previous minor occurrences, a report will be made to the head of faculty who may institute the formal college disciplinary procedure at the appropriate stage.

Possible outcomes:

- a) the head of faculty will decide that no plagiarism has taken place and the assessment will be marked as it stands.
- b) the student will accept that s/he has used unacknowledged sources and will be allowed to resubmit the assessment. If the resubmitted work meets the criteria for a pass grade, a minimum pass mark will be the only possible grade awarded. In this case, the student will receive a formal written warning, which will be noted on the student's record.

Should the student repeat the offence it will be treated as gross misconduct and it will be dealt with under the terms of the College disciplinary procedure.

- c) The head of faculty accepts that plagiarism has occurred but the student will not accept the decision. In this case the campus director, who will act as chair, will convene an appeals panel. If appropriate, the chair of the appeals panel may co-opt a subject specialist onto the appeals panel.

The academic misconduct appeals panel will have the right to examine written evidence and interview the student and lecturer concerned. A written record of the meeting(s) and decision will be maintained. Where appropriate, representatives of the awarding body/validating university will be informed.

The written records of the appeals panel will be confidential.

The outcome of the appeal may be:

- * previous decisions confirmed
- * previous decisions are overturned and the reasons given in writing

The student will be informed of the decision of the appeals panel within ten working days of the panel meeting.

The decision of the appeals panel will be final and binding.

Impaired performance – notes for guidance

1. Introduction

This form is to be used by any student who wishes to claim impaired performance. By completing this form you are asking the examination board to consider problems that you have encountered. If the examiners decide that your mark/grade has been affected by the problems that you mention then they have the power to alter your mark. However, they may decide to defer a decision and call you for an interview or request that you complete a further assessment at a later date.

2. How to fill in the form

Fill in every relevant space on the form carefully. If your form contains an error then it is possible that it will not get to the examination board.

- a) **Names** – give your names as you have registered them in your formal student record
- b) **Programme** – give the name of your programme in full, including year of study
- c) **ID number** – this is the number printed on your ID card
- d) **Units/modules** –
 - * List each unit/module for which you would like consideration to be given
 - * Consideration will only be given to units/modules listed on this form
 - * Only list affected units/modules that will be assessed by the examiners in the current academic year
 - * Include the date of the affected examination and/or coursework deadline to show which aspects of a

unit's/module's assessment have been adversely affected by your circumstances

3. Circumstances

Describe concisely the circumstances that have had an adverse effect on your studies. Describe clearly **how** the circumstances have affected your performance. Confine your remarks to the space given – continuation sheets will be disqualified.

4. Supporting evidence

Supporting **evidence must be provided** and given directly to your course leader. Claims without supporting evidence will not normally be considered. Where supporting evidence is to follow, submit the form and get the evidence as soon as possible noting the deadline overleaf. Please do not suggest that the College may approach your doctor for supporting evidence – this will not happen because medical records are confidential. If your condition required medical treatment, please provide a medical certificate. If you did not need to see a doctor, a letter confirming your illness should be provided by a member of academic staff.

It is entirely your own responsibility to obtain supporting evidence. This may include: medical certificate; letter from a third party – counsellor, tutor, parent, family friend; death certificate (of a close relative or dependant); photocopy of prescription/medicine label.

5. Further assistance

If you have any queries regarding this form, please contact the Student Services team.

Consideration of your claim

The following types of claim are **not** likely to be successful:

- * problems caused by poor personal organisation or time management
- * a long term illness or disability where the College has already made concessions such as allowing additional time to complete coursework or examinations
- * where the problem is caused by English being your second language, you should seek advice from the International Office

- * complaints about 'bunching' of examinations and coursework deadlines

The following types of claim are more likely to be successful:

- * problems caused by a serious or significant illness
- * critical illness or death of a close relative or dependant
- * serious adverse personal circumstances which could not have been foreseen

Deadlines

This form and supporting evidence must be received in good time for it to be presented to the examiners at the end of year examination board. You can only make a claim in the current academic year. You cannot make a retrospective claim.

You must make a claim within ten working days of either an assessment deadline or an examination.

Send the completed form to your course leader at the campus at which they are based.

Impaired performance form

Important: you must read the guidance notes before completing the form. Forms containing errors or omissions may not be considered.

Programme title:

Unit(s)/module(s) affected: please refer to note 2(d) and complete columns 3 and 4 for affected elements only.

| Unit/module title | Unit/module code | Assessment title submission date | Coursework | Exam date |
|-------------------|------------------|----------------------------------|------------|-----------|
| | | | | |
| | | | | |
| | | | | |

Describe concisely the circumstances that have had an adverse effect on your study and the relevant dates:

Describe clearly how these circumstances have affected your performance:

Supporting evidence: included/to follow

Type of evidence, eg. Doctor's note

(See note 4. *Supporting evidence*)

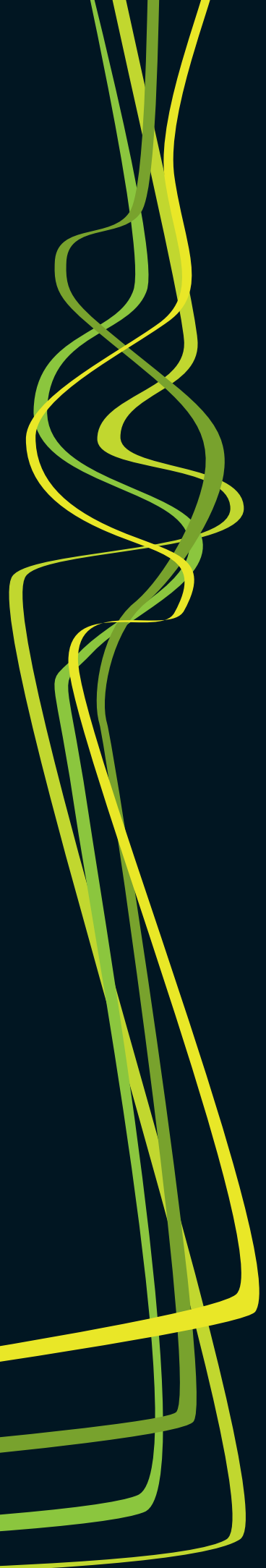
The information I have provided is correct and complete to the best of my knowledge and belief. I request that in accordance with the College regulations, the claim is forwarded to the examination board for their consideration.

Signed: Date:

Name (printed): Student ID number:

Higher education policy on academic misconduct

2011–2012



Section C

Higher education policy on academic misconduct

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Higher education policy on academic misconduct

1. Introduction

It is clearly in the interests of former, current and future students that the College maintains the good reputation of its awards and in the interests of this promotes high standards of academic honesty.

2. Academic irregularities

These are any attempt by a student to gain unfair advantage for herself/himself, or another student, by unauthorised means. The following are examples of academic irregularities:

2.1 Cheating

This includes:

- * communicating with, or copying from, any other candidate during an examination except insofar as the examination regulations may specifically permit this eg. group assessments
- * communicating during an examination with any person other than a properly authorised invigilator or another authorised member of staff
- * introducing any written or printed materials into the examination room unless expressly permitted by the examination board or course regulations
- * introducing any electronically stored information into the examination room, unless expressly permitted by the examination board or course regulations
- * gaining access to any unauthorised material relating to an examination before or during the examination
- * obtaining a copy of an unseen written examination paper in advance of the date and time of its authorised release
- * in any other ways, the provision, or assistance in the provision, of false evidence of knowledge or understanding in examinations

NB. In this context the term *examinations* is deemed to include end tests, phase tests, or other tests carried out under examination conditions.

2.2 Collusion

This includes a situation where a student:

- * undertakes work in collaboration with another person, but submits that work as entirely their own with the intention of gaining unfair advantage
- * collaborates with another candidate in the completion of work which is intended to be submitted as that other candidate's own unaided work
- * knowingly permits another candidate to copy all or part of their own work, and to submit it as that other candidate's own unaided work

NB. The College encourages all students to share ideas and exchange reference material prior to each student writing up their own personal presentation of an assessed piece of work.

Some course teams may stipulate an assessment as assessed group work. Where this is undertaken, course teams will indicate the criteria and manner in which the work is assessed and the ways in which individual marks are ascribed to members of the group.

2.3 Falsifying data

The presentation of data in laboratory reports, projects, etc., based on experimental work falsely purported to have been carried out by the candidate, fabricated by the candidate or obtained by unfair means.

2.4 Personation

Personation is the legal term for what is usually referred to as impersonation. Personation is the assumption by one person of the identity of another person with intent to deceive, or to gain unfair advantage. It may exist where:

- * one person assumes the identity of a candidate, with the intention of gaining unfair advantage for that candidate
- * the candidate is knowingly and willingly impersonated by another with the intention of gaining unfair advantage for the person personated

2.5 Plagiarism

The deliberate, substantial and unacknowledged incorporation in a candidate's work of material derived from the work (published or

unpublished) of another. Examples of plagiarism are:

- * the inclusion in a candidate's work of more than a single phrase from another person's work without the use of quotation marks and acknowledgement of the sources
- * the summarising of another person's work by simply changing words or altering the order of presentation, without acknowledgements
- * copying the work of another candidate, with or without that candidate's knowledge or agreement. In the former case both parties are guilty of academic irregularity
- * material cut and pasted from the internet or other electronic sources without acknowledgement of the source

2.6 **Mobile phones**

Having a mobile telephone turned on and/or visible in an examination, time-constrained assignment or phase test is an academic offence.

2.7 **Dishonest practice**

The use of any form of dishonest practice not identified by the above definitions.

3. **Incontrovertible evidence**

Where there is incontrovertible evidence that academic misconduct has occurred, the examination board will determine the outcome. Unless the incident occurs in close proximity to an examination board the chair may determine the outcome and arrange for it to be ratified by the board.

4. **Procedure for dealing with academic misconduct**

An important criterion in deciding how to deal with an instance of academic misconduct is whether or not the student intended to deceive. Secondly, the seriousness or extent to which misconduct has occurred.

Therefore the following process will be adopted according to the seriousness of the occurrence:

4.1 **Minor cases of academic misconduct**

Where a lecturer considers that the suspected instance of academic misconduct is minor and where it is the first instance during a student's programme of study, the matter will be dealt with by the lecturer and personal tutor, by providing help and guidance and issuing an informal warning about the future conduct which will not be noted on the student's record.

Examples of minor instances of academic misconduct might include:

- * failure to reference work properly
- * failure to acknowledge the source of a small section of an assignment
- * receiving undue help in good faith, such as a misunderstanding over instruction

4.2 **Serious cases of academic misconduct**

Where a lecturer suspects a more serious instance of academic misconduct or where there have been previous minor occurrences, a report will be made to the head of faculty who may institute the formal college disciplinary procedure at the appropriate stage.

Possible outcomes:

- a) The head of faculty will decide that no academic misconduct has taken place and the assessment will be marked as it stands.
- b) The student will accept that academic misconduct has occurred and will be allowed to resubmit the assessment. In the case of misconduct relating to an examination, the student will fail that sitting but will be allowed to resit at a later date. If the resubmitted work or resit examination meets the criteria for a pass grade, a minimum pass mark will be the only possible grade awarded. In this case, the student will receive a formal written warning, which will be noted on the student's record.

Should the student repeat the offence it will be treated as gross misconduct and it will be dealt with under the terms of the College disciplinary procedure.

c) The head of faculty accepts that academic misconduct has occurred but the student will not accept the decision. In this case the campus director, who will act as chair, will convene an academic misconduct appeals panel. If appropriate, the chair of the academic misconduct appeals panel may co-opt a subject specialist onto the academic misconduct appeals panel.

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The written records of the academic misconduct appeals panel will be confidential.

The outcome of the appeal may be:

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- * previous decisions are overturned and the reasons given in writing

The student will be informed of the decision of the academic misconduct appeals panel within ten working days of the panel meeting.

The decision of the academic misconduct appeals panel will be final and binding.



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